



Siyaphumelela
we succeed

Institutional Capacity Assessment Tool (ICAT) and Capacity Café

Siyaphumelela 2.0 Project

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Adapted from ATD

INSTITUTIONAL CAPACITY FRAMEWORK (ICAT)



- An online **rubric self-assessment** tool
- Assess institution **strengths** and areas for improvement in the **seven key areas** to support a student-centered culture that promotes equitable outcomes at scale.
- Broad range of university stakeholders to assess their institution's capacity across four levels, from **minimal to exemplary**.
- The participants engage in a large group dialogue using the **Capacity Café**.

TEACHING AND LEARNING

- The commitment to engaging full-time and part-time academic staff in reflecting on pedagogy, meaningful professional development, and a central role for them as change agents within the institution.
- Also, the university's commitment to advising, student support initiatives as well as to structuring bridging and foundational programmes to facilitate student learning and success.



ENGAGEMENT AND COMMUNICATION

- The creation of strategic partnerships with key external stakeholders, such as basic education (grades R – 12), TVETS, and post school education training, and internal stakeholders across the institution, namely students, academic staff, tutors, and residences, to actively promote student success and improvement of student results.



STRATEGY AND PLANNING

- Defining the umbrella goal of student success and aligning the institution with this umbrella goal.
- Translating the desired future/vision into defined goals and objectives.
- Implementing the actions to achieve these goals and objectives.



POLICIES AND PRACTICES

- The institutional regulations and practices that affect student success and the processes for examining and aligning regulations and practices to break barriers and improve student success.



LEADERSHIP AND VISION

- The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for how students will benefit from being part of the university community.



DATA AND TECHNOLOGY

- The institution's capacity to collect, access, analyse and use data to inform decisions, and to use appropriate technology to support student success.



EQUITY

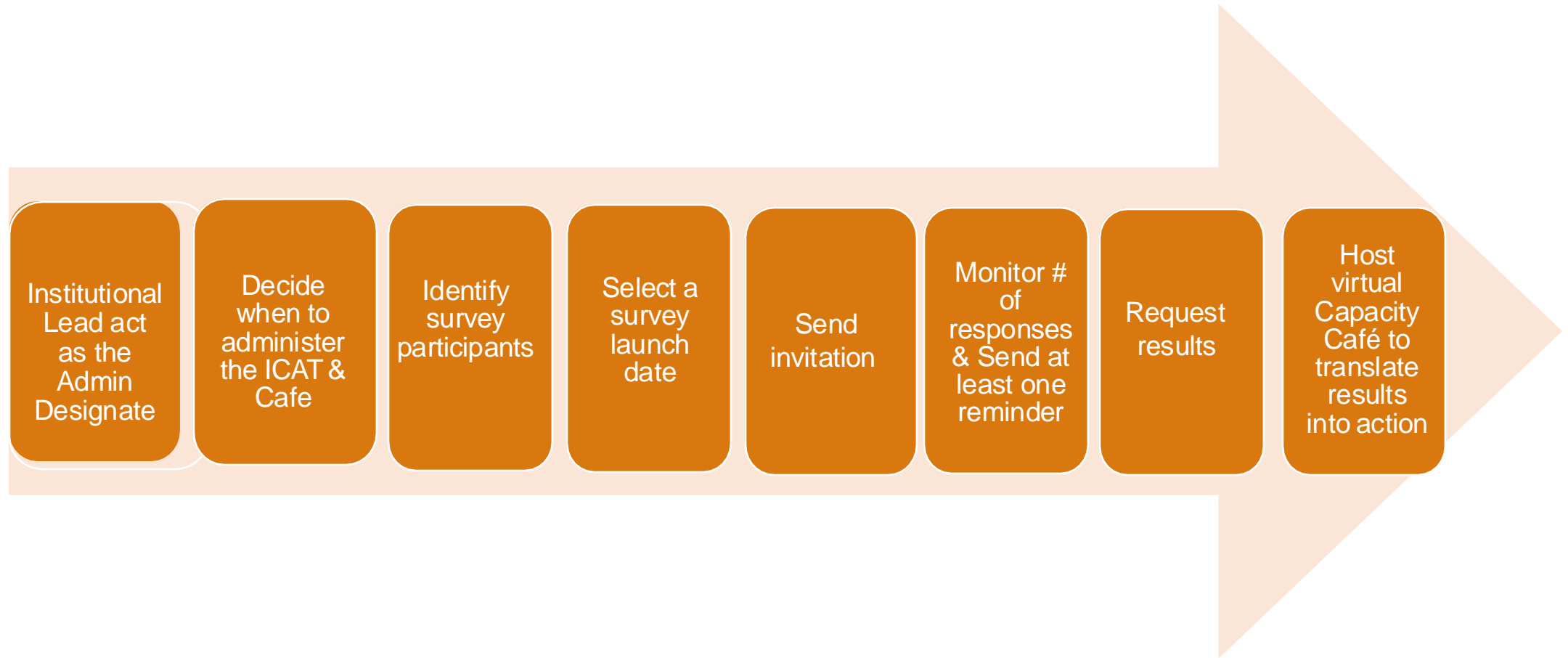
- The commitment, capabilities, and experiences of an institution to serve students from a low socioeconomic background, students from previously disadvantaged groups, and other at-risk student populations fairly with respect to access, success, and campus culture.



