



# Survey of Assessment Culture

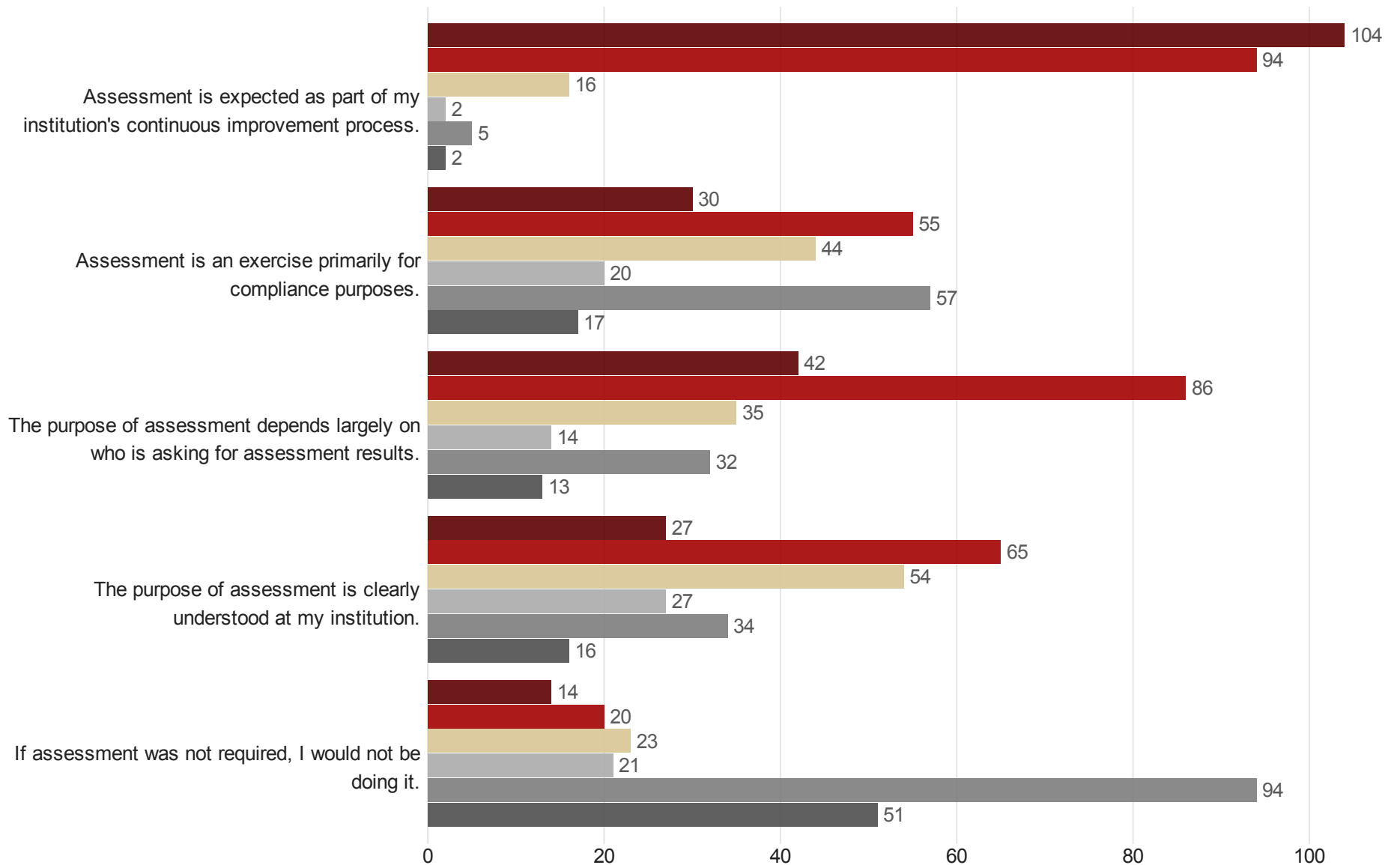
**2018 National Faculty Survey of Assessment Culture**

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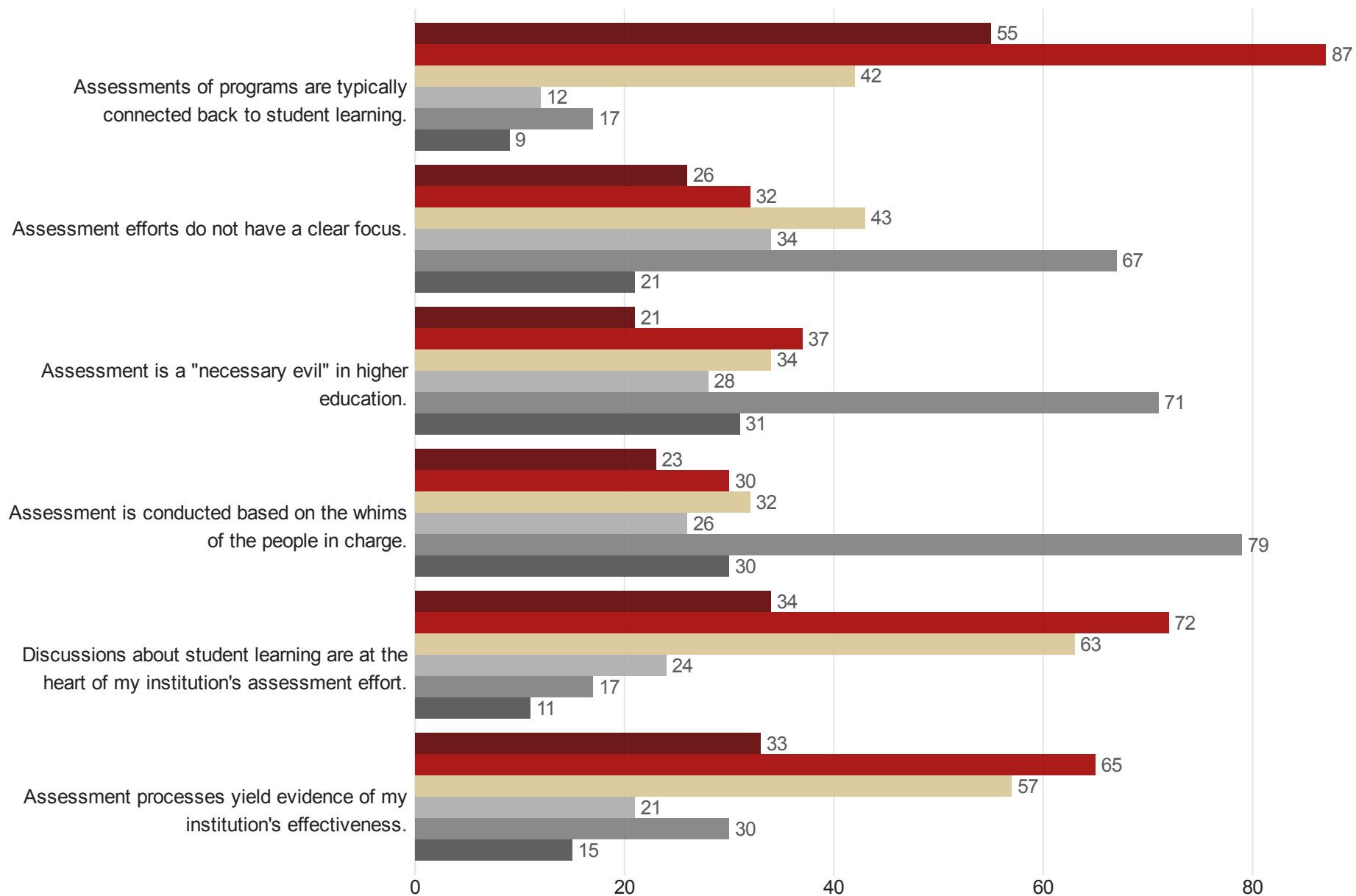
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## PURPOSE OF ASSESSMENT

