



Survey of Assessment Culture

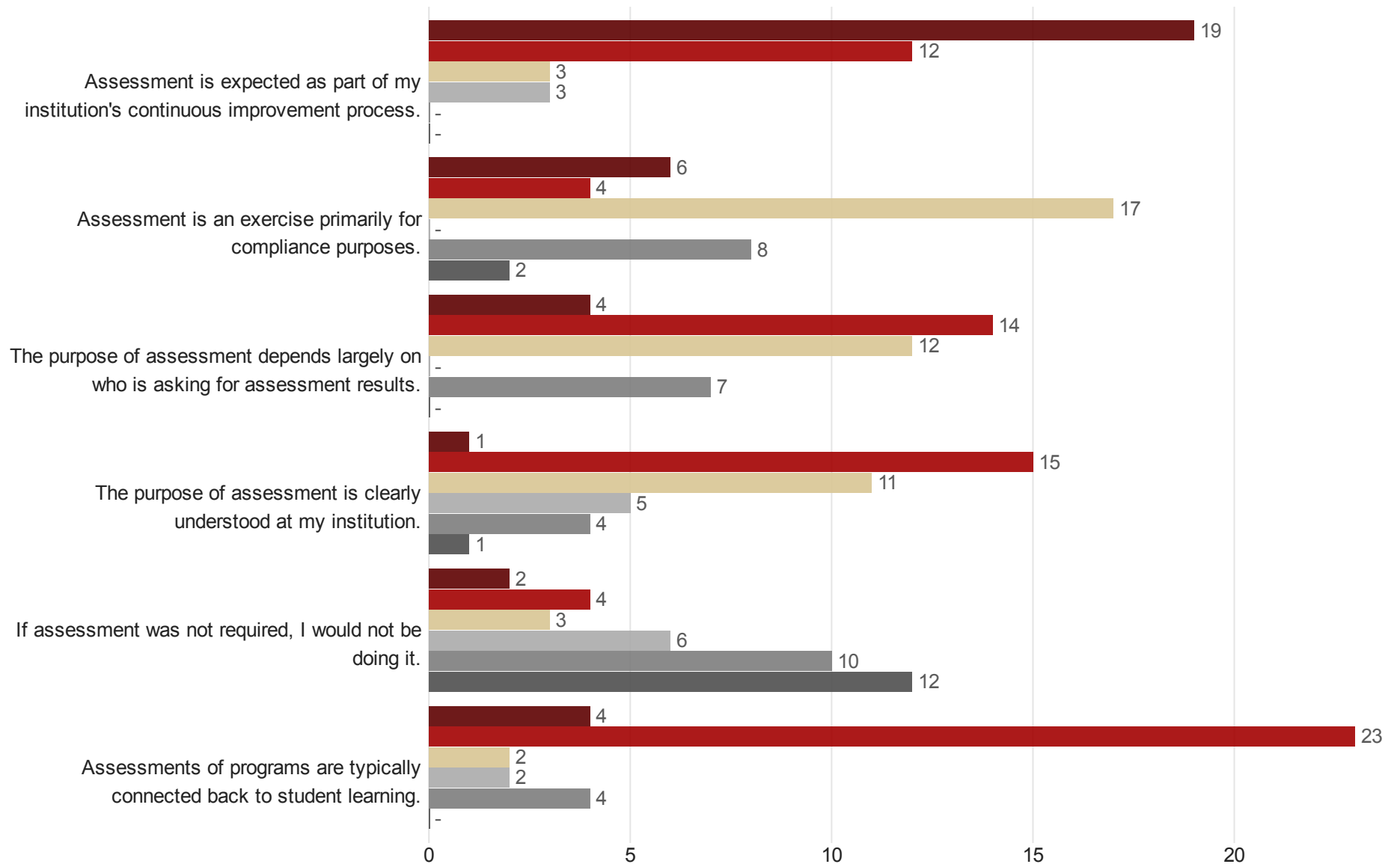
2018 National Student Affairs Survey of Assessment Culture

Table of Contents

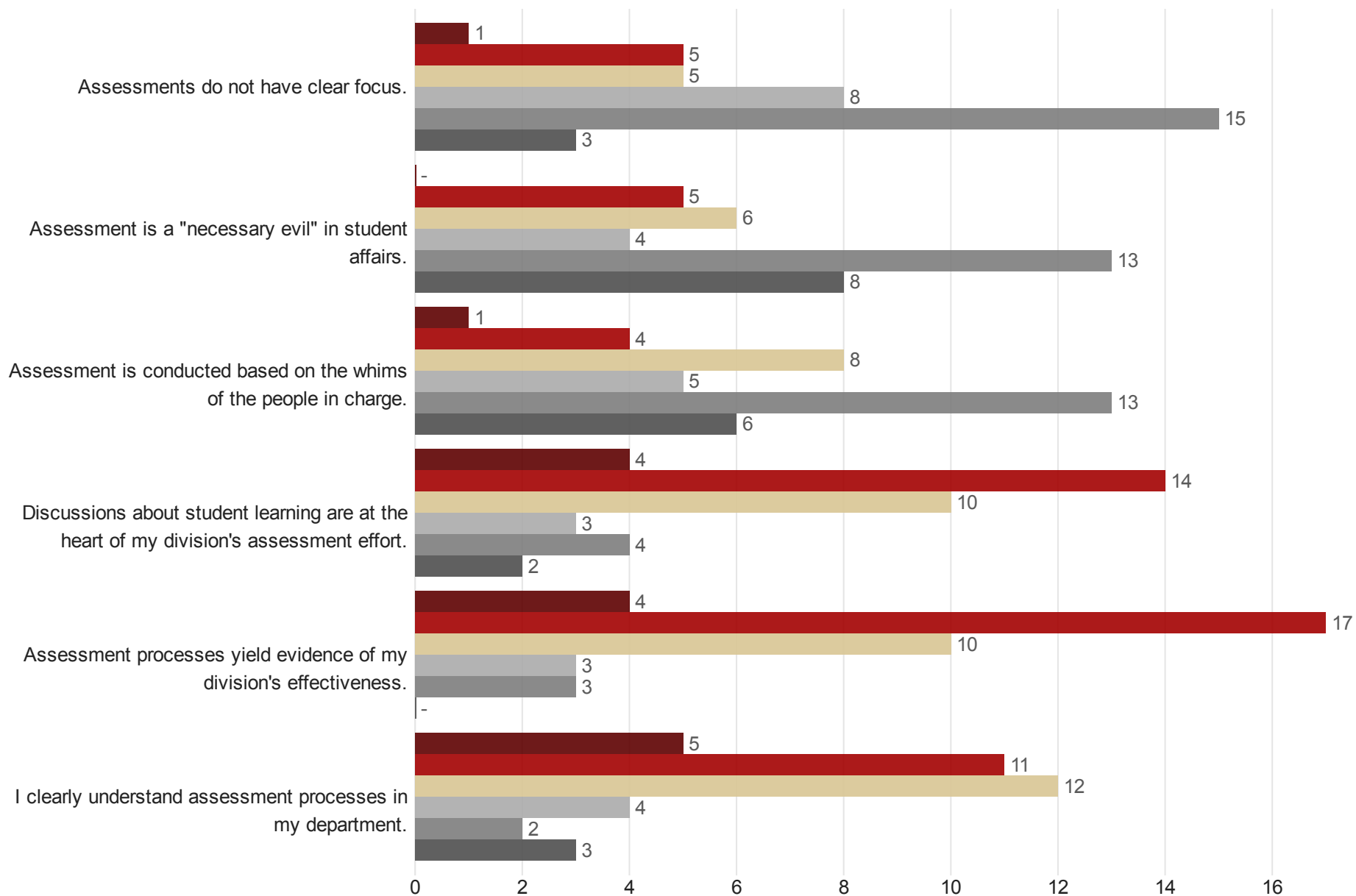
Purpose of Assessment.....	3
Leadership of Assessment.....	7
Assessment Structures and Resources.....	9
Sharing of Assessment Results.....	12
Uses of Assessment.....	15
Perceptions of Assessment.....	18
Student Affairs Staff Perceptions.....	23

