



Survey of Assessment Culture

2016 Faculty Survey of Assessment Culture Nationwide Frequency Report

Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
Assessment is expected as part of my institution's continuous improvement process.	Strongly Disagree	10	0.7%
	Disagree	22	1.5%
	Only Slightly Disagree	8	0.5%
	Only Slightly Agree	106	7.1%
	Agree	568	38.1%
	Strongly Agree	775	52.0%
	Total	1489	100.0%
Assessment is an exercise primarily for compliance purposes.	Strongly Disagree	113	7.7%
	Disagree	357	24.2%
	Only Slightly Disagree	112	7.6%
	Only Slightly Agree	343	23.3%
	Agree	366	24.8%
	Strongly Agree	184	12.5%
	Total	1475	100.0%
The purpose of assessment depends largely on who is asking for assessment results.	Strongly Disagree	51	3.5%
	Disagree	238	16.1%
	Only Slightly Disagree	76	5.1%
	Only Slightly Agree	277	18.8%
	Agree	566	38.3%
	Strongly Agree	268	18.2%
	Total	1476	100.0%
The purpose of assessment is clearly understood at my institution.	Strongly Disagree	62	4.2%
	Disagree	169	11.4%
	Only Slightly Disagree	131	8.9%
	Only Slightly Agree	418	28.3%
	Agree	530	35.9%
	Strongly Agree	167	11.3%
	Total	1477	100.0%
If assessment was not required I would not be doing it.	Strongly Disagree	349	23.7%
	Disagree	508	34.5%
	Only Slightly Disagree	179	12.2%
	Only Slightly Agree	169	11.5%
	Agree	156	10.6%
	Strongly Agree	110	7.5%
	Total	1471	100.0%
Assessments of programs are typically connected back to student learning.	Strongly Disagree	58	4.0%
	Disagree	131	8.9%
	Only Slightly Disagree	80	5.5%
	Only Slightly Agree	286	19.5%
	Agree	605	41.3%
	Strongly Agree	306	20.9%
	Total	1466	100.0%
	Strongly Disagree	135	9.2%
	Disagree	415	28.3%
	Only Slightly Disagree	224	15.3%



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		Count	%
Assessment efforts do not have a clear focus.	Only Slightly Agree	301	20.6%
	Agree	266	18.2%
	Strongly Agree	123	8.4%
	Total	1464	100.0%
Assessment is a "necessary evil" in higher education.	Strongly Disagree	212	14.4%
	Disagree	408	27.7%
	Only Slightly Disagree	172	11.7%
	Only Slightly Agree	284	19.3%
	Agree	259	17.6%
	Strongly Agree	137	9.3%
Total	1472	100.0%	
Assessment is conducted based on the whims of the people in charge.	Strongly Disagree	244	16.6%
	Disagree	510	34.7%
	Only Slightly Disagree	179	12.2%
	Only Slightly Agree	230	15.6%
	Agree	181	12.3%
	Strongly Agree	127	8.6%
Total	1471	100.0%	
Discussions about student learning are at the heart of my institution's assessment effort.	Strongly Disagree	81	5.5%
	Disagree	132	9.0%
	Only Slightly Disagree	130	8.8%
	Only Slightly Agree	329	22.3%
	Agree	547	37.1%
	Strongly Agree	255	17.3%
Total	1474	100.0%	
Assessment processes yield evidence of my institution's effectiveness.	Strongly Disagree	91	6.2%
	Disagree	140	9.6%
	Only Slightly Disagree	126	8.6%
	Only Slightly Agree	378	25.8%
	Agree	537	36.7%
	Strongly Agree	192	13.1%
Total	1464	100.0%	
_____ is the primary reason assessment is conducted at my institution.	Accountability	180	12.3%
	Accreditation	505	34.4%
	Compliance with governmental mandates	135	9.2%
	Improving student learning	534	36.4%
	Tradition	23	1.6%
	Access to financial resources	34	2.3%
	Other	57	3.9%
	Total	1468	100.0%
It is clear who is ultimately in charge of assessment.	Strongly Disagree	76	5.6%
	Disagree	192	14.0%
	Only Slightly Disagree	66	4.8%
	Only Slightly Agree	320	23.4%
	Agree	471	34.5%