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



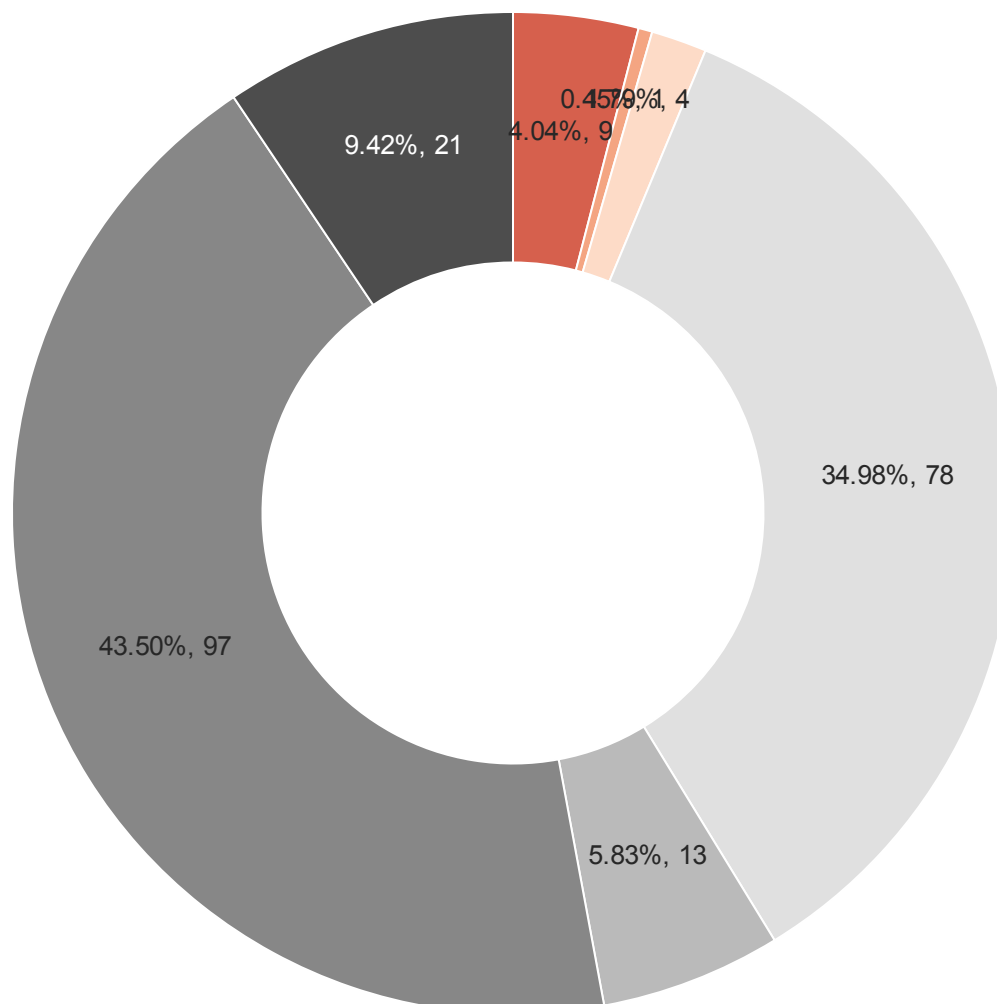
■ Strongly Agree 
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Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
Assessment is expected as part of my institution's continuous improvement process.	1.73	0.92	0.84	223	385.00	0.96	0.04
Assessment is an exercise primarily for compliance purposes.	3.31	1.58	2.48	223	739.00	0.58	0.42
The purpose of assessment depends largely on who is asking for assessment results.	2.76	1.50	2.25	222	613.00	0.73	0.27
The purpose of assessment is clearly understood at my institution.	3.11	1.46	2.14	223	693.00	0.65	0.35
If assessment was not required, I would not be doing it.	4.41	1.48	2.20	223	983.00	0.26	0.74
Assessments of programs are typically connected back to student learning.	2.44	1.34	1.80	222	542.00	0.83	0.17
Assessment efforts do not have a clear focus.	3.66	1.54	2.38	223	816.00	0.45	0.55
Assessment is a "necessary evil" in higher education.	3.83	1.59	2.52	222	850.00	0.41	0.59
Assessment is conducted based on the whims of the people in charge.	3.90	1.59	2.53	220	858.00	0.39	0.61
Discussions about student learning are at the heart of my institution's assessment effort.	2.78	1.33	1.76	221	614.00	0.76	0.24
Assessment processes yield evidence of my institution's effectiveness.	2.98	1.46	2.14	221	658.00	0.70	0.30

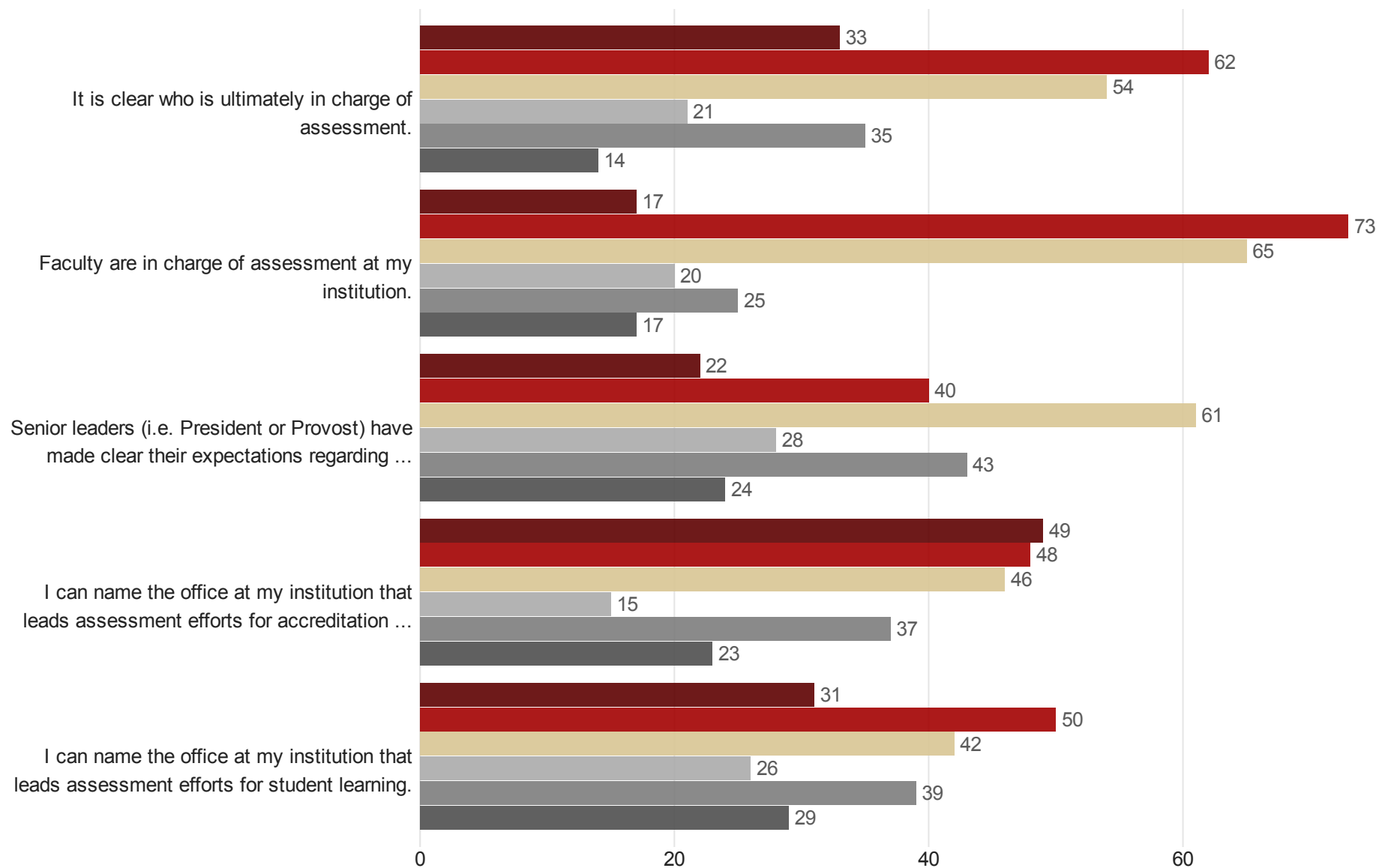
“\_\_\_\_\_ is the primary reason assessment is conducted at my institution.”

