ICAT, SOAA, and Capacity Café Results

One last thank-you to everyone who participated in the ICAT and Capacity Cafes! Both were very informative! This newsletter will share some ICAT and SOAA results and summarize the take-aways from the Cafes, including Gateway’s strengths and opportunities, along with actions we can take to improve equity and student success!

The Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). This version of the SOAA also included “Equity Considerations” in each practice to articulate connections between the college’s pathways reforms and equity goals.

At GCC, the G2E Core Team, consisting of faculty and staff across all areas of the college, completed the SOAA during several meetings in February 2020. The assessment rating scale is to the right and the overall SOAA results are below.

<table>
<thead>
<tr>
<th>Assessment Rating</th>
<th>Assessment Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Not occurring</td>
</tr>
<tr>
<td>2</td>
<td>Occurring but not systematic</td>
</tr>
<tr>
<td>3</td>
<td>Planning to scale</td>
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<tr>
<td>4</td>
<td>Scaling in progress</td>
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<tr>
<td>5</td>
<td>At scale</td>
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Mapping Pathways to student end goals: 2
Helping students choose and enter a program Pathway: 2.2
Keeping students on Path: 2.8
Ensure that students are learning: 1.7
The ICAT (Institutional Capacity Assessment Tool) was created by ATD (Achieving the Dream) to support self-reflection, critical thinking and feedback, and coordinated action across the institution.

The ICAT was made available to all GCC employees for several weeks in February 2020. Over 130 GCC faculty, staff, and administrators took the time to complete the assessment. The Assessment Ratings and overall ICAT results are below:

<table>
<thead>
<tr>
<th>Assessment Rating</th>
<th>Assessment Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Minimal level of capacity in place</td>
</tr>
<tr>
<td>2</td>
<td>Moderate level of capacity in place</td>
</tr>
<tr>
<td>3</td>
<td>Strong level of capacity in place</td>
</tr>
<tr>
<td>4</td>
<td>Exemplary level of capacity in place</td>
</tr>
</tbody>
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**Overall ICAT Average Ratings**

- Teaching & Learning: 2.7
- Engagement & Communication: 2.6
- Equity: 2.6
- Leadership & Vision: 2.5
- Strategy & Planning: 2.4
- Data & Technology: 2.4
- Policies & Practices: 2.3
The Top 10 institutional **STRENGTHS from the ICAT** are given below (50% or more gave it a 3 or 4)

**Leadership and Vision** The institution has a clear and compelling vision for student success.

**Data and Technology** The institution has a formal entity and defined set of policies and procedures for overall data management.

**Equity** The institution engages in targeted outreach to underrepresented populations.

**Engagement & Communication** The institution engages with local K-12 to align curriculum, serve dual-enrolled students and strengthen the high school to institution pipeline.

**Engagement and Communication** The institution partners with four-year institutions to ensure that academic expectations for transfer align.

**Teaching & Learning** The institution addresses basic student needs that might affect their attendance, class participation, and overall institution engagement.

**Teaching & Learning** The institution has restructured developmental education so students can complete at least institution-level course in both math and English in the first year.

**Teaching & Learning** The institution provides students with clear program maps detailing all of the curricular requirements to earn a credential.

**Teaching & Learning** The institution supports seamless student transfer to four-year institutions.

**Strategy & Planning** The institution’s strategic plan focuses on a clearly defined set of student success goals.
Nearly 40 members of GCCs faculty, staff, and administration attended one of our Capacity Cafes on May 20. We spent 2 hours in small group discussions identifying our strengths, acknowledging our areas of opportunity, and brain-storming actions we can take at Gateway to improve equity and build on our student success.

Celebrate our Strengths!

**Student Services**
- Advising
  - NSAR – new video, clarifying student path, documenting challenges, barriers, records, FOCUS 2, tracking of goals
  - 2nd semester advising with 2-semester plan
  - Care and Kudos reports
- Library – OER resources, workshops
- Tutoring – developmental and college-level
- Writing Center
- Wellness Center
- SAS
- Food pantry
- SGA – students learn leadership skills and become more confident
- Work study and student workers – achieve new skills and learn about opportunities at GCC

**GREAT Center**
- Workforce development
- Business and industry services
- Continuing education
- Transitional basic skills Boot Camps
- SNAP
- Financial education
- Step Forward

**GCC Foundation & Helping Hands**
- Academic scholarships
- Laptop Scholarships (expanded this spring to meet needs of students)

**Academics**
- New IDS course – Career piece, FOCUS2, financial piece, Myers-Briggs, advising
- Faculty
- Student connections with faculty & staff
- Special programs
  - Step Forward
  - Gateway to College
  - FESP
  - Dual enrollment
- Transfer Tickets and other articulation agreements
- Programs
  - Many have strong relationships with employers
  - Nationally accredited
  - Practicums, internships, direct links to careers
- Restructured developmental education
The Top 10 institutional OPPORTUNITIES from the ICAT (41% or more gave it a 1 or 2)

(Leadership and Vision) Leaders ensure the core work of the institution aligns with student success vision and goals.

(Leadership & Vision) Leaders set expectations and hold people accountable for data-informed decision-making.

(Data & Technology) Student success data are shared broadly and translated into meaningful information.

(Equity) All members of the institution are broadly engaged in conversations about equity to inform action.

(Equity) The institution offers professional development for faculty and staff to strengthen their work with diverse student populations and address equitable practices.

