2018 Administrators Survey of Assessment Culture- SAMPLE REPORT

**Institution:** Anywhere State University  
**Date:** December, 2017
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PURPOSE OF ASSESSMENT

Assessment is expected as part of my institution’s continuous improvement process.

Assessment is an exercise primarily for compliance purposes.

The purpose of assessment depends largely on who is asking for assessment results.

The purpose of assessment is clearly understood at my institution.

Assessment for accreditation purposes is prioritized above other assessment efforts.

Assessment is emphasized as part of the institutional culture.

Assessment efforts do not have a clear focus.

Assessment is conducted based on the whims of the people in charge.

Discussions about student learning are at the heart of my institution’s assessment effort.

Assessment processes yield evidence of my institution’s effectiveness.
My institution is more effective at its mission because of assessment.

Students learn better because of assessment.
<table>
<thead>
<tr>
<th>Field</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Variance</th>
<th>Responses</th>
<th>Bottom Box</th>
<th>Top Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is expected as part of my institution’s continuous improvement process.</td>
<td>5.01</td>
<td>1.12</td>
<td>1.25</td>
<td>838</td>
<td>0.03</td>
<td>0.97</td>
</tr>
<tr>
<td>Assessment is an exercise primarily for compliance purposes.</td>
<td>3.47</td>
<td>1.47</td>
<td>2.15</td>
<td>830</td>
<td>0.54</td>
<td>0.46</td>
</tr>
<tr>
<td>The purpose of assessment depends largely on who is asking for assessment results.</td>
<td>3.87</td>
<td>1.29</td>
<td>1.66</td>
<td>826</td>
<td>0.37</td>
<td>0.63</td>
</tr>
<tr>
<td>The purpose of assessment is clearly understood at my institution.</td>
<td>4.13</td>
<td>1.24</td>
<td>1.54</td>
<td>838</td>
<td>0.23</td>
<td>0.77</td>
</tr>
<tr>
<td>Assessment for accreditation purposes is prioritized above other assessment efforts.</td>
<td>4.14</td>
<td>1.31</td>
<td>1.72</td>
<td>838</td>
<td>0.26</td>
<td>0.74</td>
</tr>
<tr>
<td>Assessment is emphasized as part of the institutional culture.</td>
<td>4.28</td>
<td>1.23</td>
<td>1.52</td>
<td>838</td>
<td>0.18</td>
<td>0.82</td>
</tr>
<tr>
<td>Assessment efforts do not have a clear focus.</td>
<td>3.09</td>
<td>1.38</td>
<td>1.91</td>
<td>830</td>
<td>0.68</td>
<td>0.32</td>
</tr>
</tbody>
</table>
Assessment is conducted based on the whims of the people in charge.

Discussions about student learning are at the heart of my institution’s assessment effort.

Assessment processes yield evidence of my institution’s effectiveness.

My institution is more effective at its mission because of assessment.

Students learn better because of assessment.
“_______________ is the primary reason assessment is conducted at my institution.”
Structures, Resources, and Leadership of Assessment

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

1. It is clear who is ultimately in charge of assessment.
   - Strongly Agree: 21
   - Agree: 49
   - Only Slightly Agree: 160
   - Only Slightly Disagree: 188
   - Disagree: 352

2. Senior leaders (i.e. President or Provost) have made clear their expectations regarding...
   - Strongly Agree: 12
   - Agree: 36
   - Only Slightly Agree: 169
   - Only Slightly Disagree: 220
   - Disagree: 288

3. I can name the office at my institution that leads student assessment efforts for accreditation...
   - Strongly Agree: 13
   - Agree: 37
   - Only Slightly Agree: 148
   - Only Slightly Disagree: 240
   - Disagree: 464

4. I can name the office at my institution that leads assessment efforts for student learning.
   - Strongly Agree: 4
   - Agree: 20
   - Only Slightly Agree: 88
   - Only Slightly Disagree: 136
   - Disagree: 460

5. Assessment is primarily the responsibility of administrators.
   - Strongly Agree: 20
   - Agree: 41
   - Only Slightly Agree: 160
   - Only Slightly Disagree: 101
   - Disagree: 309

6. Assessment is primarily the responsibility of faculty members.
   - Strongly Agree: 24
   - Agree: 52
   - Only Slightly Agree: 117
   - Only Slightly Disagree: 106
   - Disagree: 288

   - Strongly Agree: 1
   - Agree: 29
   - Only Slightly Agree: 112
   - Only Slightly Disagree: 213
   - Disagree: 308

8. Assessments of programs are typically connected to student learning.
   - Strongly Agree: 21
   - Agree: 40
   - Only Slightly Agree: 117
   - Only Slightly Disagree: 172
   - Disagree: 356

9. Assessment is an organized, coherent effort at my institution.
   - Strongly Agree: 5
   - Agree: 36
   - Only Slightly Agree: 152
   - Only Slightly Disagree: 169
   - Disagree: 316

10. Assessment results are available to faculty by request.
    - Strongly Agree: 5
    - Agree: 36
    - Only Slightly Agree: 101
    - Only Slightly Disagree: 292
    - Disagree: 316
My institution is structured in a way that facilitates assessment practices focused on ...