PURPOSE OF ASSESSMENT

■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



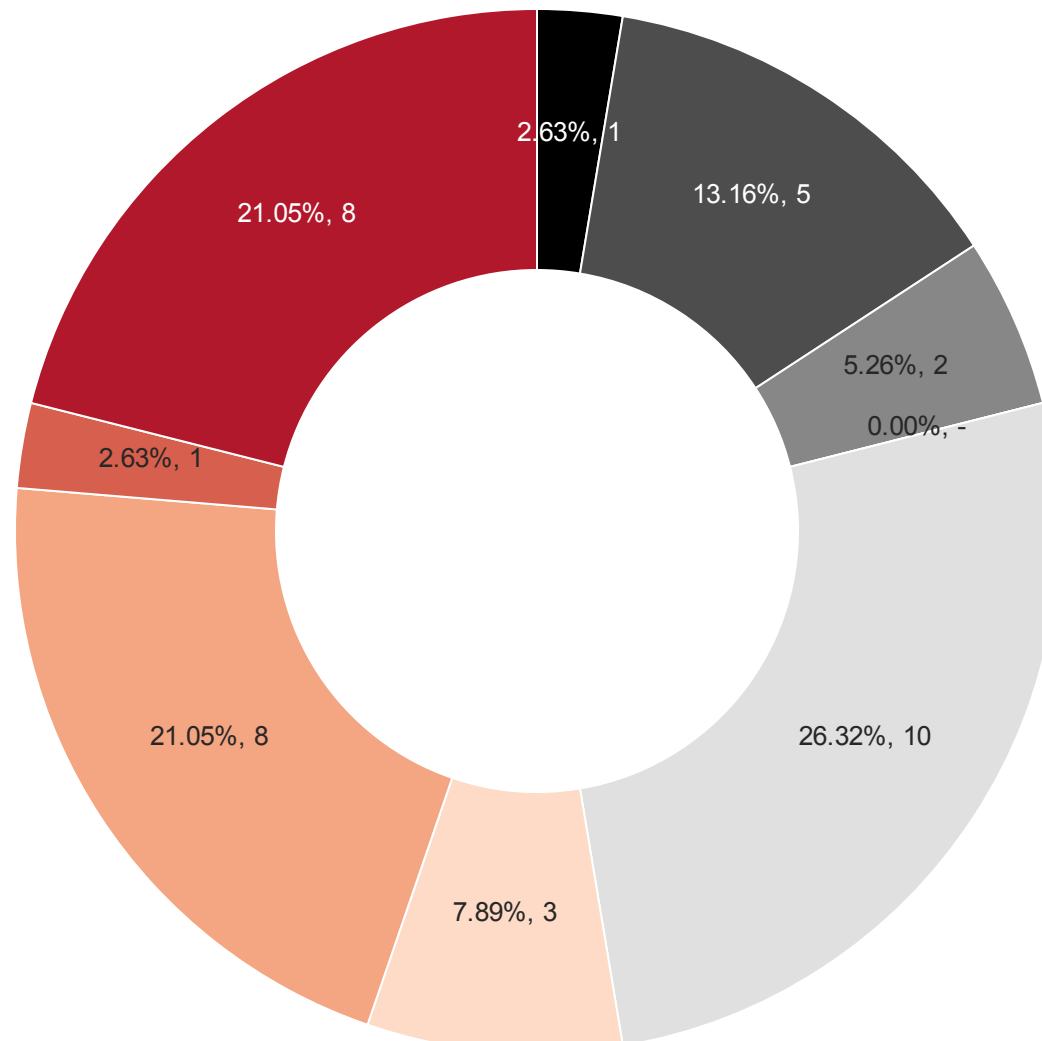
■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
Assessment is expected as part of my institution's continuous improvement process.	1.73	0.92	0.85	37	64.00	0.92	0.08
Assessment is an exercise primarily for compliance purposes.	3.16	1.44	2.08	37	117.00	0.73	0.27
The purpose of assessment depends largely on who is asking for assessment results.	2.78	1.23	1.52	37	103.00	0.81	0.19
The purpose of assessment is clearly understood at my institution.	2.97	1.15	1.32	37	110.00	0.73	0.27
If assessment was not required, I would not be doing it.	4.46	1.54	2.36	37	165.00	0.24	0.76
Assessments of programs are typically connected back to student learning.	2.40	1.13	1.27	35	84.00	0.83	0.17
Assessments do not have clear focus.	4.08	1.28	1.64	37	151.00	0.30	0.70
Assessment is a "necessary evil" in student affairs.	4.36	1.36	1.84	36	157.00	0.31	0.69
Assessment is conducted based on the whims of the people in charge.	4.16	1.37	1.87	37	154.00	0.35	0.65
Discussions about student learning are at the heart of my division's assessment effort.	2.86	1.34	1.79	37	106.00	0.76	0.24
Assessment processes yield evidence of my division's effectiveness.	2.57	1.05	1.11	37	95.00	0.84	0.16
I clearly understand assessment processes in my department.	2.89	1.37	1.88	37	107.00	0.76	0.24

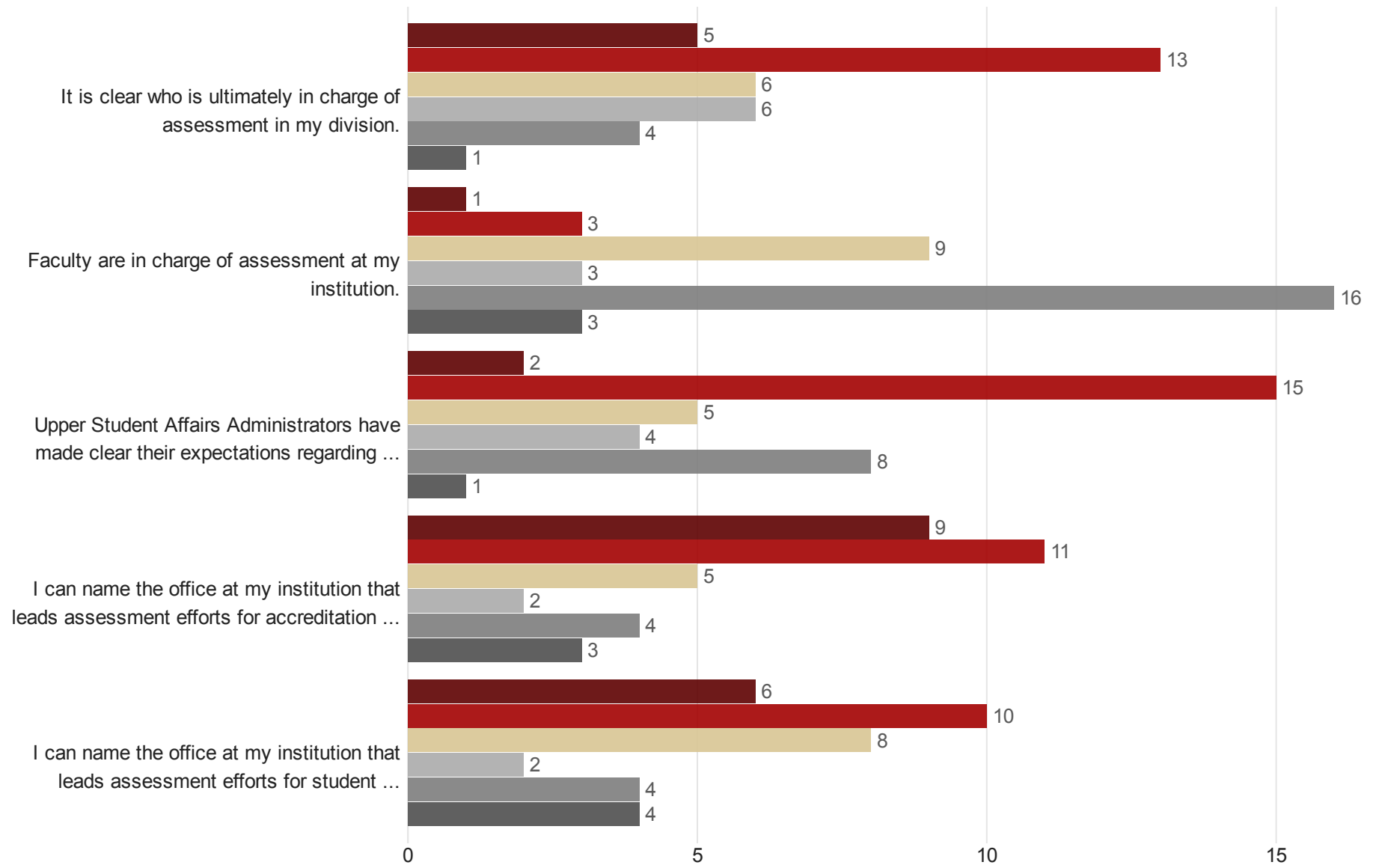
“_____ is the primary reason assessment is conducted at my institution.”

■ Other ■ Providing evidence of student affairs’ impact on student learning or development ■ Access to financial resources ■ Tradition
 ■ Improving student learning or development ■ Compliance with governmental mandates ■ Accreditation ■ External Accountability ■ Internal Accountability