STRENGTHS OF THE FRAMEWORK

- Helps institutions understand the seven capacity areas essential to cultivating a **student focused culture**.
- Elevates the value of capacity building in **systemic institutional transformation** to help universities move beyond an intervention-only focus.
- Assists universities in gauging where they are, **assessing** their capacity building needs and **informing action**.
- **Integrates and aligns** efforts institutions may have already begun to implement such as strategic planning, holistic student supports, and assesses readiness for future redesign.
- Provides opportunity for **tailored coaching services and supports** to assist universities in optimizing capacity.

RECOMMENDED ICAT PROCESS



BENEFITS OF COMPLETING THE ASSESSMENT

- **Insight** into institutional strengths and areas to improve
- **Picture** of what improved capacity looks like through use of examples
- **Broad engagement** of stakeholders from all areas of the university
- **Gaps** in communication and perception
- **Common language** to spark dialogue and engagement in capacity conversations
- **Action steps** to build strength across the seven capacity areas
- **Apply** to reform priorities e.g., holistic student supports

INSTITUTIONAL CAPACITY ASSESSMENT TOOL

Sample Question:

Does the institution have a clear and compelling vision for student success?

The institution has not yet envisioned the ideal student experience or student outcomes it wants to achieve.

The institution has envisioned improvements in student success it wants to achieve but does not yet have a formal statement for change.

The institution has envisioned improvements in student success it wants to achieve and has an aspirational vision statement, but the vision is not yet widely embraced.

The institution has a clear and compelling vision for student success that is aspirational, widely shared, broadly understood, and consistently used to guide action.

I Don't Know

Not Applicable

SAMPLE RESULTS

Key: **Not Applicable** ; Do Not Know; Levels **1, 2, 3** or **4**

Total Number of Respondents: 36

Item	Response Distribution						Avg
Vision and Goals	12%	20%	12%	22%	18%	13%	3.3
1. Does the institution have a clear and compelling vision for student success?	5%	22%	11%	22%	13%	25%	3.6
2. Do leaders ensure the core work of the institution aligns with student success vision and goals?	19%	19%	13%	22%	22%	29%	3.5

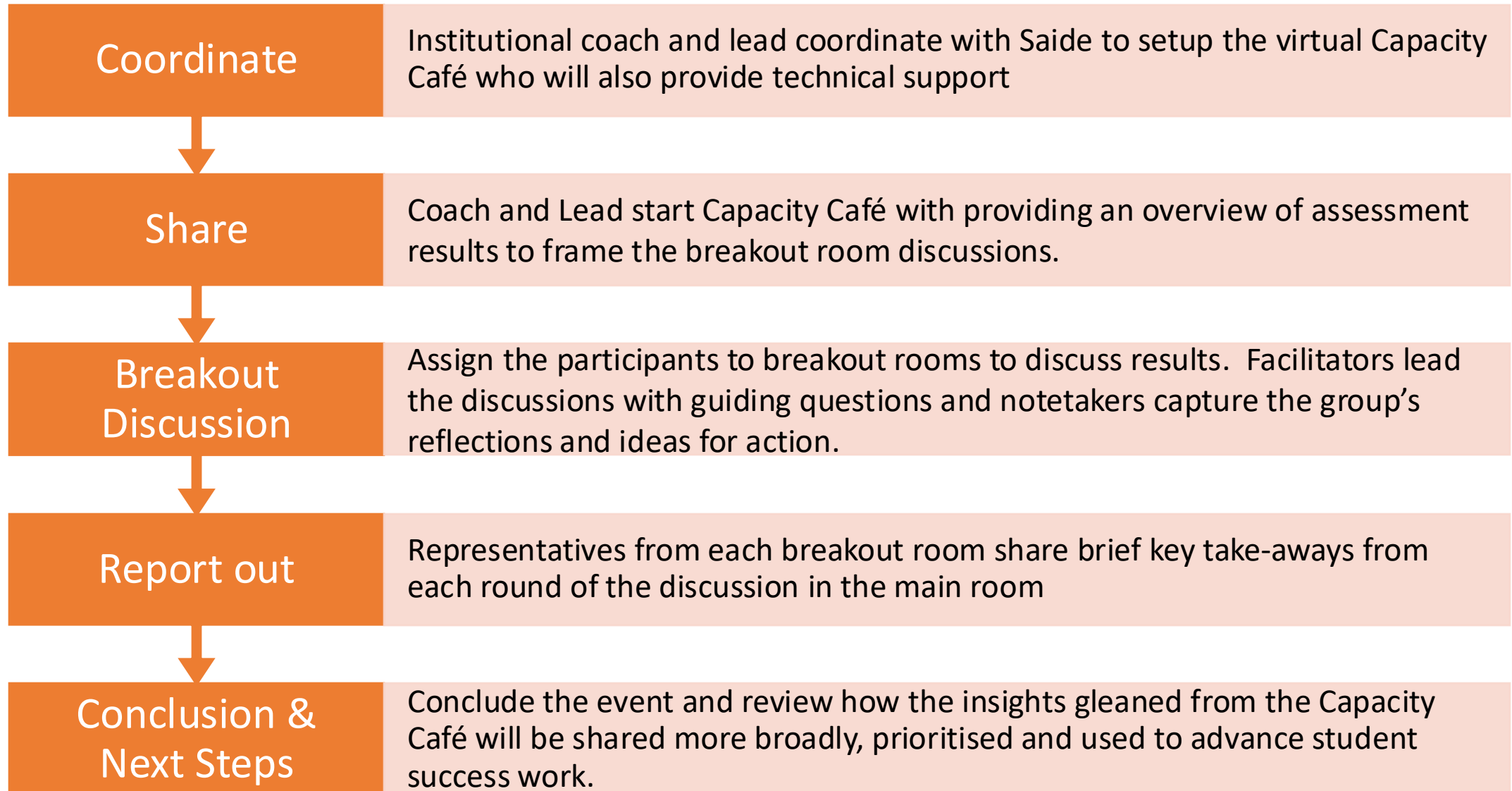
UNIVERSITIES CAN DISAGGREGATE RESULTS BY