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
	Strongly Agree	242	17.7%
	Total	1367	100.0%
Faculty are in charge of assessment at my institution.	Strongly Disagree	111	8.2%
	Disagree	234	17.3%
	Only Slightly Disagree	130	9.6%
	Only Slightly Agree	332	24.6%
	Agree	405	30.0%
	Strongly Agree	140	10.4%
	Total	1352	100.0%
Senior leaders (i.e. President or Provost) have made clear their expectations regarding assessment.	Strongly Disagree	99	7.3%
	Disagree	218	16.0%
	Only Slightly Disagree	122	9.0%
	Only Slightly Agree	362	26.6%
	Agree	402	29.5%
	Strongly Agree	160	11.7%
	Total	1363	100.0%
I can name the office at my institution that leads student assessment efforts for accreditation purposes.	Strongly Disagree	118	8.6%
	Disagree	233	17.0%
	Only Slightly Disagree	93	6.8%
	Only Slightly Agree	191	14.0%
	Agree	370	27.0%
	Strongly Agree	363	26.5%
	Total	1368	100.0%
I can name the office at my institution that leads assessment efforts for student learning.	Strongly Disagree	133	9.7%
	Disagree	251	18.4%
	Only Slightly Disagree	78	5.7%
	Only Slightly Agree	219	16.0%
	Agree	371	27.2%
	Strongly Agree	313	22.9%
	Total	1365	100.0%
Assessment is emphasized as part of the organizational culture.	Strongly Disagree	37	2.8%
	Disagree	97	7.5%
	Only Slightly Disagree	62	4.8%
	Only Slightly Agree	316	24.3%
	Agree	556	42.7%
	Strongly Agree	233	17.9%
	Total	1301	100.0%
There is no systematic approach to assessment at my institution.	Strongly Disagree	196	15.1%
	Disagree	438	33.7%
	Only Slightly Disagree	200	15.4%
	Only Slightly Agree	191	14.7%
	Agree	178	13.7%
	Strongly Agree	95	7.3%
	Total	1298	100.0%
	Strongly Disagree	48	3.7%



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
Assessment is primarily the responsibility of faculty members.	Disagree	142	10.9%
	Only Slightly Disagree	112	8.6%
	Only Slightly Agree	295	22.6%
	Agree	522	40.1%
	Strongly Agree	184	14.1%
	Total	1303	100.0%
Assessment is primarily the responsibility of administrators.	Strongly Disagree	137	10.5%
	Disagree	389	29.8%
	Only Slightly Disagree	229	17.6%
	Only Slightly Agree	322	24.7%
	Agree	190	14.6%
	Strongly Agree	37	2.8%
Total	1304	100.0%	
My institution is structured in a way that facilitates assessment practices focused on improved student learning.	Strongly Disagree	101	7.7%
	Disagree	162	12.4%
	Only Slightly Disagree	155	11.9%
	Only Slightly Agree	319	24.4%
	Agree	412	31.6%
	Strongly Agree	156	12.0%
Total	1305	100.0%	
Assessment for accreditation purposes is prioritized above other assessment efforts.	Strongly Disagree	31	2.4%
	Disagree	202	15.5%
	Only Slightly Disagree	168	12.9%
	Only Slightly Agree	306	23.5%
	Agree	365	28.1%
	Strongly Agree	228	17.5%
Total	1300	100.0%	
There are sufficient financial resources to make changes at my institution.	Strongly Disagree	232	18.0%
	Disagree	278	21.6%
	Only Slightly Disagree	172	13.3%
	Only Slightly Agree	239	18.5%
	Agree	276	21.4%
	Strongly Agree	93	7.2%
Total	1290	100.0%	
A recommended change is more likely to be enacted if it is supported by assessment data.	Strongly Disagree	51	3.9%
	Disagree	85	6.6%
	Only Slightly Disagree	67	5.2%
	Only Slightly Agree	326	25.2%
	Agree	583	45.0%
	Strongly Agree	184	14.2%
Total	1296	100.0%	
Assessment is an organized, coherent effort at my institution	Strongly Disagree	91	7.0%
	Disagree	175	13.4%
	Only Slightly Disagree	151	11.6%
	Only Slightly Agree	364	27.9%