Other. Access to financial resources Tradition Improving student learning Compliance with governmental mandates Accreditation Accountability



## LEADERSHIP OF ASSESSMENT

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

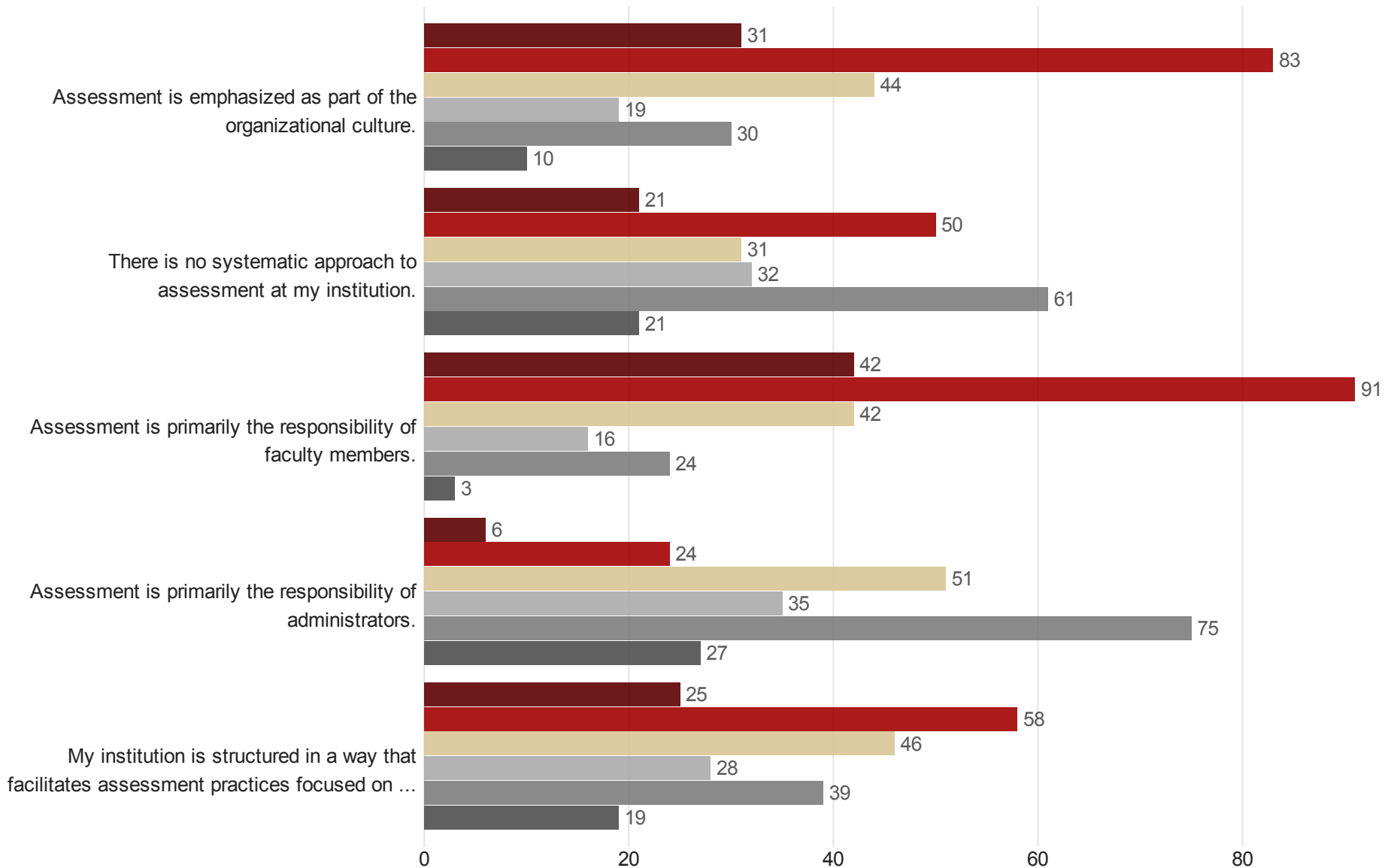


Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
It is clear who is ultimately in charge of assessment.	3.02	1.48	2.20	219	662.00	0.68	0.32
Faculty are in charge of assessment at my institution.	3.06	1.38	1.90	217	665.00	0.71	0.29
Senior leaders (i.e. President or Provost) have made clear their expectations regarding assessment.	3.47	1.51	2.28	218	756.00	0.56	0.44
I can name the office at my institution that leads assessment efforts for accreditation purposes.	3.06	1.68	2.81	218	666.00	0.66	0.34
I can name the office at my institution that leads assessment efforts for student learning.	3.36	1.65	2.71	217	730.00	0.57	0.43

