One Size Does Not Fit All:
Multiple Approaches to Evaluating Institutional Assessment Processes

Q: How can we improve our institutional assessment process?
A: So many different ways!
Quantitative Data

Amy Cappleman, Director of Strategic Planning and Institutional Effectiveness

ICC at a Glance . . .

**College Overview**
- 2 year, open admission community college
- Located in rural, north Mississippi
- Serves career-technical, health science, and university parallel
- AA, AAS, and Certificates
- Large workforce development program with 4 WIN Job Centers
- 5,199 Headcount
- 3,387 taking 1 or more online classes
- 143 FT, 182 PT Faculty

**Assessment Process Overview**
- 5 year college level strategic plan
- Annual plan for all planning units across the College (instructional & non-instructional)
- 5 year program reviews for almost all planning units across the College (instructional & non-instructional)
- **Annual planning is the primary vehicle for assessment and change** at ICC. It is where the “rubber meets the road.”
- Electronic annual planning as ICC currently knows it has existed for 12 years with constant small adjustments rather than major overhauls to the planning process.
### Annual Planning Framework

#### Types of Outcomes

1. **Student Learning Outcomes**
2. **Operational (a.k.a. administrative) outcomes**

#### How It Works

- **Annual planning occurs March 1-July 15**
- **Open loop (set new outcomes) and close loop (report data on previous outcomes) at the same time**
- **Each planning unit must have a minimum of 3 solid, high quality outcomes with an emphasis placed on quantitative data used in reporting as much as possible**

### How ICC Makes It Work

- Attempts at committee peer review failed at our institution.
- ICC makes planning units accountable to themselves.
- Emphasis on quality during outcome, assessment, and target development puts burden on planners.
- Harder for planners to not act on results when quantitative data is used at our institution.
- Lots of support for planners (training, assistance appointments, online resources, etc.).
- A good attitude.
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### Success

<table>
<thead>
<tr>
<th>Total Outcomes</th>
<th>Achieved</th>
<th>Not Achieved but Improved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>College Overall</td>
<td>293</td>
<td>155</td>
<td>53%</td>
</tr>
<tr>
<td>Business Services</td>
<td>7</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Development &amp; Planning</td>
<td>51</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>Economic &amp; Community Services</td>
<td>16</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>Instructional Services</td>
<td>199</td>
<td>105</td>
<td>53%</td>
</tr>
<tr>
<td>Student Services</td>
<td>39</td>
<td>20</td>
<td>51%</td>
</tr>
<tr>
<td>Office of the President</td>
<td>17</td>
<td>10</td>
<td>59%</td>
</tr>
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</table>

### Results

<table>
<thead>
<tr>
<th>College Overall (Duplicate)</th>
<th>293</th>
<th>155</th>
<th>53%</th>
<th>60</th>
<th>20%</th>
<th>78</th>
<th>27%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>7</td>
<td>2</td>
<td>29%</td>
<td>3</td>
<td>43%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Development &amp; Planning</td>
<td>51</td>
<td>8</td>
<td>15%</td>
<td>2</td>
<td>38%</td>
<td>1</td>
<td>19%</td>
</tr>
<tr>
<td>Economic &amp; Community Services</td>
<td>16</td>
<td>9</td>
<td>56%</td>
<td>3</td>
<td>19%</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Instructional Services</td>
<td>199</td>
<td>105</td>
<td>53%</td>
<td>36</td>
<td>18%</td>
<td>58</td>
<td>29%</td>
</tr>
<tr>
<td>Student Services</td>
<td>39</td>
<td>20</td>
<td>51%</td>
<td>11</td>
<td>28%</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Office of the President</td>
<td>17</td>
<td>10</td>
<td>59%</td>
<td>2</td>
<td>12%</td>
<td>5</td>
<td>29%</td>
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</tbody>
</table>

*Each outcome may qualify as multiple results.*

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### Success

<table>
<thead>
<tr>
<th>Total Outcomes Aligned with Strategic initiatives</th>
<th>Achieved</th>
<th>Not Achieved but Improved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Overall (For All 4 Strategic Initiatives)</td>
<td>293</td>
<td>155</td>
<td>53%</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>87</td>
<td>37</td>
<td>43%</td>
</tr>
<tr>
<td>Accountability</td>
<td>227</td>
<td>121</td>
<td>53%</td>
</tr>
<tr>
<td>Campus Safety</td>
<td>16</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td>Technology</td>
<td>49</td>
<td>31</td>
<td>63%</td>
</tr>
</tbody>
</table>