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
	Agree	390	29.9%
	Strongly Agree	133	10.2%
	Total	1304	100.0%
Assessment results have no impact on resource allocations.	Strongly Disagree	93	7.2%
	Disagree	266	20.7%
	Only Slightly Disagree	291	22.6%
	Only Slightly Agree	292	22.7%
	Agree	211	16.4%
	Strongly Agree	132	10.3%
	Total	1285	100.0%
Assessment results are regularly shared throughout my institution.	Strongly Disagree	137	10.7%
	Disagree	275	21.5%
	Only Slightly Disagree	120	9.4%
	Only Slightly Agree	334	26.1%
	Agree	310	24.2%
	Strongly Agree	104	8.1%
Total	1280	100.0%	
Official institutional communications encourage assessment of student learning	Strongly Disagree	66	5.2%
	Disagree	161	12.7%
	Only Slightly Disagree	122	9.6%
	Only Slightly Agree	282	22.2%
	Agree	479	37.7%
	Strongly Agree	159	12.5%
Total	1269	100.0%	
Assessment results are NOT intended for distribution.	Strongly Disagree	111	8.9%
	Disagree	327	26.2%
	Only Slightly Disagree	245	19.6%
	Only Slightly Agree	228	18.3%
	Agree	274	21.9%
	Strongly Agree	64	5.1%
Total	1249	100.0%	
Student assessment results are NOT regularly shared.	Strongly Disagree	95	7.6%
	Disagree	239	19.0%
	Only Slightly Disagree	192	15.3%
	Only Slightly Agree	240	19.1%
	Agree	369	29.4%
	Strongly Agree	122	9.7%
Total	1257	100.0%	
Assessment success stories are shared throughout my institution.	Strongly Disagree	142	11.3%
	Disagree	336	26.6%
	Only Slightly Disagree	172	13.6%
	Only Slightly Agree	294	23.3%
	Agree	236	18.7%
	Strongly Agree	81	6.4%
Total	1261	100.0%	



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
Faculty consistently receive assessment data from administrators.	Strongly Disagree	190	15.1%
	Disagree	355	28.2%
	Only Slightly Disagree	178	14.1%
	Only Slightly Agree	265	21.0%
	Agree	208	16.5%
	Strongly Agree	64	5.1%
	Total	1260	100.0%
Assessment results are available from administrators by request.	Strongly Disagree	69	5.6%
	Disagree	144	11.6%
	Only Slightly Disagree	180	14.5%
	Only Slightly Agree	352	28.4%
	Agree	400	32.2%
	Strongly Agree	96	7.7%
	Total	1241	100.0%
Assessment results are regularly requested by colleagues at my institution.	Strongly Disagree	156	12.6%
	Disagree	380	30.6%
	Only Slightly Disagree	258	20.8%
	Only Slightly Agree	269	21.6%
	Agree	150	12.1%
	Strongly Agree	30	2.4%
	Total	1243	100.0%
Communication of assessment results has been effective.	Strongly Disagree	166	13.2%
	Disagree	311	24.7%
	Only Slightly Disagree	204	16.2%
	Only Slightly Agree	309	24.5%
	Agree	212	16.8%
	Strongly Agree	58	4.6%
	Total	1260	100.0%
Decisions are made using assessment data.	Strongly Disagree	58	4.7%
	Disagree	130	10.6%
	Only Slightly Disagree	95	7.8%
	Only Slightly Agree	409	33.4%
	Agree	413	33.7%
	Strongly Agree	120	9.8%
	Total	1225	100.0%
Assessment results are used to scare faculty into compliance with what the administration wants.	Strongly Disagree	184	15.0%
	Disagree	474	38.6%
	Only Slightly Disagree	160	13.0%
	Only Slightly Agree	176	14.3%
	Agree	144	11.7%
	Strongly Agree	90	7.3%
	Total	1228	100.0%
Assessment data are regularly used in official institutional	Strongly Disagree	79	6.4%
	Disagree	266	21.7%
	Only Slightly Disagree	168	13.7%