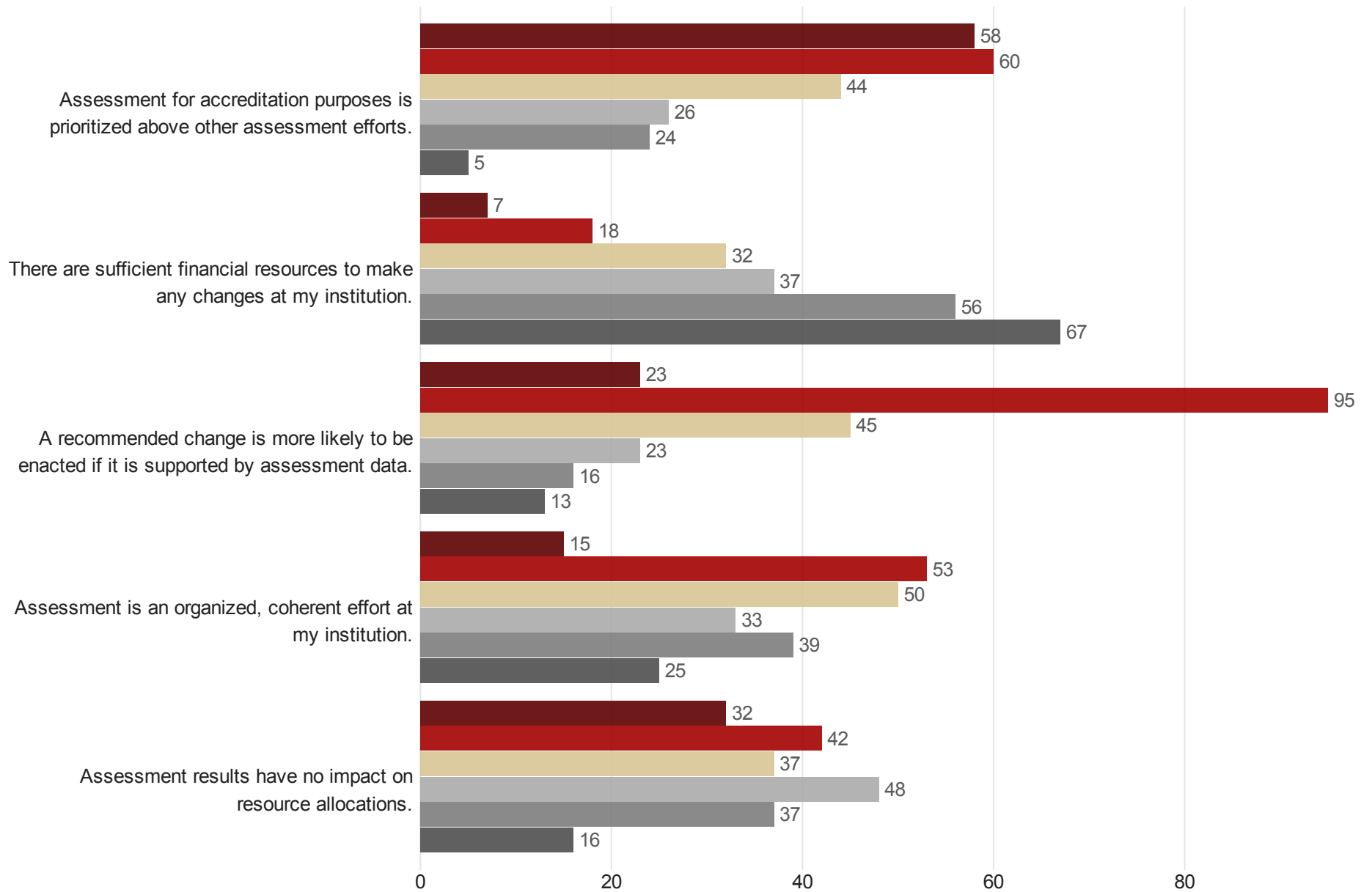


## ASSESSMENT STRUCTURES AND RESOURCES

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



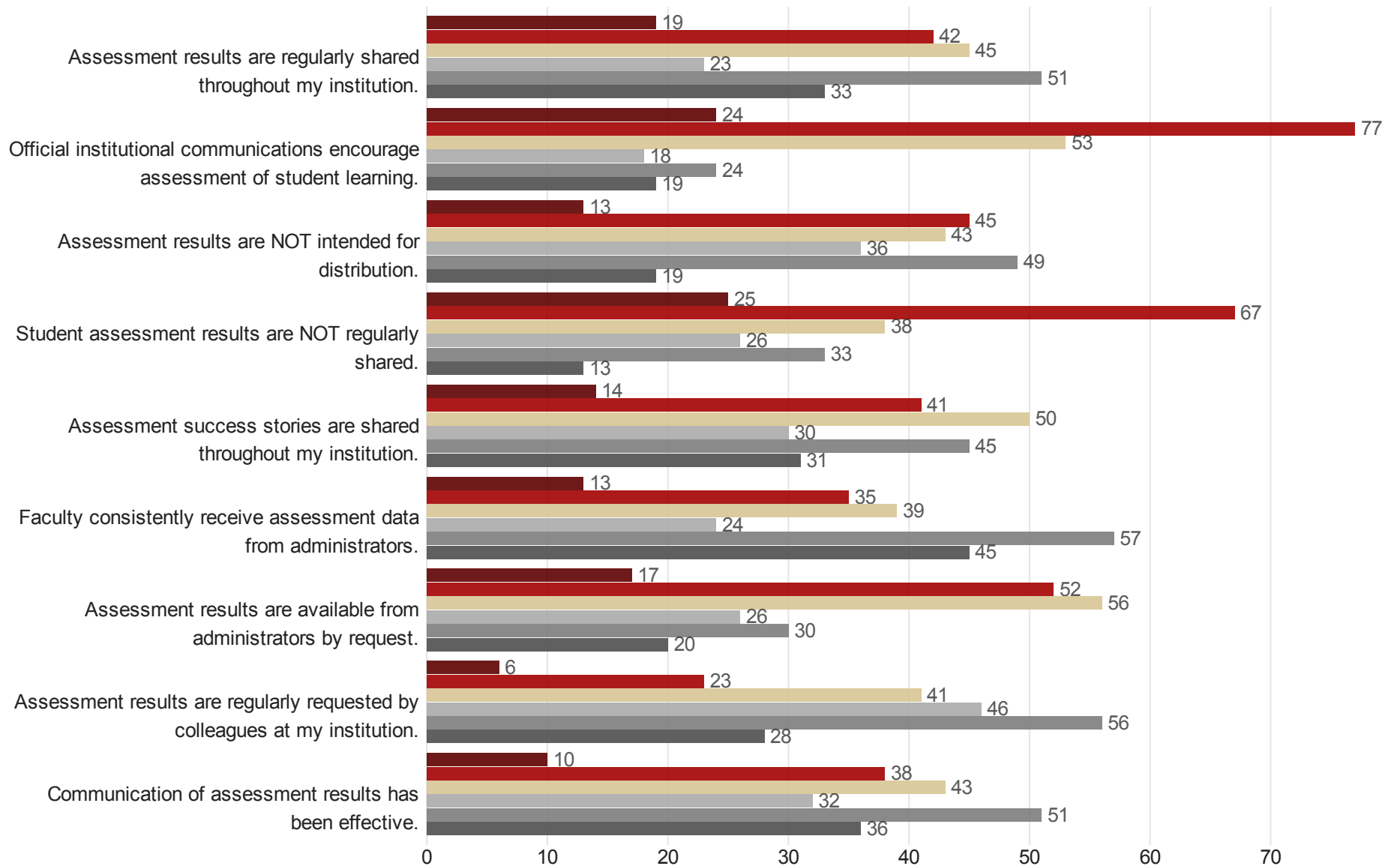
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Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
Assessment is emphasized as part of the organizational culture.	2.83	1.41	1.98	217	615.00	0.73	0.27
There is no systematic approach to assessment at my institution.	3.58	1.56	2.44	216	773.00	0.47	0.53
Assessment is primarily the responsibility of faculty members.	2.53	1.27	1.61	218	552.00	0.80	0.20
Assessment is primarily the responsibility of administrators.	4.06	1.33	1.76	218	884.00	0.37	0.63
My institution is structured in a way that facilitates assessment practices focused on improved student learning.	3.26	1.52	2.32	215	700.00	0.60	0.40
Assessment for accreditation purposes is prioritized above other assessment efforts.	2.60	1.40	1.95	217	564.00	0.75	0.25
There are sufficient financial resources to make any changes at my institution.	4.47	1.43	2.05	217	969.00	0.26	0.74
A recommended change is more likely to be enacted if it is supported by assessment data.	2.78	1.33	1.77	215	598.00	0.76	0.24
Assessment is an organized, coherent effort at my institution.	3.48	1.49	2.22	215	748.00	0.55	0.45
Assessment results have no impact on resource allocations.	3.30	1.52	2.31	212	700.00	0.52	0.48