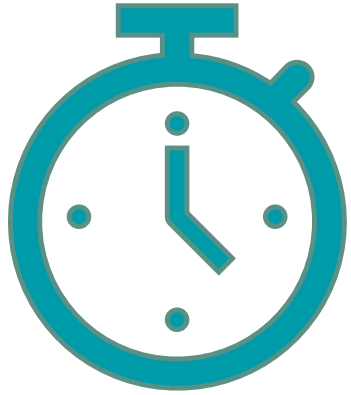
- **Functional role** (Senior or Executive Management, Full-time Academic Staff, Part-time Academic Staff, Student Support Services, etc.)
- **Area within institution** (Teaching, Learning, & Research; Faculties or Departments; Student Services; Support Departments; Academic Support)
- **Disaggregation** allows for identification of perception and communication gaps

HOSTING A VIRTUAL CAPACITY CAFÉ



VIRTUAL CAPACITY CAFÉ GENERAL PROCESS





VIRTUAL CAPACITY CAFÉ PROCESS EXAMPLE

Welcome and Framing:	30 minutes	Main Room
Round 1: Data & Technology	30 minutes	Breakout Rooms
Round 2: Equity	30 minutes	Breakout Rooms
Round 3: Leadership & Vision	30 minutes	Breakout Rooms
Report Out		Main Room



BREAKOUT DISCUSSION QUESTIONS

- Where do we have **strength** in this capacity area? What is a recent **success story** we can amplify and celebrate?
- What needs to be **strengthened to support** students in this capacity area?
- What items have **high percentages of “Don't know”** responses- what does a high percentage of “Don't know” responses signal? (E.g. communication gaps that might impact on the university's efforts?)
- What **actions** can the university take to improve support of students in this capacity area and bridge communication gaps?

BREAKOUT GROUPINGS SUGGESTION

- Ideally **6 – 7 participants**, a **note-taker**, and a **facilitator** for the breakout session
- How might you organise groupings for break out rooms?
 - for example by ‘groupings’ e.g. senior leadership, academic staff, student support and services staff, faculty?
 - Or mixed groups in order to have ‘full’ institutional conversation in each breakout room?

PROCESS AND WAY FORWARD

- Complete ICAT assessment, do some data discovery and analysis on barriers to progression and equity gaps
- Encourage institution-wide participation from all employee groups and departments
- Create a compelling invitation to complete the assessment
- Allow sufficient time to monitor responses and send a reminder
- Plan for a virtual Capacity Café with your coach and encourage broad participation
- Disseminate actions from Capacity Café
- Prioritise the action items for implementation

NEXT STEPS

Explore....

- **How the ICAT can help your university assess capacity strengths and gaps.**
- **Who should take the ICAT and engage in discussions about the results and translating those results in action.**
- **How to use your results to advance your work.**

How to access the ICAT

<https://www.siyaphumelela.org.za/icat/>

Available Actions

The Institutional Capacity Assessment Tool is an online self-assessment to help Siyaphumelela universities assess their strengths and areas for improvement in student success in the seven key areas.

Application >

Institutional Lead Members schedule access to ICAT survey for their institution

Access >

Login to participate in your institutional ICAT survey. You will need the institutional access code to proceed.

Reports >

Login to retrieve your institutional ICAT reports. You will need the institutional access code to proceed.

Preview >

Preview the ICAT survey instrument.

Thank You