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
Assessment data are regularly used in official institutional communications (e.g., speeches, publications, etc.).	Only Slightly Agree	347	28.3%
	Agree	299	24.3%
	Strongly Agree	69	5.6%
	Total	1228	100.0%
Assessment data are used to identify the extent to which student learning outcomes are met.	Strongly Disagree	63	5.1%
	Disagree	146	11.8%
	Only Slightly Disagree	109	8.8%
	Only Slightly Agree	348	28.2%
	Agree	436	35.3%
	Strongly Agree	132	10.7%
Total	1234	100.0%	
Assessment results are used for improvement.	Strongly Disagree	62	5.0%
	Disagree	130	10.6%
	Only Slightly Disagree	102	8.3%
	Only Slightly Agree	356	28.9%
	Agree	430	34.9%
	Strongly Agree	152	12.3%
Total	1232	100.0%	
Administrators use assessment to punish faculty members.	Strongly Disagree	304	24.9%
	Disagree	496	40.6%
	Only Slightly Disagree	173	14.2%
	Only Slightly Agree	103	8.4%
	Agree	81	6.6%
	Strongly Agree	64	5.2%
Total	1221	100.0%	
Assessment results are criticized for going nowhere (i.e., not leading to change).	Strongly Disagree	90	7.4%
	Disagree	266	21.7%
	Only Slightly Disagree	204	16.7%
	Only Slightly Agree	264	21.6%
	Agree	258	21.1%
	Strongly Agree	142	11.6%
Total	1224	100.0%	
There is pressure to reveal only positive results from assessment efforts.	Strongly Disagree	203	16.6%
	Disagree	437	35.7%
	Only Slightly Disagree	217	17.7%
	Only Slightly Agree	184	15.0%
	Agree	122	10.0%
	Strongly Agree	62	5.1%
Total	1225	100.0%	
Senior leaders (i.e. president, provost, vice presidents) use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc).	Strongly Disagree	84	6.9%
	Disagree	245	20.2%
	Only Slightly Disagree	182	15.0%
	Only Slightly Agree	307	25.3%
	Agree	305	25.1%
	Strongly Agree	91	7.5%



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
	Total	1214	100.0%
Change occurs more readily when supported by assessment results.	Strongly Disagree	62	5.1%
	Disagree	109	8.9%
	Only Slightly Disagree	120	9.8%
	Only Slightly Agree	360	29.5%
	Agree	433	35.4%
	Strongly Agree	138	11.3%
	Total	1222	100.0%
The majority of colleagues at my institution see assessment as focused on compliance requirements.	Strongly Disagree	21	1.7%
	Disagree	112	9.2%
	Only Slightly Disagree	119	9.8%
	Only Slightly Agree	291	24.0%
	Agree	497	41.0%
	Strongly Agree	171	14.1%
	Total	1211	100.0%
The majority of my colleagues at my institution are afraid of assessment.	Strongly Disagree	74	6.1%
	Disagree	337	28.0%
	Only Slightly Disagree	247	20.5%
	Only Slightly Agree	269	22.3%
	Agree	207	17.2%
	Strongly Agree	70	5.8%
	Total	1204	100.0%
The majority of colleagues at my institution see assessment as improving student learning	Strongly Disagree	65	5.4%
	Disagree	173	14.3%
	Only Slightly Disagree	143	11.8%
	Only Slightly Agree	404	33.5%
	Agree	351	29.1%
	Strongly Agree	71	5.9%
	Total	1207	100.0%
I am not convinced that assessment is necessary.	Strongly Disagree	356	29.3%
	Disagree	393	32.3%
	Only Slightly Disagree	131	10.8%
	Only Slightly Agree	134	11.0%
	Agree	110	9.1%
	Strongly Agree	91	7.5%
	Total	1215	100.0%
The majority of administrators genuinely believe assessment supports student learning at my institution.	Strongly Disagree	36	3.0%
	Disagree	71	5.9%
	Only Slightly Disagree	101	8.4%
	Only Slightly Agree	315	26.3%
	Agree	512	42.7%
	Strongly Agree	164	13.7%
	Total	1199	100.0%
	Strongly Disagree	147	12.4%
	Disagree	415	35.0%