## SHARING OF ASSESSMENT RESULTS

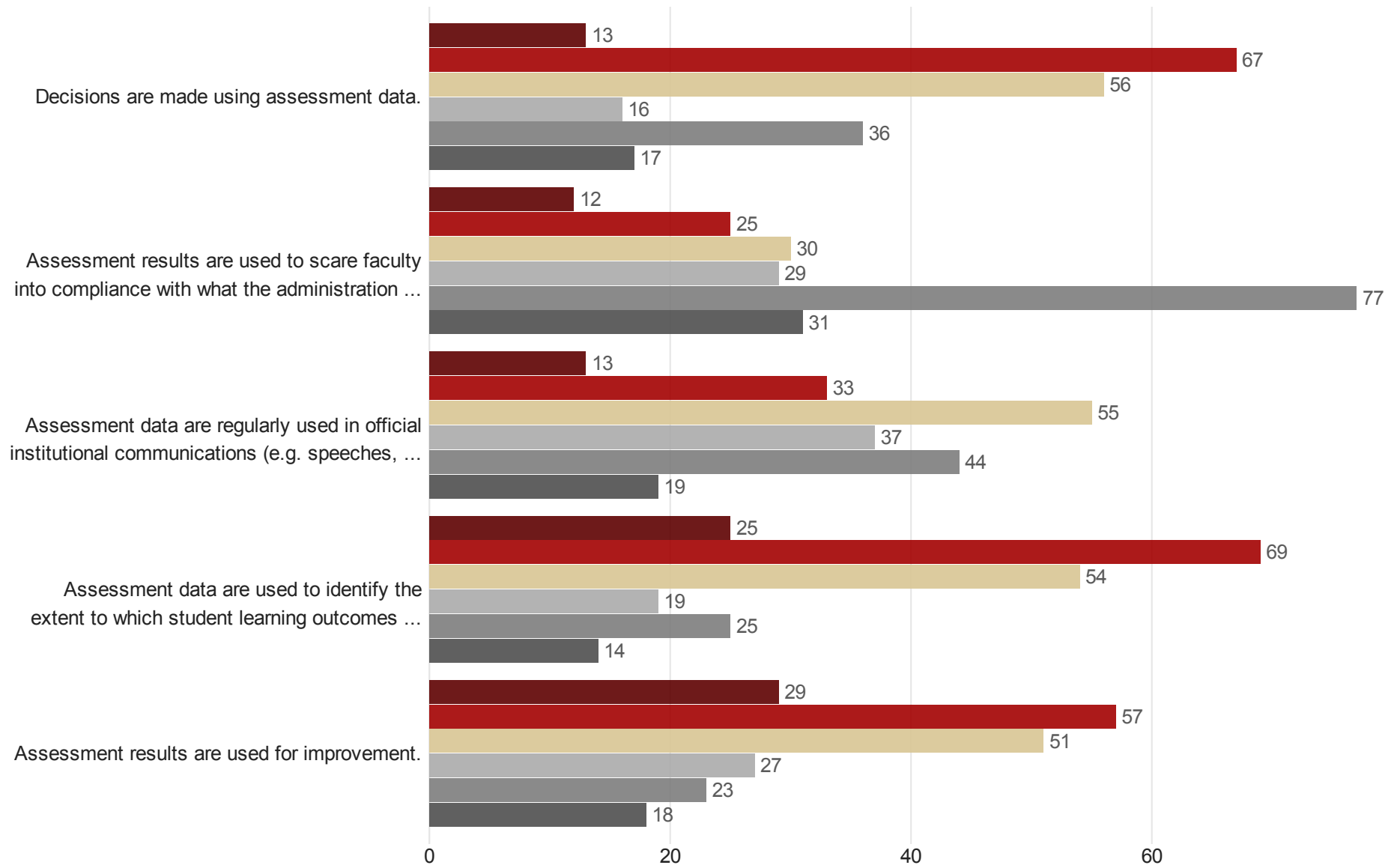
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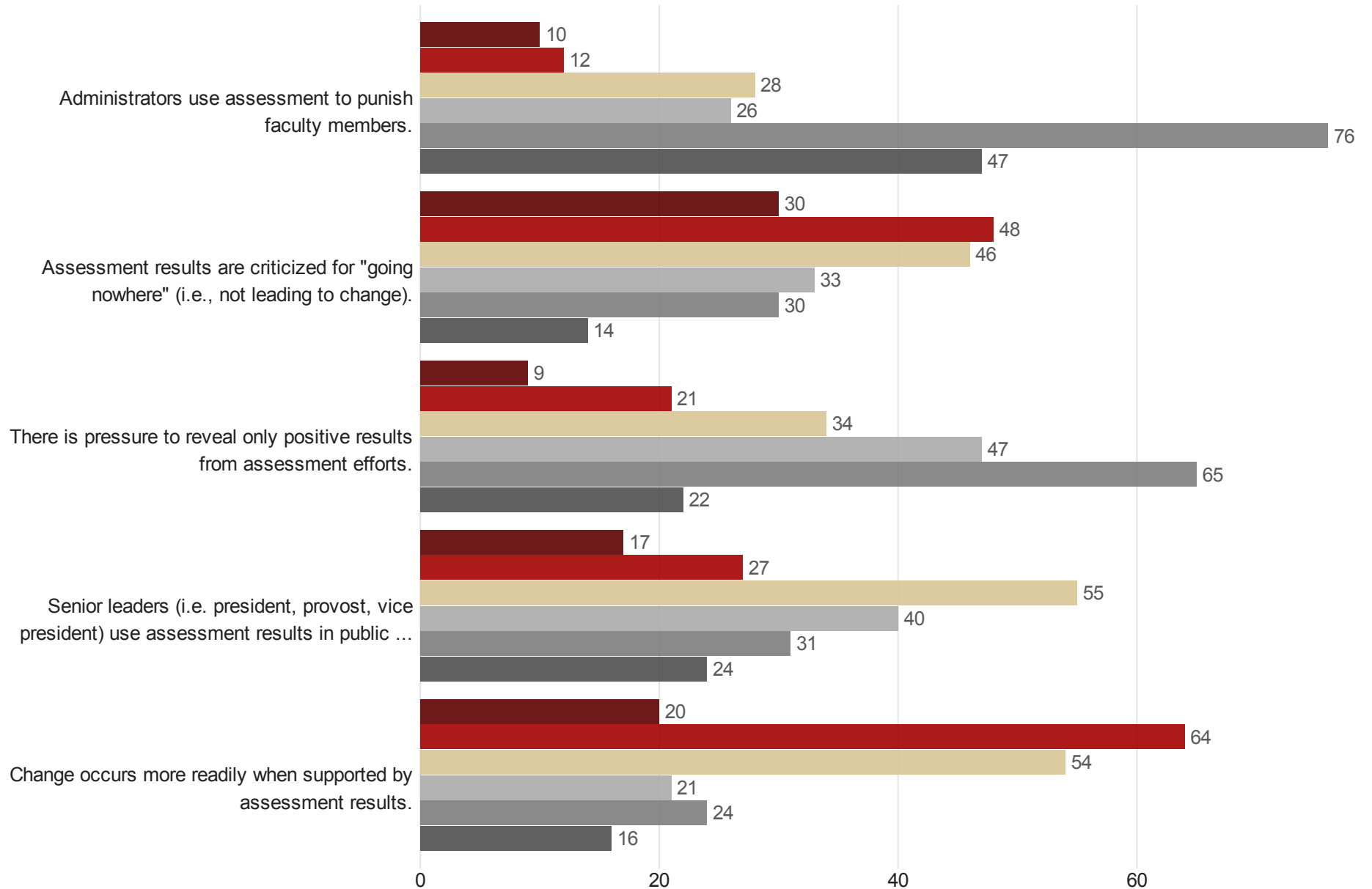
Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
Assessment results are regularly shared throughout my institution.	3.68	1.60	2.56	213	783.00	0.50	0.50
Official institutional communications encourage assessment of student learning.	2.99	1.46	2.13	215	643.00	0.72	0.28
Assessment results are NOT intended for distribution.	3.59	1.45	2.10	205	735.00	0.49	0.51
Student assessment results are NOT regularly shared.	3.07	1.48	2.18	202	620.00	0.64	0.36
Assessment success stories are shared throughout my institution.	3.68	1.52	2.31	211	777.00	0.50	0.50
Faculty consistently receive assessment data from administrators.	4.00	1.58	2.50	213	851.00	0.41	0.59
Assessment results are available from administrators by request.	3.30	1.46	2.13	201	663.00	0.62	0.38
Assessment results are regularly requested by colleagues at my institution.	4.04	1.33	1.77	200	807.00	0.35	0.65
Communication of assessment results has been effective.	3.88	1.51	2.27	210	814.00	0.43	0.57