LEADERSHIP OF ASSESSMENT

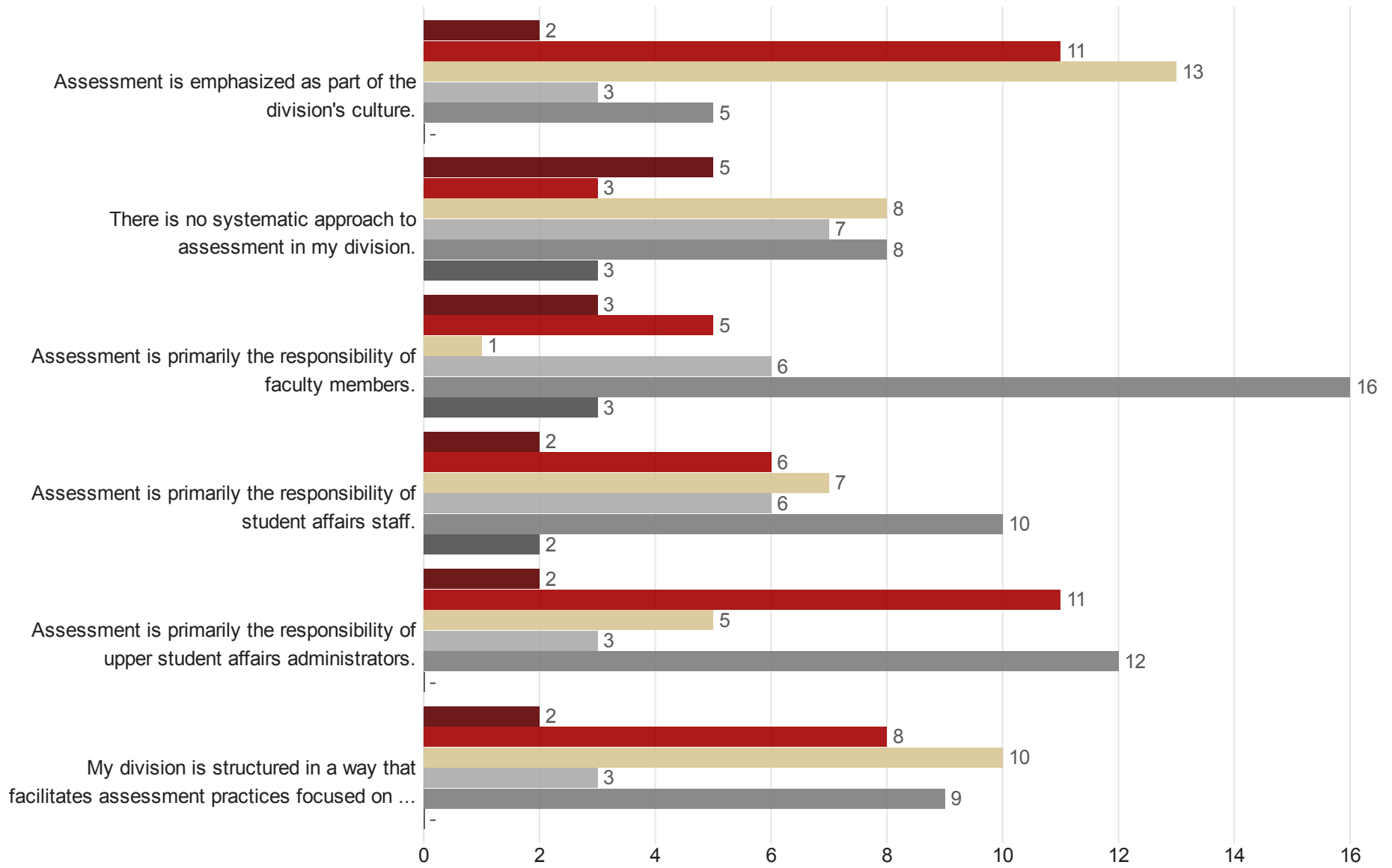
Strongly Agree Agree Only Slightly Agree Only Slightly Disagree Disagree Strongly Disagree



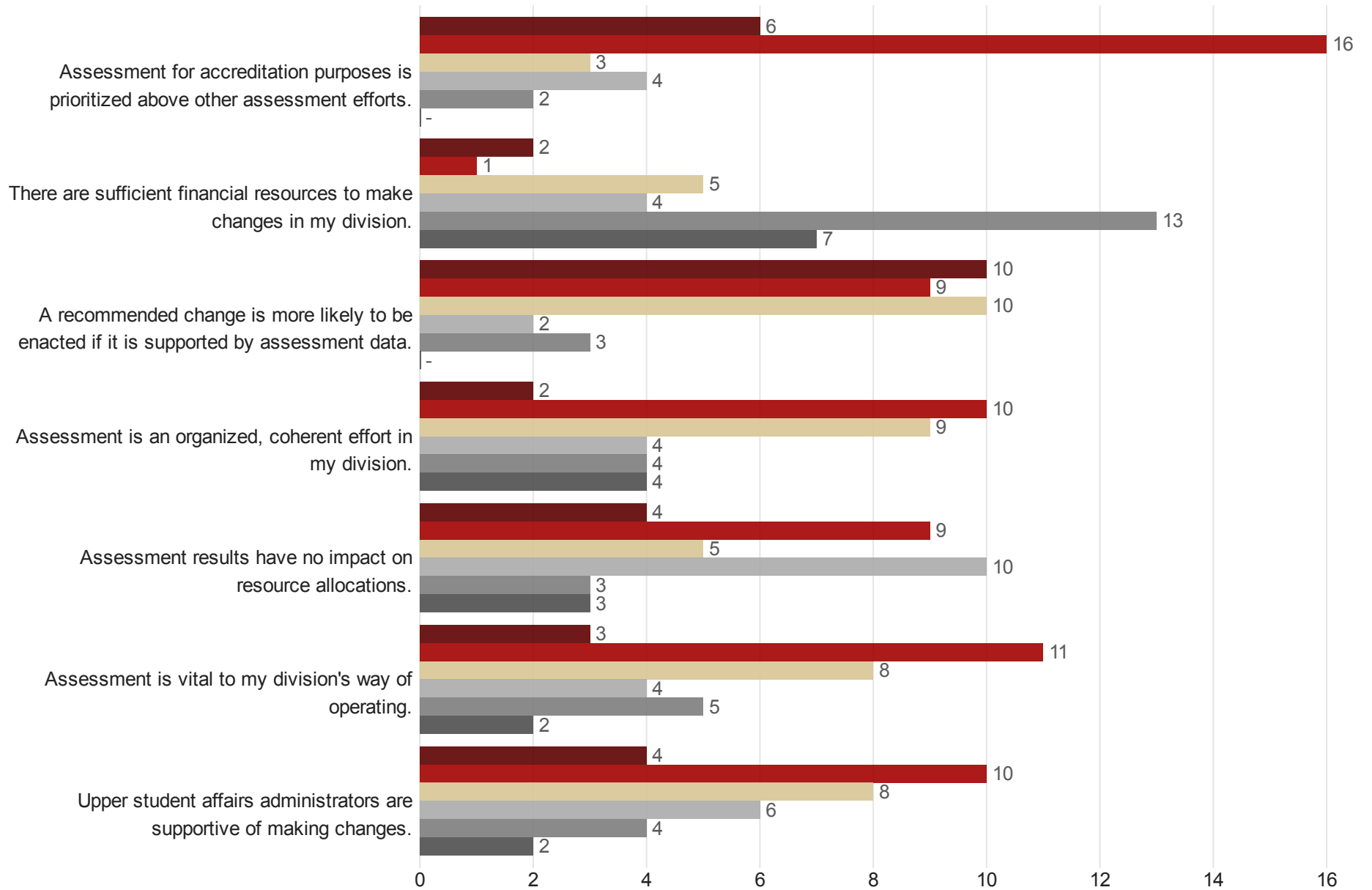
Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
It is clear who is ultimately in charge of assessment in my division.	2.83	1.34	1.80	35	99.00	0.69	0.31
Faculty are in charge of assessment at my institution.	4.11	1.28	1.64	35	144.00	0.37	0.63
Upper Student Affairs Administrators have made clear their expectations regarding assessment.	3.11	1.39	1.93	35	109.00	0.63	0.37
I can name the office at my institution that leads assessment efforts for accreditation purposes at my institution.	2.71	1.62	2.62	34	92.00	0.74	0.26
I can name the office at my institution that leads assessment efforts for student learning at my institution.	3.00	1.61	2.59	34	102.00	0.71	0.29

ASSESSMENT STRUCTURES AND RESOURCES

■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



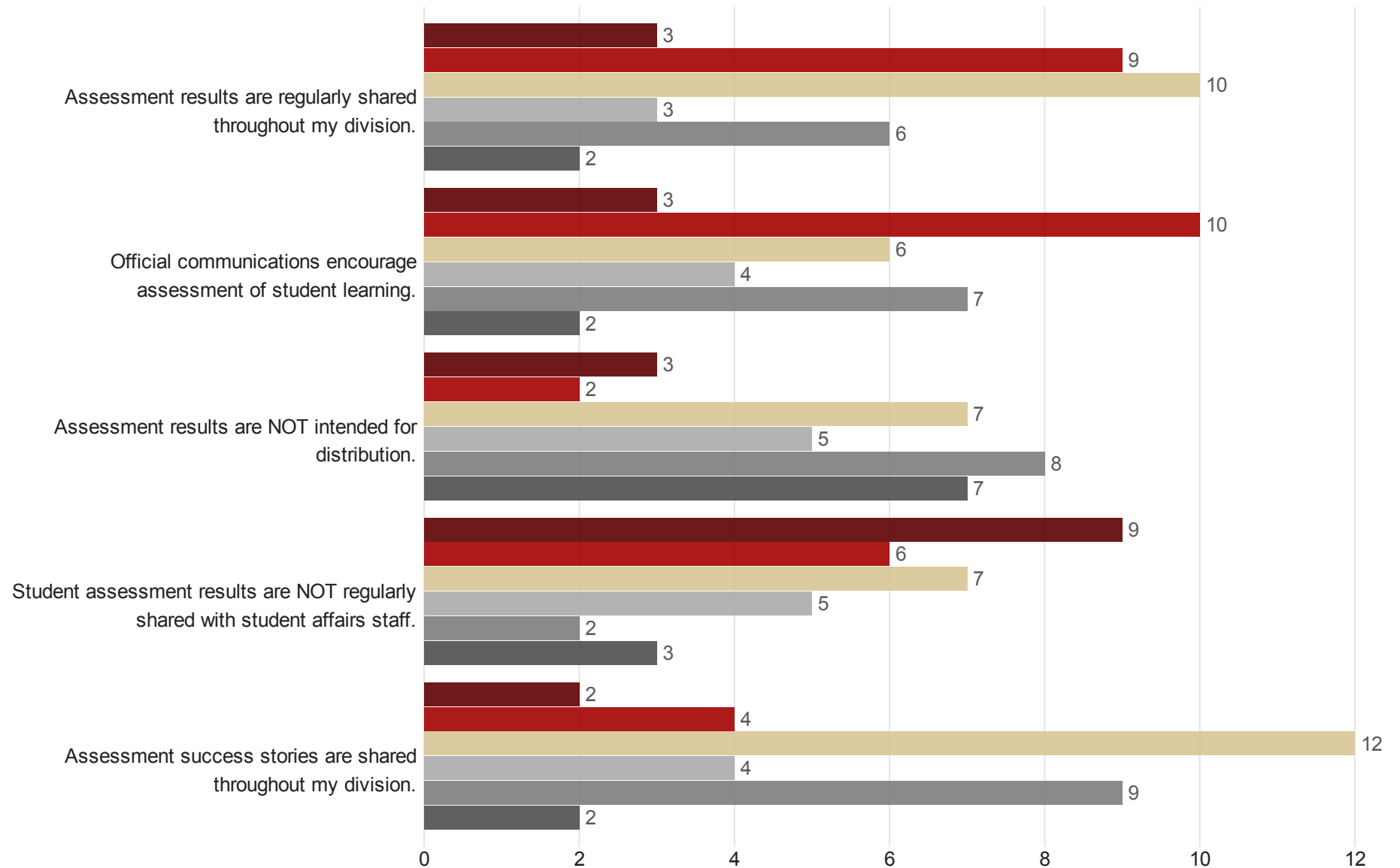
■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