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
It is difficult to get the majority of administrators to support assessment-based improvement efforts.	Only Slightly Disagree	299	25.2%
	Only Slightly Agree	189	15.9%
	Agree	106	8.9%
	Strongly Agree	29	2.4%
	Total	1185	100.0%
I engage in assessment because I am afraid of what will happen if I do not.	Strongly Disagree	329	27.1%
	Disagree	423	34.9%
	Only Slightly Disagree	131	10.8%
	Only Slightly Agree	140	11.6%
	Agree	124	10.2%
	Strongly Agree	65	5.4%
Total	1212	100.0%	
Assessment is perceived as a punishment (i.e., something I regret being assigned)	Strongly Disagree	292	24.2%
	Disagree	439	36.4%
	Only Slightly Disagree	135	11.2%
	Only Slightly Agree	144	12.0%
	Agree	128	10.6%
	Strongly Agree	67	5.6%
Total	1205	100.0%	
Assessment is a threat to academic freedom.	Strongly Disagree	379	31.4%
	Disagree	447	37.0%
	Only Slightly Disagree	127	10.5%
	Only Slightly Agree	114	9.4%
	Agree	70	5.8%
	Strongly Agree	71	5.9%
Total	1208	100.0%	
Assessment processes are clearly understood by a majority of administrators at my institution.	Strongly Disagree	94	7.9%
	Disagree	193	16.1%
	Only Slightly Disagree	180	15.0%
	Only Slightly Agree	298	24.9%
	Agree	346	28.9%
	Strongly Agree	86	7.2%
Total	1197	100.0%	
The majority of administrators are eager to work with faculty.	Strongly Disagree	83	6.8%
	Disagree	122	10.1%
	Only Slightly Disagree	92	7.6%
	Only Slightly Agree	239	19.7%
	Agree	506	41.7%
	Strongly Agree	171	14.1%
Total	1213	100.0%	
The majority of administrators do not care about assessment.	Strongly Disagree	184	15.3%
	Disagree	549	45.8%
	Only Slightly Disagree	230	19.2%
	Only Slightly Agree	144	12.0%
	Agree	57	4.8%



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
	Strongly Agree	35	2.9%
	Total	1199	100.0%
Assessment is a "good thing" for my institution to do.	Strongly Disagree	41	3.4%
	Disagree	42	3.4%
	Only Slightly Disagree	58	4.8%
	Only Slightly Agree	191	15.7%
	Agree	580	47.6%
	Strongly Agree	306	25.1%
	Total	1218	100.0%
I assess my courses.	Strongly Disagree	8	0.7%
	Disagree	8	0.7%
	Only Slightly Disagree	8	0.7%
	Only Slightly Agree	68	6.2%
	Agree	472	43.3%
	Strongly Agree	527	48.3%
	Total	1091	100.0%
I assess my program.	Strongly Disagree	23	2.1%
	Disagree	43	4.0%
	Only Slightly Disagree	31	2.9%
	Only Slightly Agree	116	10.8%
	Agree	460	42.8%
	Strongly Agree	401	37.3%
	Total	1074	100.0%
I resist doing assessment.	Strongly Disagree	382	35.4%
	Disagree	413	38.2%
	Only Slightly Disagree	97	9.0%
	Only Slightly Agree	103	9.5%
	Agree	56	5.2%
	Strongly Agree	29	2.7%
	Total	1080	100.0%
Assessment results are meaningful to me.	Strongly Disagree	36	3.3%
	Disagree	49	4.5%
	Only Slightly Disagree	56	5.1%
	Only Slightly Agree	187	17.2%
	Agree	452	41.5%
	Strongly Agree	309	28.4%
	Total	1089	100.0%
Without assessment, my institution would suffer.	Strongly Disagree	57	5.3%
	Disagree	93	8.6%
	Only Slightly Disagree	108	10.0%
	Only Slightly Agree	187	17.3%
	Agree	415	38.3%
	Strongly Agree	224	20.7%
	Total	1084	100.0%
	Strongly Disagree	51	5.4%