## USES OF ASSESSMENT

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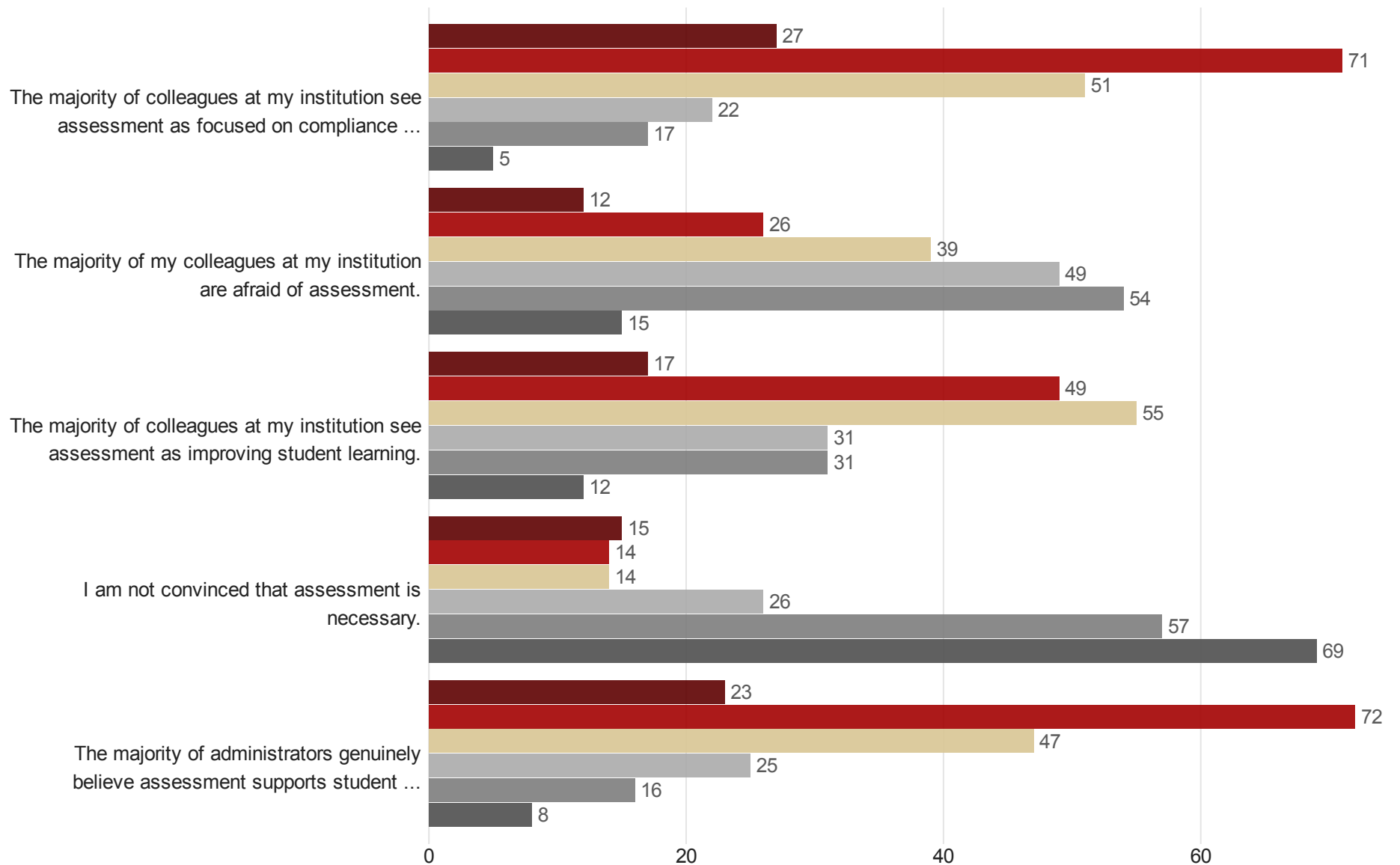


Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
Decisions are made using assessment data.	3.22	1.43	2.06	205	661.00	0.66	0.34
Assessment results are used to scare faculty into compliance with what the administration wants.	4.11	1.46	2.14	204	839.00	0.33	0.67
Assessment data are regularly used in official institutional communications (e.g. speeches, publications, etc.).	3.61	1.40	1.96	201	726.00	0.50	0.50
Assessment data are used to identify the extent to which student learning outcomes are met.	2.96	1.42	2.01	206	610.00	0.72	0.28
Assessment results are used for improvement.	3.06	1.49	2.21	205	627.00	0.67	0.33
Administrators use assessment to punish faculty members.	4.44	1.40	1.97	199	884.00	0.25	0.75
Assessment results are criticized for "going nowhere" (i.e., not leading to change).	3.13	1.49	2.21	201	630.00	0.62	0.38
There is pressure to reveal only positive results from assessment efforts.	4.03	1.33	1.78	198	798.00	0.32	0.68
Senior leaders (i.e. president, provost, vice president) use assessment results in public ways (i.e. speeches, marketing efforts, media stories, etc.).	3.58	1.45	2.11	194	695.00	0.51	0.49
Change occurs more readily when supported by assessment results.	3.07	1.43	2.03	199	610.00	0.69	0.31