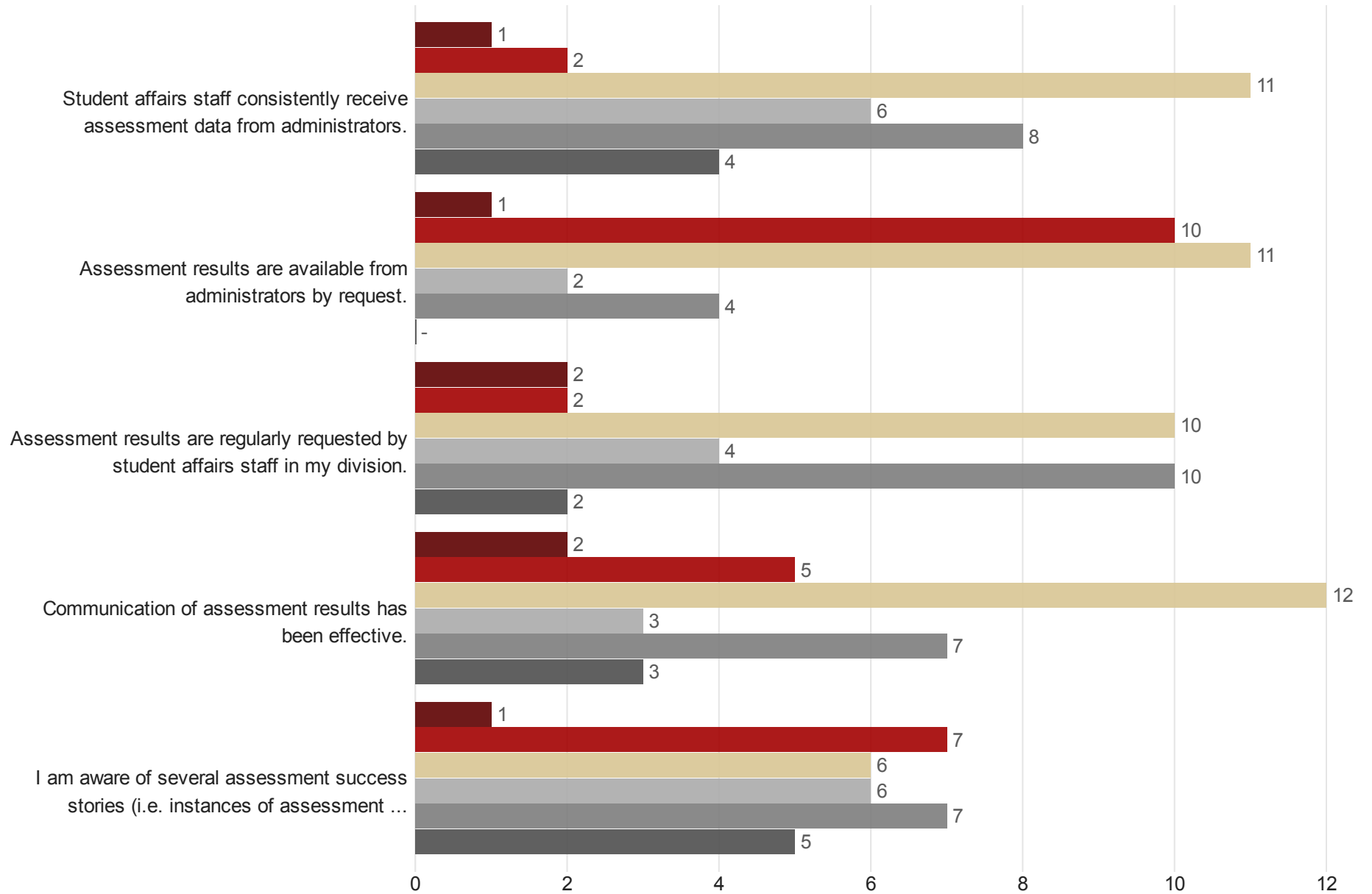
Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
Assessment is emphasized as part of the division's culture.	2.94	1.11	1.23	34	100.00	0.76	0.24
There is no systematic approach to assessment in my division.	3.56	1.52	2.31	34	121.00	0.47	0.53
Assessment is primarily the responsibility of faculty members.	4.06	1.49	2.23	34	138.00	0.26	0.74
Assessment is primarily the responsibility of student affairs staff.	3.67	1.39	1.92	33	121.00	0.45	0.55
Assessment is primarily the responsibility of upper student affairs administrators.	3.36	1.41	1.99	33	111.00	0.55	0.45
My division is structured in a way that facilitates assessment practices focused on improved student learning.	3.28	1.28	1.64	32	105.00	0.63	0.38
Assessment for accreditation purposes is prioritized above other assessment efforts.	2.35	1.12	1.26	31	73.00	0.81	0.19
There are sufficient financial resources to make changes in my division.	4.44	1.39	1.93	32	142.00	0.25	0.75
A recommended change is more likely to be enacted if it is supported by assessment data.	2.38	1.21	1.47	34	81.00	0.85	0.15
Assessment is an organized, coherent effort in my division.	3.30	1.47	2.15	33	109.00	0.64	0.36
Assessment results have no impact on resource allocations.	3.24	1.46	2.12	34	110.00	0.53	0.47
Assessment is vital to my division's way of operating.	3.09	1.40	1.96	33	102.00	0.67	0.33
Upper student affairs administrators are supportive of making changes.	3.06	1.39	1.94	34	104.00	0.65	0.35

SHARING OF ASSESSMENT RESULTS

■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



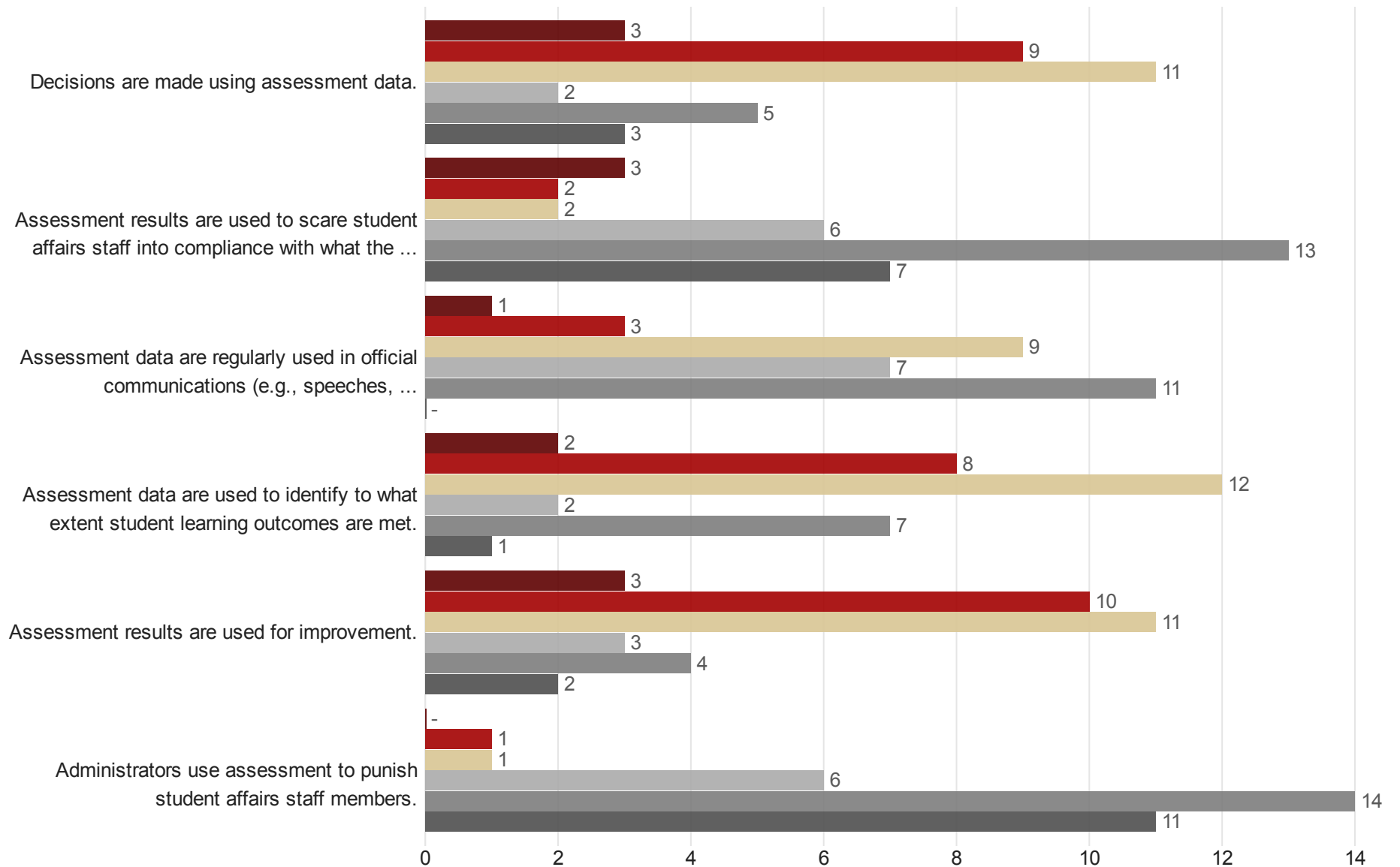
■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