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

		Count	%
I am a better instructor because of assessment.	Disagree	63	6.7%
	Only Slightly Disagree	43	4.6%
	Only Slightly Agree	164	17.4%
	Agree	354	37.6%
	Strongly Agree	267	28.3%
	Total	942	100.0%
I make it a point to include assessment opportunities in my classroom instruction.	Strongly Disagree	28	3.0%
	Disagree	49	5.2%
	Only Slightly Disagree	37	3.9%
	Only Slightly Agree	133	14.1%
	Agree	418	44.5%
	Strongly Agree	275	29.3%
Total	940	100.0%	
I am told what assessments must be conducted in my classroom	Strongly Disagree	186	19.7%
	Disagree	256	27.2%
	Only Slightly Disagree	78	8.3%
	Only Slightly Agree	156	16.6%
	Agree	190	20.2%
	Strongly Agree	76	8.1%
Total	942	100.0%	



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Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

Descriptive Statistics

	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Assessment is expected as part of my institution's continuous improvement process.	1489	5.367	0.022	0.848	-2.077	0.063	6.419	0.127
Assessment is an exercise primarily for compliance purposes.	1475	3.708	0.040	1.548	-0.192	0.064	-1.199	0.127
The purpose of assessment depends largely on who is asking for assessment results.	1476	4.269	0.037	1.430	-0.722	0.064	-0.584	0.127
The purpose of assessment is clearly understood at my institution.	1477	4.142	0.034	1.310	-0.715	0.064	-0.213	0.127
If assessment was not required I would not be doing it.	1471	2.731	0.041	1.561	0.717	0.064	-0.657	0.128
Assessments of programs are typically connected back to student learning.	1466	4.478	0.035	1.337	-1.017	0.064	0.319	0.128
Assessment efforts do not have a clear focus.	1464	3.353	0.039	1.489	0.156	0.064	-1.111	0.128
Assessment is a "necessary evil" in higher education.	1472	3.259	0.041	1.588	0.177	0.064	-1.210	0.127
Assessment is conducted based on the whims of the people in charge.	1471	2.983	0.041	1.561	0.506	0.064	-0.935	0.128
Discussions about student learning are at the heart of my institution's assessment effort.	1474	4.285	0.036	1.387	-0.826	0.064	-0.109	0.127
Assessment processes yield evidence of my institution's effectiveness.	1464	4.165	0.036	1.376	-0.791	0.064	-0.157	0.128
It is clear who is ultimately in charge of assessment.	1367	4.203	0.039	1.457	-0.716	0.066	-0.501	0.132
Faculty are in charge of assessment at my institution.	1352	3.818	0.040	1.486	-0.414	0.067	-0.939	0.133
Senior leaders (i.e. President or Provost) have made clear their expectations regarding assessment.	1363	3.902	0.040	1.463	-0.471	0.066	-0.809	0.132
I can name the office at my institution that leads student assessment efforts for accreditation purposes.	1368	4.134	0.046	1.686	-0.525	0.066	-1.098	0.132
I can name the office at my institution that leads assessment efforts for student learning.	1365	4.013	0.046	1.691	-0.449	0.066	-1.171	0.132
Assessment is emphasized as part of the organizational culture.	1301	4.503	0.034	1.222	-1.062	0.068	0.779	0.136