(Engagement & Communication) Student success vision and goals are communicated regularly and broadly across the institution.

(Engagement & Communication) Communication planning is an integral part of the institution’s student success work.

(Engagement & Communication) Broad-based input from faculty, staff, and students is solicited to inform student success efforts.

(Strategy & Planning) Initiative teams are effectively organized and mobilized to bridge institutional silos and foster collaboration/coordination.

(Policies & Practices) Faculty, staff, and students are held accountable for effective implementation of institutional policies.
Opportunities for Growth

Technology
- Training for students, faculty, and staff
- Student access to laptops, stable internet connections

Leadership
- Current lack of permanent leadership
- Accountability of employees – fulfilling expectations of roles

Communication
- Website – accuracy, navigation, how to submit changes
- Transparency
- Communication between programs & departments – remove silos
- Need broad-based input from faculty, staff, and students
- Information not being shared/communicated/understood

Data
- How to access?
- What data to request?
- Lack of curiosity
- Faculty/staff not encouraged to collect/analyze more data
- Data on non-returning students
- Labor market data
- Data not shared by management/cabinet
- Inconsistent data due to difference in data management between areas (admissions, registrar, etc.) and across the system

Student needs
- Career Center
  - Students need to identify careers and be provided clear paths
- Training
  - DegreeWorks and Insight – video tutorials?
- Advising
  - 2nd year advising
  - Direct access to advising information
  - Program brochures with market data that is updated each semester
- Student Activities – having a new director is promising
- Orientation – students need to know what resources are available
- Sense of belonging – cohorts like nursing, communities like SGA, cohorts in IDS
- Online community – opportunity to build on – breakout groups or blogs?
- Redesign and expand PASS program – advising, oversight, link with a course?

In higher education, equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience.
Proposed Actions

**Equity:** need ALL members broadly engaged in conversations about equity

**Technology**
- Provide training for students, faculty, and staff
- Ensure students have technology needed to access online courses and services
- Enhanced video training for advisors and students to clarify paths

**Leadership**
- Need consistency in management/leadership
- Transparency
- Give us the big picture – where are the gaps and how do the numbers affect/relate to the issues
- Hold faculty accountable
- Rather than directives, ask faculty and staff for responses – have a conversation
- Grants for development of innovative new student success initiatives
- Earmark Foundation fund-raisers for specific programs or initiatives
- Data/info on how each role at the college will improve student success so college can see benefit of new hires

**Faculty and Staff**
- Grants for development of innovative new student success initiatives
- Onboarding handbook
- Cross-training and access between areas to limit passing students along
- To promote faculty engagement, AR needs to be clarified regarding promotion and pay

**Communication**
- Improve the website
  - Accuracy
  - Ease of use
  - FAQs for each department/division
  - How-to videos with steps
  - Mobile friendly
  - Up-to-date
- Common set of standards for communications that go out to students (and faculty & staff)
- Improve communication between credit and non-credit sides
- Improve communication with adjunct faculty
- Make resources and information available via phone/app
- Sharing of ideas between colleges

**Data**
- Build culture of data-informed decision making
- Study persistent students
- Study WHO students are connecting with – use those faculty/staff as resources
- Study shift to online learning – who made it through
- Collect data on success after Gateway, alumni, linkedIN
- Collect data on non-returning students
- Survey students in spring to see if they've enrolled or plan to, what resources they need, etc.
Proposed Actions (cont.)

Students

- Build connections with students – high touch support
  - Earlier outreach – right after application
  - Orientation
  - Program-based NSARs
  - Improved communication – texting, Teams, apps, videos
- Increase student engagement
  - Peer-to-peer mentorship, mentoring from 1st to 2nd year transition
  - Teach students how to self-advocate, access information, solve problems, navigate the college system
- Onboarding process for continuing and transfer students with resources on how to balance life and academics
- Create resources for the adult learner
- Increase IDS enrollment
- Expand tutoring and writing center – summer, more subjects

- Expand and improve the Career Center
  - Connect with students right after application
  - FOCUS2, ONET data
  - Internships
  - Make market labor data available
  - Shadowing opportunities
  - Help students with goals even if not directly GCC related (gap year, Americorp, etc.)
- Advising
  - Welcome Form (Intake) for true early intervention/prevention
  - Redesign Care Reports for ease of use
  - Stronger program advising and direct advising tools are needed
  - Give advising updates throughout the semester rather than frontloading via NSAR
  - Focus on 3rd semester advising
  - Have faculty remind students to seek advising before leaving for summer break
  - Better mapping for pre-allied health/pre-nursing students so they can better use their credits and keep options open

G2E ACTION ITEMS FOR SUMMER 2020

- Student Focus Groups – Spring 2020 transition due to COVID-19 and Fall 2020 plans
- Virtual ATD Coaches’ Visit
- Data Requests – Areas impacted most by COVID-19
  - Student Learning
  - Student Supports
  - Enrollment management
- Compile list of policy changes made across the college due to COVID-19
- Annual ATD Reflection

A very special thanks to Vincent Tong for administering the ICAT and to our Capacity Café facilitators and notetakers: Kat Ahern, Licella Arboleda, Kate Babbitt, Kristina Kosnoff, Roberta Prior, Lynn Roller, Eileen Russo, Rachael Schettenhelm, Sue Spencer, and Amanda Sweeney

Contact Michelle Breaker or Kaitlyn Kos for more information on joining the G2E Team!