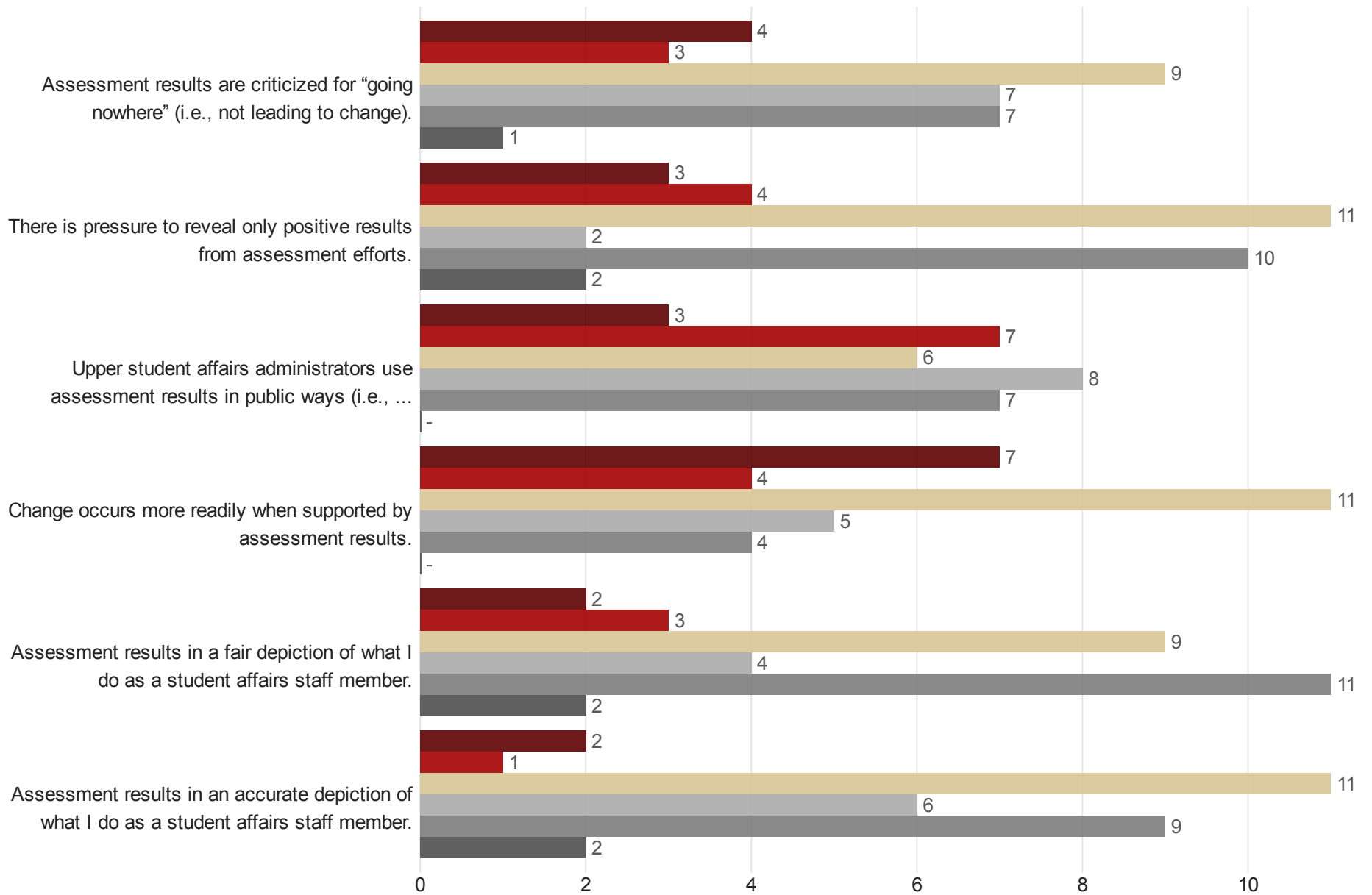
Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
Assessment results are regularly shared throughout my division.	3.18	1.40	1.97	33	105.00	0.67	0.33
Official communications encourage assessment of student learning.	3.25	1.48	2.19	32	104.00	0.59	0.41
Assessment results are NOT intended for distribution.	4.06	1.56	2.43	32	130.00	0.38	0.63
Student assessment results are NOT regularly shared with student affairs staff.	2.81	1.59	2.53	32	90.00	0.69	0.31
Assessment success stories are shared throughout my division.	3.61	1.32	1.75	33	119.00	0.55	0.45
Student affairs staff consistently receive assessment data from administrators.	3.94	1.27	1.62	32	126.00	0.44	0.56
Assessment results are available from administrators by request.	2.93	1.07	1.14	28	82.00	0.79	0.21
Assessment results are regularly requested by student affairs staff in my division.	3.80	1.33	1.76	30	114.00	0.47	0.53
Communication of assessment results has been effective.	3.53	1.39	1.94	32	113.00	0.59	0.41
I am aware of several assessment success stories (i.e. instances of assessment resulting in important changes) in my division.	3.81	1.47	2.15	32	122.00	0.44	0.56

USES OF ASSESSMENT

■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



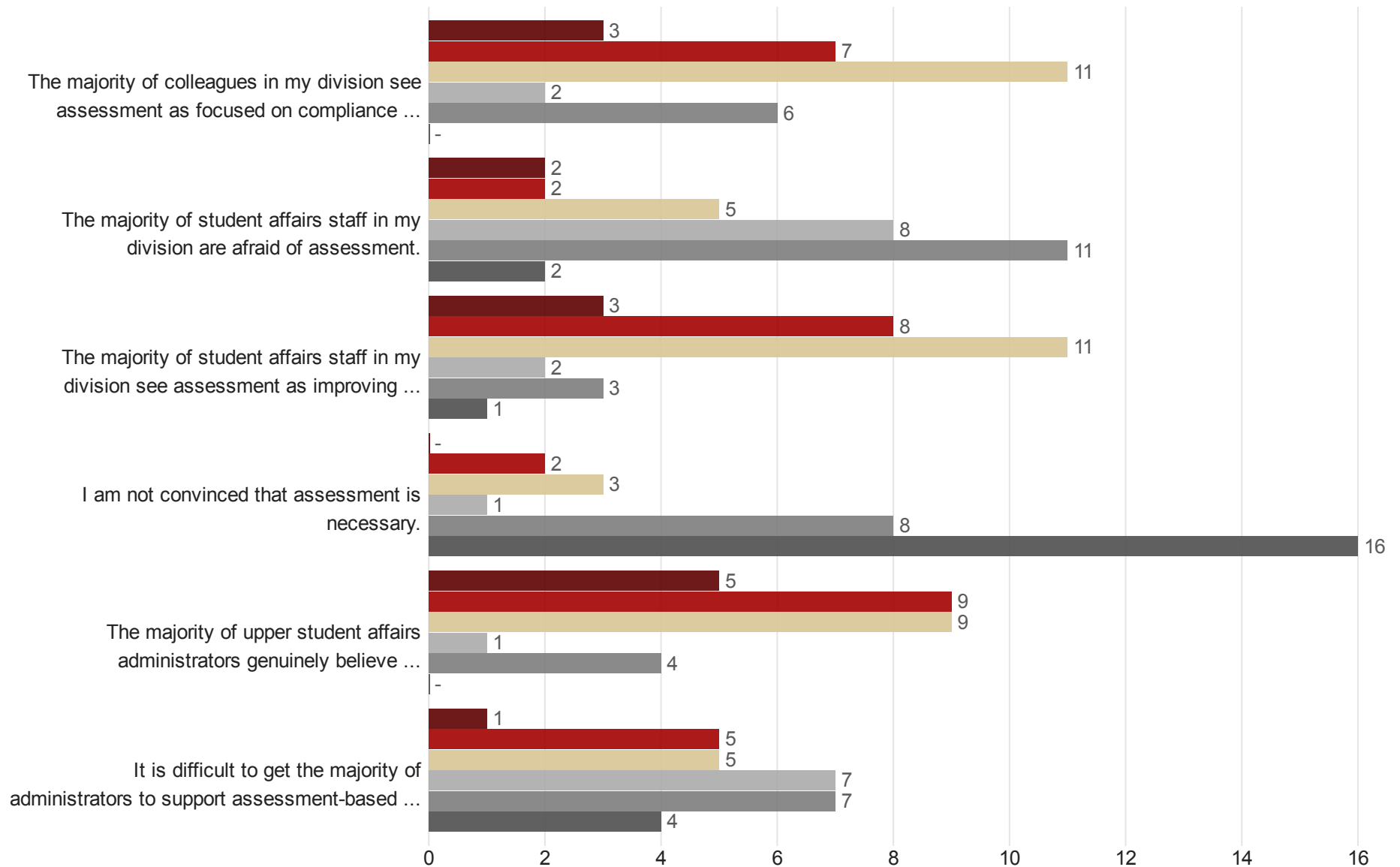
■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