There is no systematic approach to assessment at my institution.	1298	3.002	0.042	1.516	0.479	0.068	-0.910	0.136
Assessment is primarily the responsibility of faculty members.	1303	4.269	0.037	1.322	-0.802	0.068	-0.145	0.135
Assessment is primarily the responsibility of administrators.	1304	3.115	0.037	1.339	0.176	0.068	-0.965	0.135
My institution is structured in a way that facilitates assessment practices focused on improved student learning.	1305	3.956	0.040	1.451	-0.541	0.068	-0.674	0.135
Assessment for accreditation purposes is prioritized above other assessment efforts.	1300	4.120	0.039	1.391	-0.384	0.068	-0.869	0.136
There are sufficient financial resources to make changes at my institution.	1290	3.254	0.045	1.601	0.054	0.068	-1.273	0.136
A recommended change is more likely to be enacted if it is supported by assessment data.	1296	4.433	0.034	1.225	-1.135	0.068	0.968	0.136
Assessment is an organized, coherent effort at my institution	1304	3.910	0.039	1.408	-0.511	0.068	-0.641	0.135
Assessment results have no impact on resource allocations.	1285	3.512	0.040	1.430	0.088	0.068	-0.906	0.136
Assessment results are regularly shared throughout my institution.	1280	3.560	0.042	1.514	-0.203	0.068	-1.129	0.137
Official institutional communications encourage assessment of student learning	1269	4.122	0.039	1.392	-0.687	0.069	-0.474	0.137
Assessment results are NOT intended for distribution.	1249	3.335	0.040	1.424	0.094	0.069	-1.104	0.138
Student assessment results are NOT regularly shared.	1257	3.728	0.042	1.484	-0.254	0.069	-1.084	0.138
Assessment success stories are shared throughout my institution.	1261	3.308	0.042	1.478	0.077	0.069	-1.122	0.138
Faculty consistently receive assessment data from administrators.	1260	3.110	0.042	1.484	0.212	0.069	-1.100	0.138
Assessment results are available from administrators by request.	1241	3.933	0.037	1.318	-0.562	0.069	-0.453	0.139
Assessment results are regularly requested by colleagues at my institution.	1243	2.973	0.037	1.313	0.293	0.069	-0.817	0.139
Communication of assessment results has been effective.	1260	3.210	0.040	1.437	0.077	0.069	-1.052	0.138
Decisions are made using assessment data.	1225	4.101	0.037	1.284	-0.751	0.070	-0.025	0.140
Assessment results are used to scare faculty into compliance with what the administration wants.	1228	2.912	0.043	1.500	0.614	0.070	-0.753	0.140
Assessment data are regularly used in official institutional communications (e.g., speeches, publications, etc.).	1228	3.593	0.039	1.373	-0.211	0.070	-0.981	0.140
Assessment data are used to identify the extent to which student learning outcomes are met.	1234	4.089	0.038	1.340	-0.702	0.070	-0.295	0.139



Survey of Assessment Culture

2016 Faculty Survey of Assessment Culture Nationwide Means Report

Scale: Strongly Agree=6; Agree=5; Only Slightly Agree=4; Only Slightly Disagree=3; Disagree=2; Strongly Disagree=1.