There is no systematic approach to assessment at my institution.

There is a common language for engaging in assessment.

Budgetary decisions are tied to assessment results.

Evidence-based change at my institution is likely.
<table>
<thead>
<tr>
<th>Field</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Variance</th>
<th>Responses</th>
<th>Bottom Box</th>
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</tr>
</thead>
<tbody>
<tr>
<td>It is clear who is ultimately in charge of assessment.</td>
<td>4.39</td>
<td>1.18</td>
<td>1.40</td>
<td>802</td>
<td>0.13</td>
<td>0.87</td>
</tr>
<tr>
<td>Senior leaders (i.e. President or Provost) have made clear their expectations regarding assessment.</td>
<td>4.39</td>
<td>1.26</td>
<td>1.59</td>
<td>814</td>
<td>0.17</td>
<td>0.83</td>
</tr>
<tr>
<td>I can name the office at my institution that leads student assessment efforts for accreditation purposes.</td>
<td>5.24</td>
<td>1.14</td>
<td>1.29</td>
<td>806</td>
<td>0.05</td>
<td>0.95</td>
</tr>
<tr>
<td>I can name the office at my institution that leads assessment efforts for student learning.</td>
<td>5.11</td>
<td>1.16</td>
<td>1.34</td>
<td>810</td>
<td>0.07</td>
<td>0.93</td>
</tr>
<tr>
<td>Assessment is primarily the responsibility of administrators.</td>
<td>3.13</td>
<td>1.44</td>
<td>2.06</td>
<td>806</td>
<td>0.67</td>
<td>0.33</td>
</tr>
<tr>
<td>Assessment is primarily the responsibility of faculty members.</td>
<td>4.21</td>
<td>1.28</td>
<td>1.64</td>
<td>814</td>
<td>0.25</td>
<td>0.75</td>
</tr>
</tbody>
</table>
Official institutional communications encourage assessment of student learning.

Assessments of programs are typically connected to student learning.

Assessment is an organized, coherent effort at my institution.

Assessment results are available to faculty by request.

My institution is structured in a way that facilitates assessment practices focused on improved student learning.

There is no systematic approach to assessment at my institution.

There is a common language for engaging in assessment.
Budgetary decisions are tied to assessment results.

Evidence-based change at my institution is likely.
Sharing of Assessment Results

Assessment results are regularly shared throughout my institution. - 213 Strongly Agree, 56 Agree, 88 Only Slightly Agree, 128 Only Slightly Disagree, 113 Disagree, 16 Strongly Disagree

Assessment results are not intended for distribution. - 285 Strongly Agree, 116 Agree, 132 Only Slightly Agree, 128 Only Slightly Disagree, 116 Disagree, 24 Strongly Disagree

Student assessment results are not regularly shared. - 228 Strongly Agree, 173 Agree, 132 Only Slightly Agree, 128 Only Slightly Disagree, 88 Disagree, 44 Strongly Disagree

Assessment success stories are formally shared throughout my institution. - 264 Strongly Agree, 112 Agree, 84 Only Slightly Agree, 64 Only Slightly Disagree, 44 Disagree, 38 Strongly Disagree

Administrators consistently share assessment data with faculty members. - 301 Strongly Agree, 177 Agree, 132 Only Slightly Agree, 124 Only Slightly Disagree, 96 Disagree, 64 Strongly Disagree

Institutional constituents request assessment results. - 310 Strongly Agree, 180 Agree, 132 Only Slightly Agree, 124 Only Slightly Disagree, 92 Disagree, 44 Strongly Disagree

The way we speak about assessment at my institution inspires colleagues to get involved. - 312 Strongly Agree, 184 Agree, 132 Only Slightly Agree, 124 Only Slightly Disagree, 92 Disagree, 44 Strongly Disagree

Colleagues at my institution speak positively of assessment. - 360 Strongly Agree, 184 Agree, 120 Only Slightly Agree, 124 Only Slightly Disagree, 92 Disagree, 44 Strongly Disagree