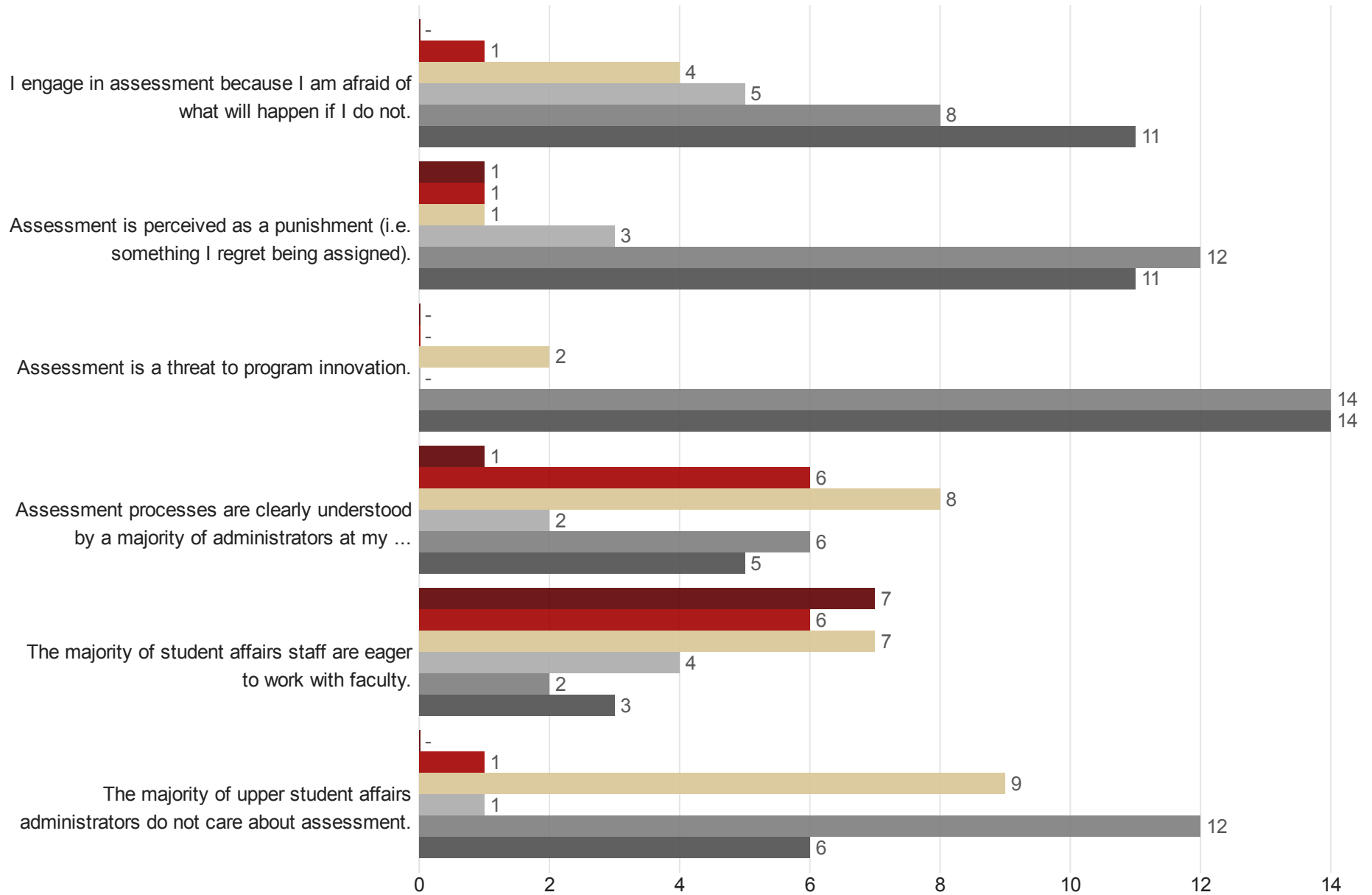
Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
Decisions are made using assessment data.	3.18	1.45	2.09	33	105.00	0.70	0.30
Assessment results are used to scare student affairs staff into compliance with what the administration wants.	4.36	1.49	2.23	33	144.00	0.21	0.79
Assessment data are regularly used in official communications (e.g., speeches, publications, etc.).	3.77	1.13	1.27	31	117.00	0.42	0.58
Assessment data are used to identify to what extent student learning outcomes are met.	3.22	1.29	1.67	32	103.00	0.69	0.31
Assessment results are used for improvement.	3.03	1.34	1.79	33	100.00	0.73	0.27
Administrators use assessment to punish student affairs staff members.	5.00	0.95	0.91	33	165.00	0.06	0.94
Assessment results are criticized for "going nowhere" (i.e., not leading to change).	3.42	1.36	1.86	31	106.00	0.52	0.48
There is pressure to reveal only positive results from assessment efforts.	3.56	1.43	2.06	32	114.00	0.56	0.44
Upper student affairs administrators use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc.).	3.29	1.30	1.69	31	102.00	0.52	0.48
Change occurs more readily when supported by assessment results.	2.84	1.30	1.68	31	88.00	0.71	0.29
Assessment results in a fair depiction of what I do as a student affairs staff member.	3.81	1.35	1.83	31	118.00	0.45	0.55
Assessment results in an accurate depiction of what I do as a student affairs staff member.	3.81	1.26	1.58	31	118.00	0.45	0.55

PERCEPTIONS OF ASSESSMENT

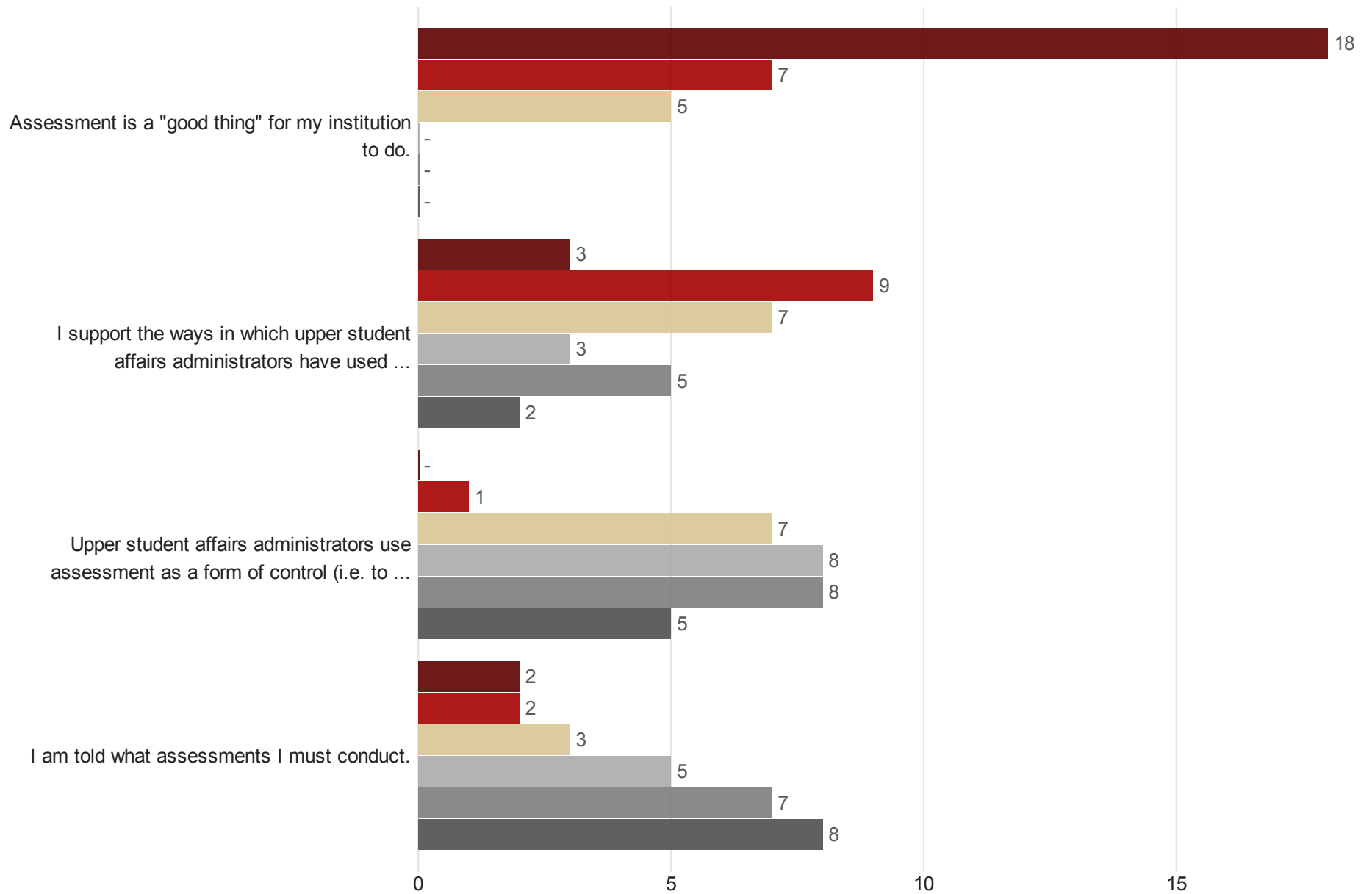
■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree

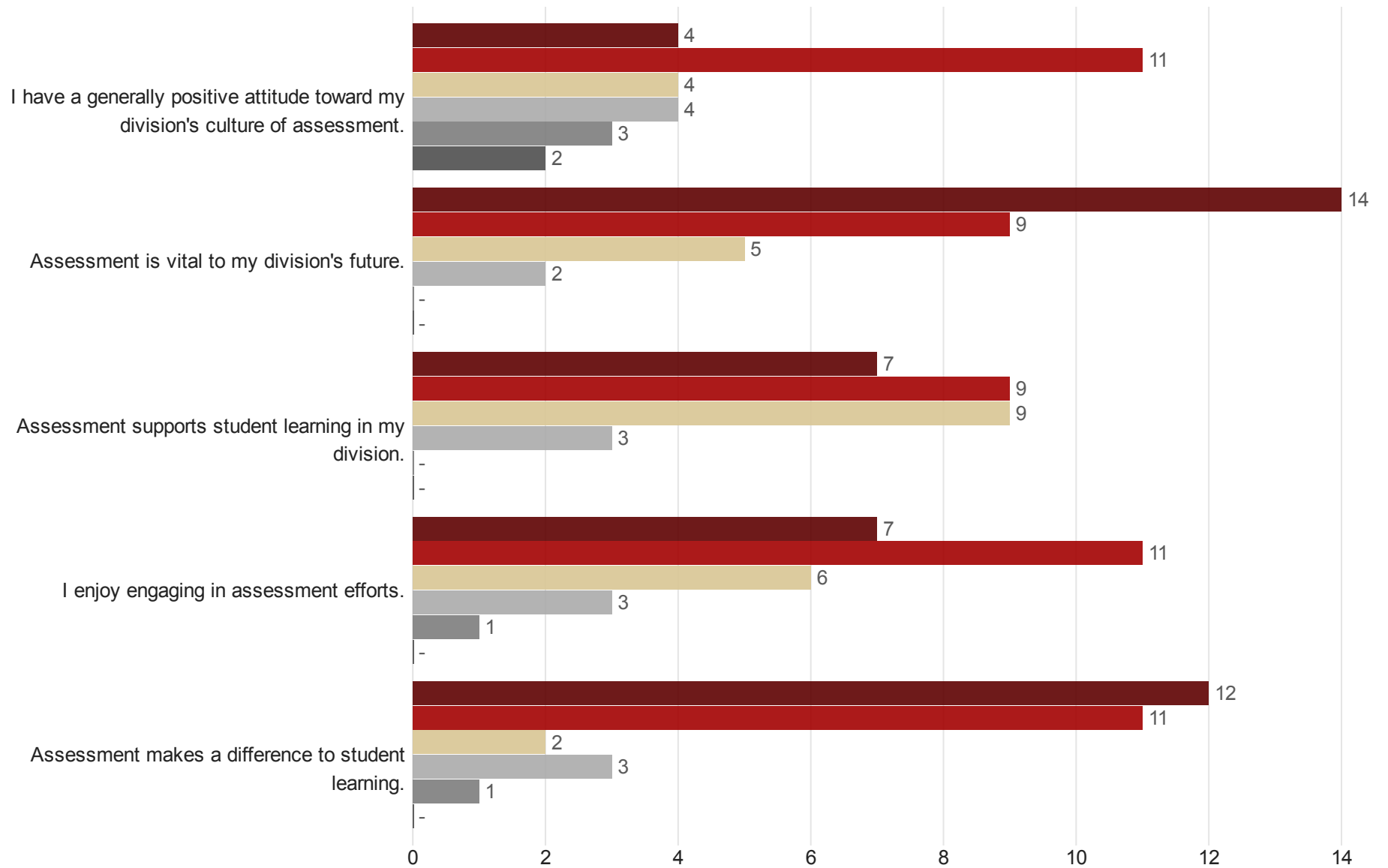


Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
The majority of colleagues in my division see assessment as focused on compliance requirements.	3.03	1.25	1.55	29	88.00	0.72	0.28
The majority of student affairs staff in my division are afraid of assessment.	4.00	1.29	1.67	30	120.00	0.30	0.70
The majority of student affairs staff in my division see assessment as improving student learning.	2.89	1.23	1.52	28	81.00	0.79	0.21
I am not convinced that assessment is necessary.	5.10	1.25	1.56	30	153.00	0.17	0.83
The majority of upper student affairs administrators genuinely believe assessment supports student learning/development in my division.	2.64	1.23	1.52	28	74.00	0.82	0.18
It is difficult to get the majority of administrators to support assessment-based improvement efforts.	3.90	1.40	1.95	29	113.00	0.38	0.62
I engage in assessment because I am afraid of what will happen if I do not.	4.83	1.18	1.38	29	140.00	0.17	0.83
Assessment is perceived as a punishment (i.e. something I regret being assigned).	4.97	1.22	1.48	29	144.00	0.10	0.90
Assessment is a threat to program innovation.	5.33	0.79	0.62	30	160.00	0.07	0.93
Assessment processes are clearly understood by a majority of administrators at my institution.	3.75	1.53	2.33	28	105.00	0.54	0.46
The majority of student affairs staff are eager to work with faculty.	2.90	1.58	2.51	29	84.00	0.69	0.31
The majority of upper student affairs administrators do not care about assessment.	4.45	1.22	1.49	29	129.00	0.34	0.66
Assessment is a "good thing" for my institution to do.	1.57	0.76	0.58	30	47.00	1.00	0.00
I support the ways in which upper student affairs administrators have used assessment in my division.	3.14	1.46	2.12	29	91.00	0.66	0.34

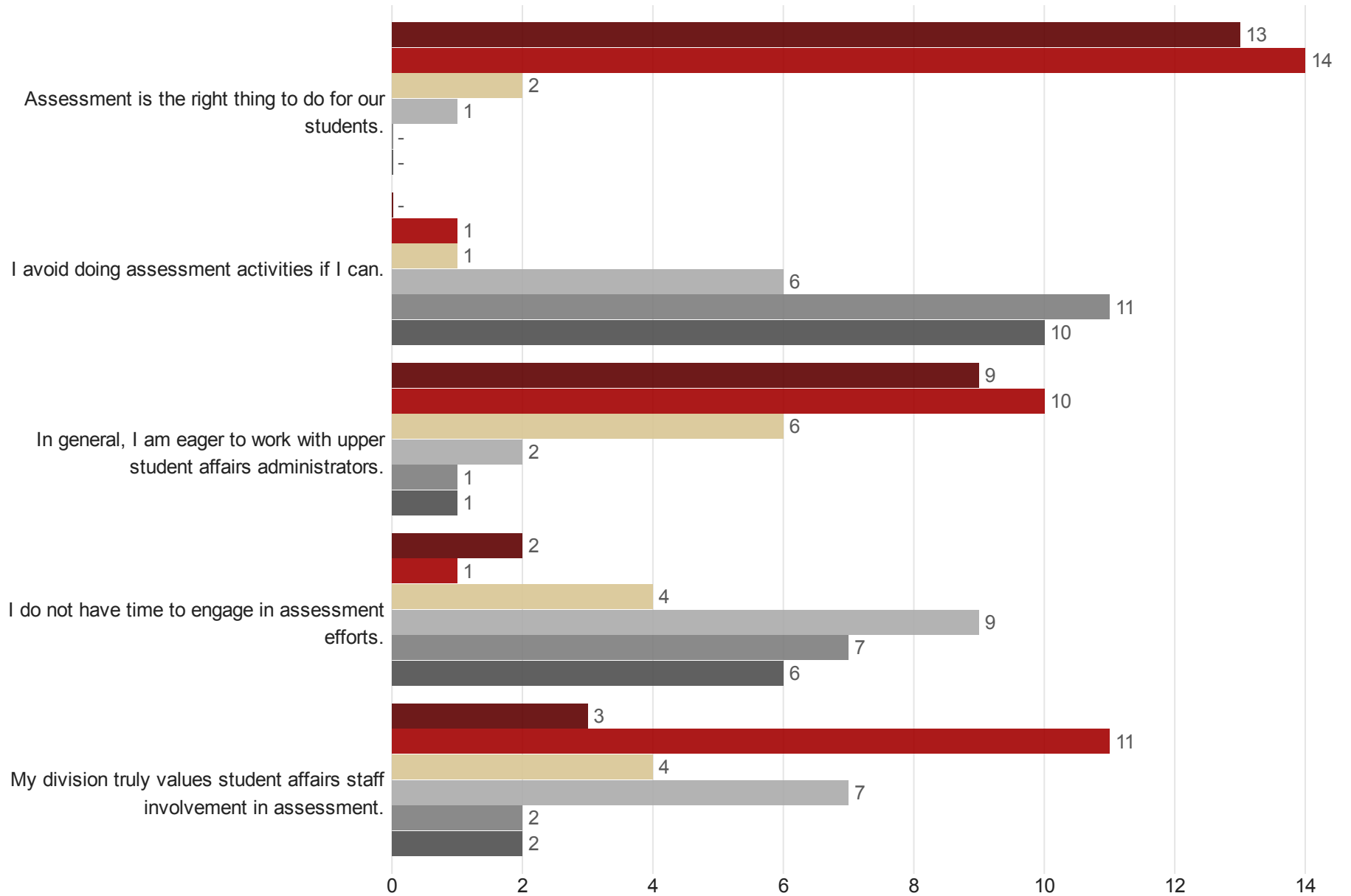
Upper student affairs administrators use assessment as a form of control (i.e. to regulate division-wide processes).	4.31	1.12	1.25	29	125.00	0.28	0.72
I am told what assessments I must conduct.	4.37	1.54	2.38	27	118.00	0.26	0.74