Descriptive Statistics

	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Assessment results are used for improvement.	1232	4.151	0.038	1.334	-0.743	0.070	-0.151	0.139
Administrators use assessment to punish faculty members.	1221	2.470	0.040	1.394	1.061	0.070	0.321	0.140
Assessment results are criticized for going nowhere (i.e., not leading to change).	1224	3.621	0.043	1.494	-0.049	0.070	-1.092	0.140
There is pressure to reveal only positive results from assessment efforts.	1225	2.813	0.040	1.411	0.626	0.070	-0.534	0.140
Senior leaders (i.e. president, provost, vice presidents) use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc).	1214	3.640	0.041	1.415	-0.203	0.070	-0.993	0.140
Change occurs more readily when supported by assessment results.	1222	4.151	0.037	1.302	-0.770	0.070	-0.004	0.140
The majority of colleagues at my institution see assessment as focused on compliance requirements.	1211	4.358	0.035	1.214	-0.780	0.070	0.004	0.140
The majority of my colleagues at my institution are afraid of assessment.	1204	3.339	0.039	1.359	0.193	0.071	-0.941	0.141
The majority of colleagues at my institution see assessment as improving student learning	1207	3.842	0.037	1.296	-0.533	0.070	-0.502	0.141
I am not convinced that assessment is necessary.	1215	2.607	0.045	1.578	0.813	0.070	-0.521	0.140
The majority of administrators genuinely believe assessment supports student learning at my institution.	1199	4.408	0.034	1.183	-0.984	0.071	0.742	0.141
It is difficult to get the majority of administrators to support assessment-based improvement efforts.	1185	2.814	0.036	1.245	0.554	0.071	-0.338	0.142
I engage in assessment because I am afraid of what will happen if I do not.	1212	2.589	0.043	1.508	0.798	0.070	-0.492	0.140
Assessment is perceived as a punishment (i.e., something I regret being assigned)	1205	2.650	0.043	1.503	0.763	0.070	-0.540	0.141
Assessment is a threat to academic freedom.	1208	2.389	0.042	1.452	1.098	0.070	0.275	0.141
Assessment processes are clearly understood by a majority of administrators at my institution.	1197	3.724	0.041	1.416	-0.360	0.071	-0.882	0.141
The majority of administrators are eager to work with faculty.	1213	4.217	0.041	1.425	-0.871	0.070	-0.199	0.140
The majority of administrators do not care about assessment.	1199	2.538	0.035	1.197	0.986	0.071	0.618	0.141
Assessment is a "good thing" for my institution to do.	1218	4.761	0.034	1.180	-1.442	0.070	2.106	0.140
I assess my courses.	1091	5.355	0.024	0.795	-2.037	0.074	7.276	0.148
I assess my program.	1074	5.002	0.035	1.141	-1.638	0.075	2.752	0.149
I resist doing assessment.	1080	2.190	0.040	1.299	1.213	0.074	0.764	0.149
Assessment results are meaningful to me.	1089	4.742	0.037	1.237	-1.287	0.074	1.405	0.148
Without assessment, my institution would suffer.	1084	4.367	0.043	1.412	-0.860	0.074	-0.135	0.148
I am a better instructor because of assessment.	942	4.601	0.046	1.397	-1.152	0.080	0.585	0.159
I make it a point to include assessment opportunities in my classroom instruction.	940	4.797	0.040	1.224	-1.400	0.080	1.690	0.159
I am told what assessments must be conducted in my classroom	942	3.144	0.054	1.656	0.203	0.080	-1.337	0.159



Survey of Assessment Culture

During the Fall 2016 semester, a nation-wide sample of faculty was invited to participate in an anonymous, electronic survey using the Faculty Survey of Assessment Culture. Participants were given an initial invitation and 3 follow up reminders at two week intervals, all via email. After survey completion data were downloaded, checked to ensure that respondents did not self-identify in their responses, and included in a database to produce these reports.

Data were cleaned in the following manner:

Only those participants consenting to participate in the study were included in the attached reports. Only participants completing at least 20% or more of the survey's questions were included in the analyses. Although some questions contain negatively worded question stems, no questions have been reverse coded. Please contact Dr. Matthew Fuller (assessmentculture@shsu.edu) to learn more about items that could be reverse coded.

Nationwide Response Rate:

A total of 5,014 respondents from 29 institutions were invited to participate in the survey. Of these 1,502 participants responded to the survey, a nationwide response rate of 29.95%.

For more information or additional analyses, please contact Dr. Matthew Fuller at assessmentculture@shsu.edu or 936.294.1147.

Be sure to see the nationwide report online at <http://www.shsu.edu/research/survey-of-assessment-culture/studentaffairs.html> and follow this research on twitter @assessculture

We are here to help continue the dialogue on your campus. Thank you for a productive partnership.