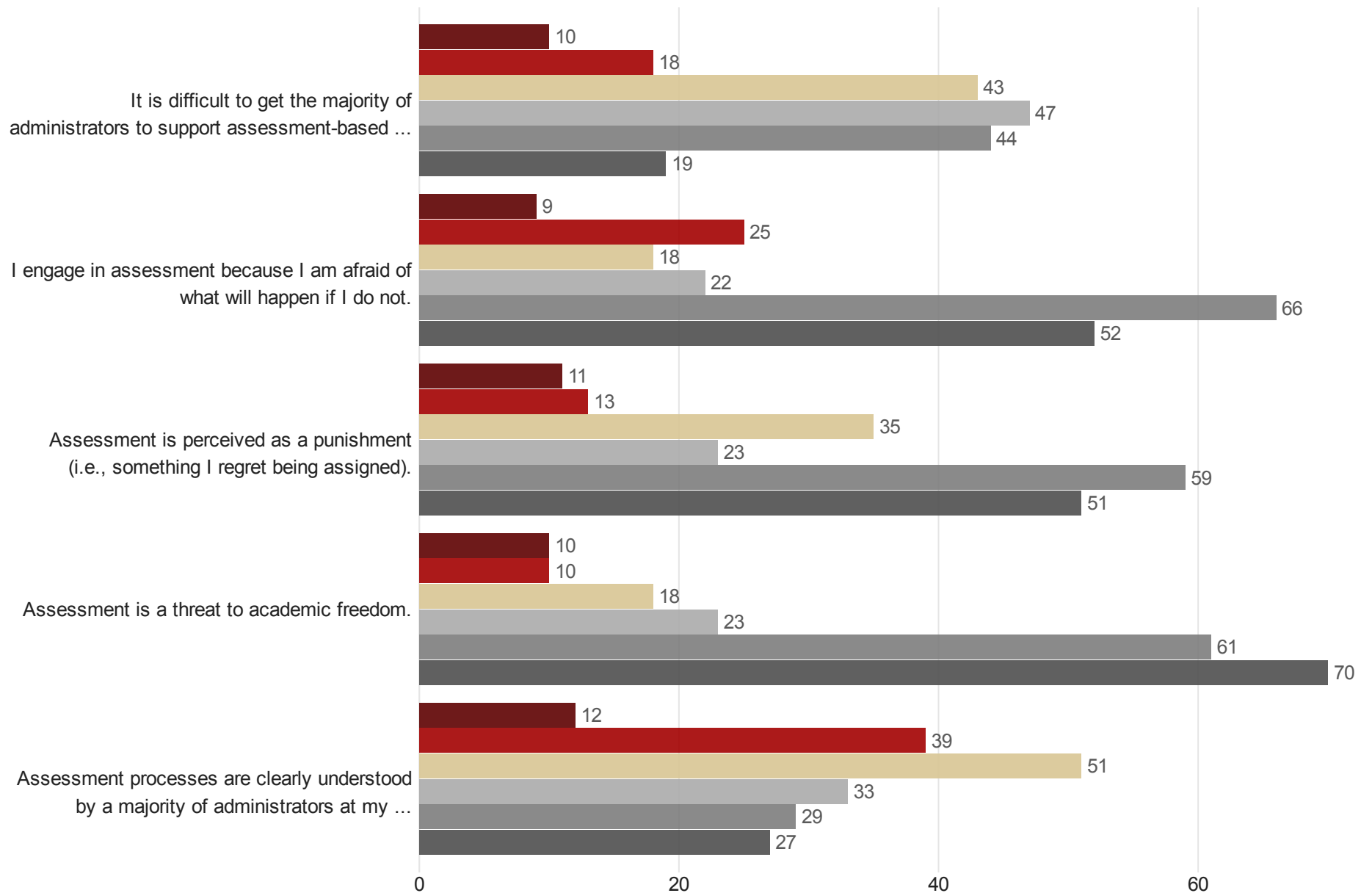


## PERCEPTIONS OF ASSESSMENT

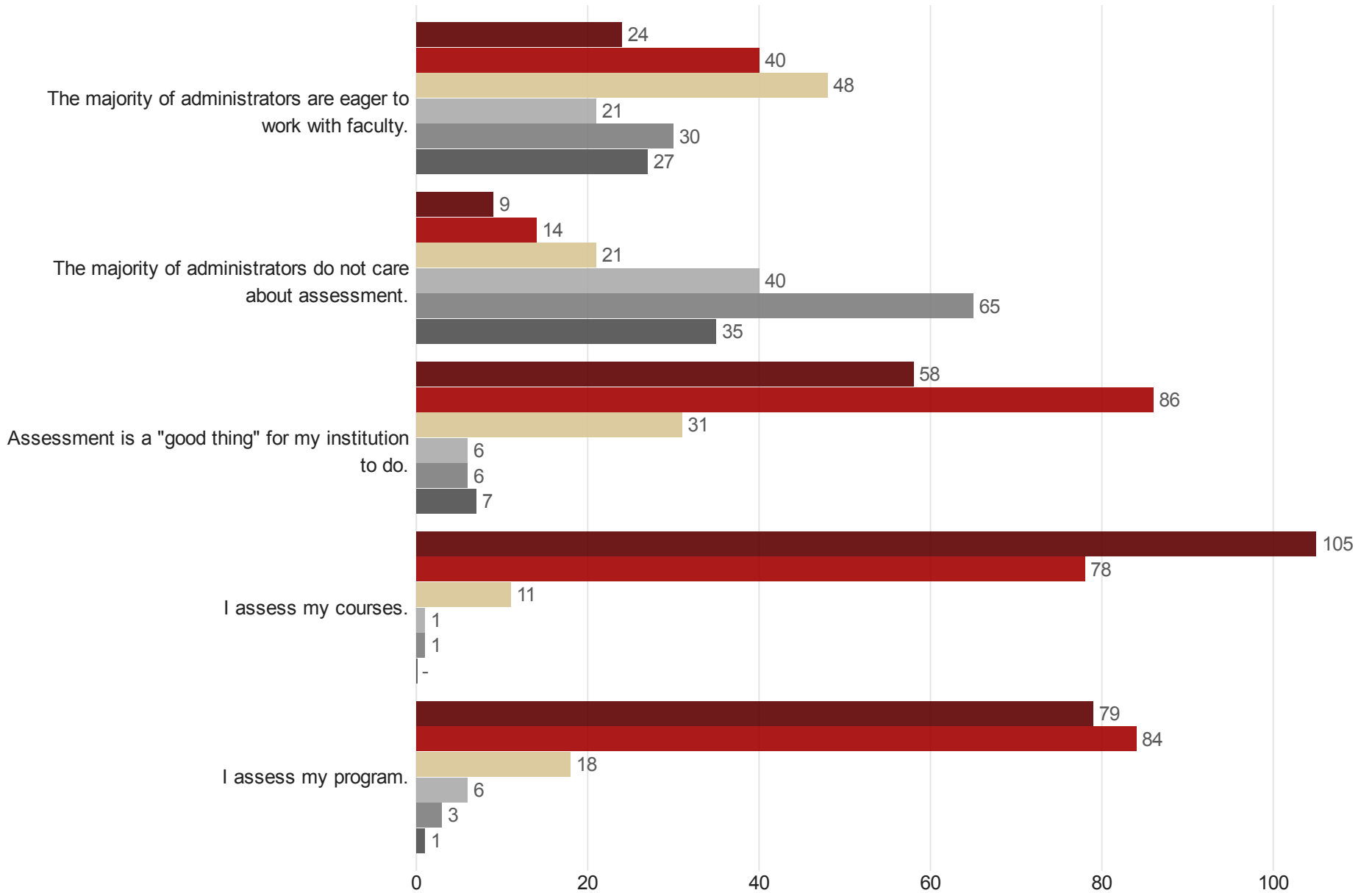
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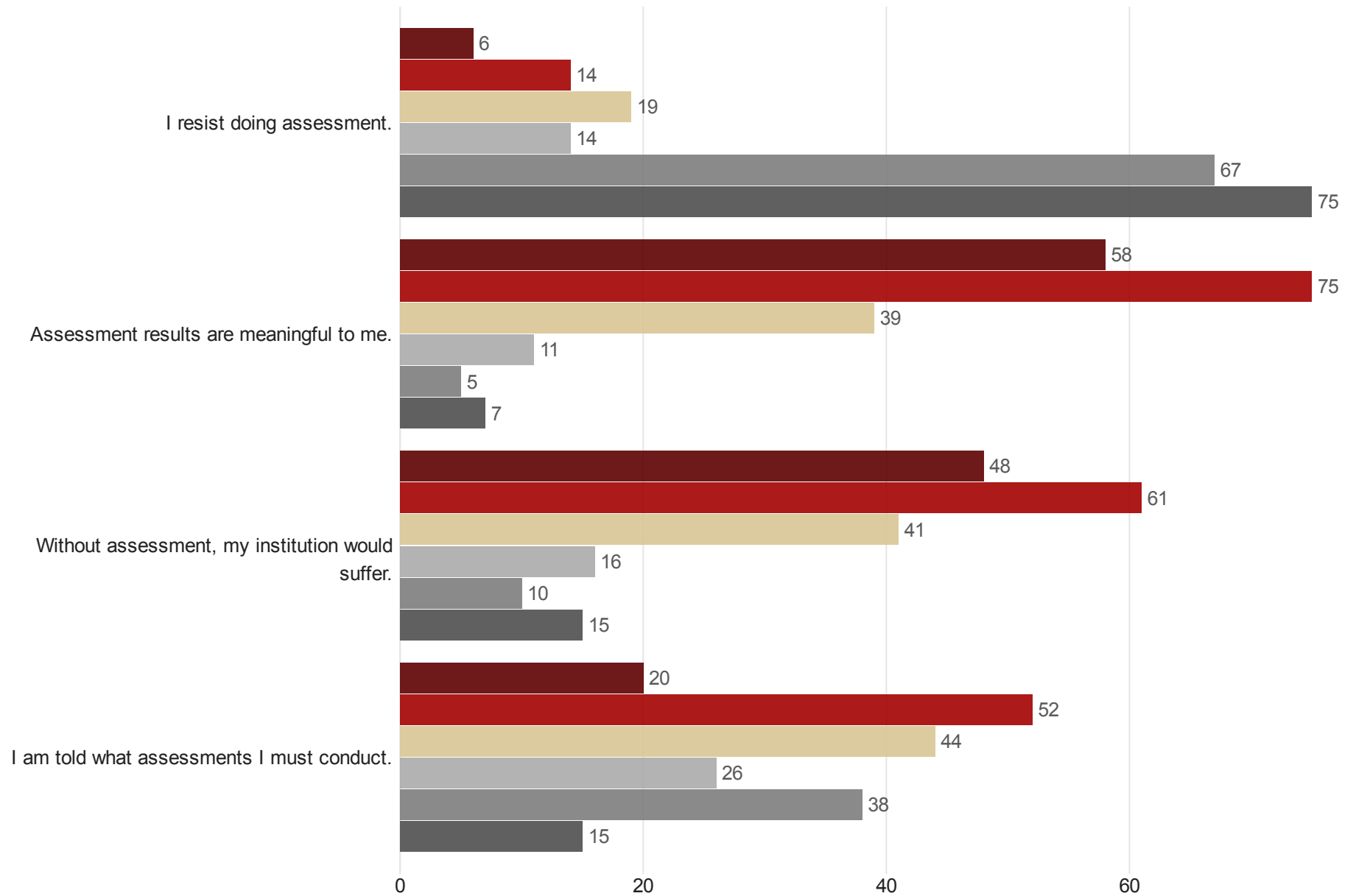
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Field	Mean	Standard Deviation	Variance	Responses	Sum	Bottom Box	Top Box
The majority of colleagues at my institution see assessment as focused on compliance requirements.	2.72	1.24	1.55	193	525.00	0.77	0.23
The majority of my colleagues at my institution are afraid of assessment.	3.78	1.35	1.82	195	737.00	0.39	0.61
The majority of colleagues at my institution see assessment as improving student learning.	3.24	1.38	1.89	195	631.00	0.62	0.38
I am not convinced that assessment is necessary.	4.55	1.57	2.45	195	888.00	0.22	0.78
The majority of administrators genuinely believe assessment supports student learning at my institution.	2.81	1.29	1.66	191	536.00	0.74	0.26
It is difficult to get the majority of administrators to support assessment-based improvement efforts.	3.85	1.33	1.77	181	697.00	0.39	0.61