STUDENT AFFAIRS STAFF PERCEPTIONS

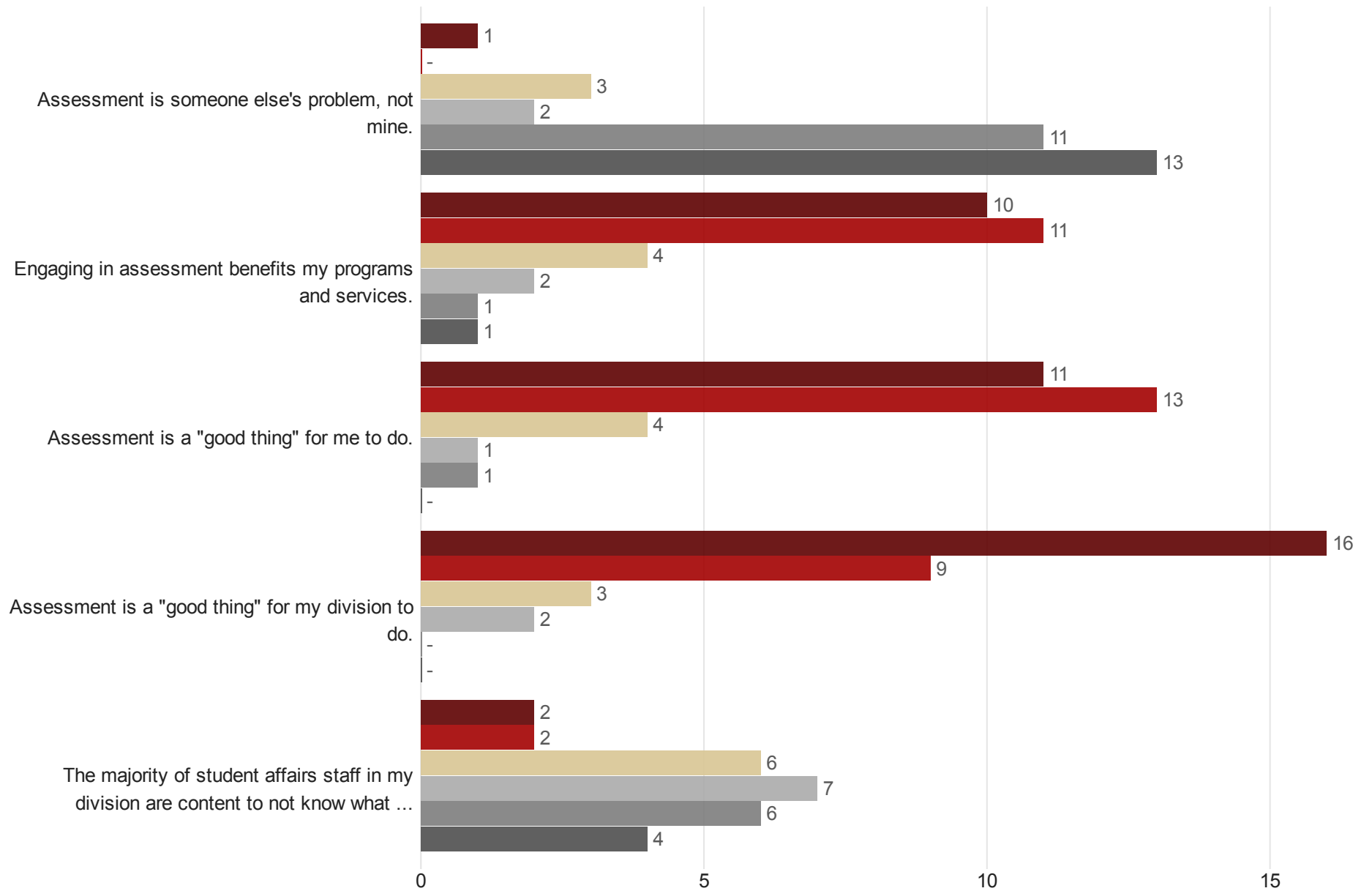
■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



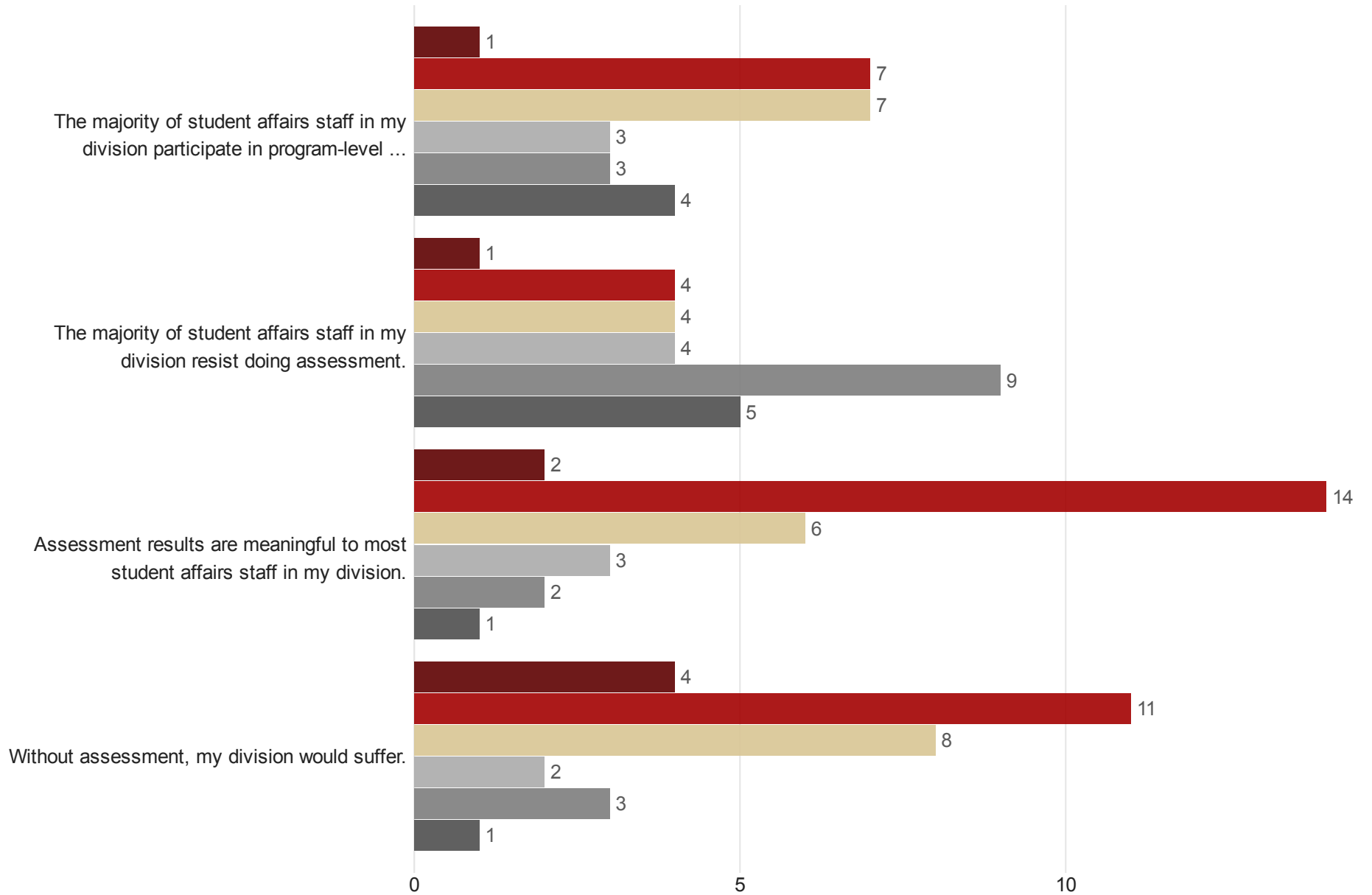
■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



■ Strongly Agree
 ■ Agree
 ■ Only Slightly Agree
 ■ Only Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree



Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
I have a generally positive attitude toward my division's culture of assessment.	2.89	1.47	2.17	28	81.00	0.68	0.32
Assessment is vital to my division's future.	1.83	0.93	0.87	30	55.00	0.93	0.07
Assessment supports student learning in my division.	2.29	0.96	0.92	28	64.00	0.89	0.11
I enjoy engaging in assessment efforts.	2.29	1.06	1.13	28	64.00	0.86	0.14
Assessment makes a difference to student learning.	1.97	1.10	1.21	29	57.00	0.86	0.14
Assessment is the right thing to do for our students.	1.70	0.74	0.54	30	51.00	0.97	0.03
I avoid doing assessment activities if I can.	4.97	1.00	1.00	29	144.00	0.07	0.93
In general, I am eager to work with upper student affairs administrators.	2.28	1.26	1.58	29	66.00	0.86	0.14
I do not have time to engage in assessment efforts.	4.24	1.38	1.91	29	123.00	0.24	0.76
My division truly values student affairs staff involvement in assessment.	3.00	1.39	1.93	29	87.00	0.62	0.38
Assessment is someone else's problem, not mine.	5.03	1.20	1.43	30	151.00	0.13	0.87
Engaging in assessment benefits my programs and services.	2.17	1.26	1.59	29	63.00	0.86	0.14
Assessment is a "good thing" for me to do.	1.93	0.96	0.93	30	58.00	0.93	0.07
Assessment is a "good thing" for my division to do.	1.70	0.90	0.81	30	51.00	0.93	0.07
The majority of student affairs staff in my division are content to not know what assessments are occurring.	3.93	1.41	1.99	27	106.00	0.37	0.63
The majority of student affairs staff in my division participate in program-level assessment.	3.48	1.50	2.25	25	87.00	0.60	0.40

The majority of student affairs staff in my division resist doing assessment.	4.15	1.46	2.13	27	112.00	0.33	0.67
Assessment results are meaningful to most student affairs staff in my division.	2.71	1.19	1.42	28	76.00	0.79	0.21
Without assessment, my division would suffer.	2.72	1.28	1.65	29	79.00	0.79	0.21