### Success

<table>
<thead>
<tr>
<th>Total Outcomes Aligned with Institutional Goals</th>
<th>Achieved</th>
<th>Not Achieved but Improved</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Overall (For All 9 Institutional Goals) - Unduplicated</td>
<td>274</td>
<td>144</td>
<td>53%</td>
</tr>
<tr>
<td>1A. Persistence &amp; Retention of Current Students</td>
<td>72</td>
<td>31</td>
<td>43%</td>
</tr>
<tr>
<td>1B. Non-Traditional Student Enrollment</td>
<td>17</td>
<td>9</td>
<td>53%</td>
</tr>
<tr>
<td>2A. Improve Student Outcomes</td>
<td>172</td>
<td>91</td>
<td>53%</td>
</tr>
<tr>
<td>2B. Local Workforce &amp; Economy</td>
<td>27</td>
<td>13</td>
<td>48%</td>
</tr>
<tr>
<td>2C. Manage Resources Wisely</td>
<td>44</td>
<td>23</td>
<td>52%</td>
</tr>
<tr>
<td>3A. Safety Training</td>
<td>14</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>3B. Safety Plan</td>
<td>7</td>
<td>3</td>
<td>43%</td>
</tr>
<tr>
<td>4A. Training On &amp; Use of Technology</td>
<td>42</td>
<td>25</td>
<td>60%</td>
</tr>
<tr>
<td>4B. Maintain Adequate Technology</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
</tbody>
</table>

* This was the second open loop cycle for the 2018-2020 strategic plan. Of the twenty-five (25) original outcomes of the plan, seven (7) have been completed or implemented, three (3) are in a permanent “ongoing” state, twelve (12) are in progress, and three (3) have not yet been started. Two of the three outcomes that have not been started are directives assigned to the Enrollment Management Committee. (Please see the yellow highlighted outcomes in this report.)
About UAH ...

• 4-Year public state institution established in 1950
• 505 acre campus in Huntsville, Alabama
• Strong emphasis on Research and STEM with 17 Research Centers on campus
• Enrolls 9,988 students in 90+ programs across 9 Colleges
• Taught by 372 full-time faculty and 300+ Adjunct Faculty
### Assessment Plan & Report

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLOs)</th>
<th>Operational Outcomes (OPOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outcome (observable knowledge/skill/attitude for student group)</td>
<td>1. Outcome (service/process with who it helps &amp; how)</td>
</tr>
<tr>
<td>2. Assessment Methods (two ways to measure)</td>
<td>2. Assessment Method (one way to measure)</td>
</tr>
<tr>
<td>3. Assessment Targets (expected results)</td>
<td>3. Assessment Target (expected results)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Data Collected (actual results)</th>
<th>4. Data Collected (actual results)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Use of Results (changes made)</td>
<td>5. Use of Results (changes made)</td>
</tr>
</tbody>
</table>

*Degree = 3*  
*Admin Unit = 0*  
+  
2  
+  
3

### Assessment Peer Review Committee

**Who?**  
Representatives from across the institution (faculty and staff)

**How?**  
Three in-person meetings with work assignments between meetings

**What?**  
Provides feedback  
(a) to each unit using the Review Tools  
(b) on assessment process overall (revisions to Review Tools)

**Why?**  
To assist individual units in improving their assessments  
To guide the overall process for the institution
J.F. Drake State Community and Technical College

Planning Hearings

LESLEY SHOTTS
RESEARCH AND GRANTS COORDINATOR

ABOUT DRAKE STATE...
Two-Year Community and Technical College Located in Huntsville, Alabama
Unduplicated Headcount around 1100 students
AA and AS Degrees for Students Planning to Transfer and AAS Degrees, Certificates and Short Certificates for Students Wishing to Enter the Workforce or Retrain

ABOUT PLANNING HEARINGS...
Process in Place Since 2005
Lawson State Community College - Mentor Institution
Has Undergone Modifications Over the Years, Most Recently in AY 2018-2019
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Room Setup for Planning Hearings

Optional
Benefits
• Ensures Periodic Assessment and Improvement
• Clear Links to Institutional Mission and Strategic Plan
• Better Budgeting
• Improved Communication
• Exchange of Ideas
• Reduction of “Tunnel Vision”
• Creation of Partnerships
• Chance to “Show Off”

Challenges
• Time
• Scheduling
• Turnover
• Scaling for large institutions
• Technical Problems

Q&A
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