I engage in assessment because I am afraid of what will happen if I do not.	4.39	1.52	2.31	192	843.00	0.27	0.73
Assessment is perceived as a punishment (i.e., something I regret being assigned).	4.35	1.49	2.22	192	835.00	0.31	0.69
Assessment is a threat to academic freedom.	4.69	1.44	2.07	192	901.00	0.20	0.80
Assessment processes are clearly understood by a majority of administrators at my institution.	3.57	1.48	2.18	191	682.00	0.53	0.47
The majority of administrators are eager to work with faculty.	3.39	1.61	2.59	190	644.00	0.59	0.41
The majority of administrators do not care about assessment.	4.32	1.37	1.87	184	795.00	0.24	0.76
Assessment is a "good thing" for my institution to do.	2.16	1.19	1.41	194	419.00	0.90	0.10
I assess my courses.	1.55	0.67	0.45	196	303.00	0.99	0.01

I assess my program.	1.81	0.91	0.82	191	346.00	0.95	0.05
I resist doing assessment.	4.78	1.39	1.94	195	932.00	0.20	0.80
Assessment results are meaningful to me.	2.24	1.21	1.47	195	436.00	0.88	0.12
Without assessment, my institution would suffer.	2.60	1.47	2.17	191	497.00	0.79	0.21
I am told what assessments I must conduct.	3.28	1.48	2.20	195	640.00	0.59	0.41