Senior leaders speak favorably of assessment. - 373 Strongly Agree, 200 Agree, 120 Only Slightly Agree, 124 Only Slightly Disagree, 92 Disagree, 44 Strongly Disagree
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Assessment results are regularly shared throughout my institution.</td>
<td>2.69</td>
<td>1.35</td>
<td>1.81</td>
<td>786</td>
<td>0.80</td>
<td>0.20</td>
</tr>
<tr>
<td>Assessment results are not intended for distribution.</td>
<td>3.15</td>
<td>1.33</td>
<td>1.78</td>
<td>798</td>
<td>0.64</td>
<td>0.36</td>
</tr>
<tr>
<td>Student assessment results are not regularly shared.</td>
<td>3.82</td>
<td>1.25</td>
<td>1.56</td>
<td>794</td>
<td>0.38</td>
<td>0.62</td>
</tr>
<tr>
<td>Assessment success stories are formally shared throughout my institution.</td>
<td>3.95</td>
<td>1.27</td>
<td>1.61</td>
<td>786</td>
<td>0.30</td>
<td>0.70</td>
</tr>
<tr>
<td>Administrators consistently share assessment data with faculty members.</td>
<td>3.82</td>
<td>1.19</td>
<td>1.41</td>
<td>778</td>
<td>0.33</td>
<td>0.67</td>
</tr>
<tr>
<td>Institutional constituents request assessment results.</td>
<td>4.10</td>
<td>1.18</td>
<td>1.39</td>
<td>766</td>
<td>0.24</td>
<td>0.76</td>
</tr>
<tr>
<td>The way we speak about assessment at my institution inspires colleagues to get involved in it.</td>
<td>4.14</td>
<td>1.11</td>
<td>1.23</td>
<td>794</td>
<td>0.23</td>
<td>0.77</td>
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</table>
Colleagues at my institution speak positively of assessment.

Senior leaders speak favorably of assessment.
Uses of Assessment

- Decisions are made using assessment data.
- Assessment results are used to scare employees into compliance with what the administration...
- Assessment data are regularly used in official institutional communications (e.g., speeches, ...
- Assessment data are used to identify to what extent student learning outcomes are met.
- Assessment results are used for improvement.
- Administrators use assessment to punish faculty members.
- Assessment results are criticized for “going nowhere” (i.e., not leading to change).
- There is pressure to reveal only positive results from assessment efforts.
- Senior leaders (i.e., president, provost, vice presidents) use assessment results in public ...
- Change occurs more readily when supported by assessment results.
<table>
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<th>Field</th>
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<th>Top Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisions are made using assessment data.</td>
<td>2.46</td>
<td>1.29</td>
<td>1.68</td>
<td>798</td>
<td>0.87</td>
<td>0.13</td>
</tr>
<tr>
<td>Assessment results are used to scare employees into compliance with what the administration wants.</td>
<td>3.80</td>
<td>1.34</td>
<td>1.79</td>
<td>790</td>
<td>0.38</td>
<td>0.62</td>
</tr>
<tr>
<td>Assessment data are regularly used in official institutional communications (e.g., speeches, publications, etc.).</td>
<td>4.37</td>
<td>1.13</td>
<td>1.27</td>
<td>798</td>
<td>0.12</td>
<td>0.88</td>
</tr>
<tr>
<td>Assessment data are used to identify to what extent student learning outcomes are met.</td>
<td>4.41</td>
<td>1.01</td>
<td>1.01</td>
<td>798</td>
<td>0.08</td>
<td>0.92</td>
</tr>
<tr>
<td>Assessment results are used for improvement.</td>
<td>1.74</td>
<td>1.04</td>
<td>1.09</td>
<td>782</td>
<td>0.97</td>
<td>0.03</td>
</tr>
<tr>
<td>Administrators use assessment to punish faculty members.</td>
<td>3.34</td>
<td>1.42</td>
<td>2.01</td>
<td>774</td>
<td>0.60</td>
<td>0.40</td>
</tr>
</tbody>
</table>
Assessment results are criticized for “going nowhere” (i.e., not leading to change).

There is pressure to reveal only positive results from assessment efforts.

Senior leaders (i.e., president, provost, vice presidents) use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc).

Change occurs more readily when supported by assessment results.
Perceptions of Assessment

The majority of colleagues at my institution...  
Strongly Agree: 26, Agree: 44, Only Slightly Agree: 60, Only Slightly Disagree: 192, Disagree: 276, Strongly Disagree: 344

The majority of colleagues at my institution...  
Strongly Agree: 36, Agree: 36, Only Slightly Agree: 65, Only Slightly Disagree: 109, Disagree: 192, Strongly Disagree: 280

If assessment was not required I would not be...  
Strongly Agree: 36, Agree: 56, Only Slightly Agree: 65, Only Slightly Disagree: 100, Disagree: 176, Strongly Disagree: 265

The majority of colleagues at my institution...  
Strongly Agree: 16, Agree: 16, Only Slightly Agree: 56, Only Slightly Disagree: 100, Disagree: 202, Strongly Disagree: 264

The majority of faculty members are eager to...  
Strongly Agree: 16, Agree: 16, Only Slightly Agree: 49, Only Slightly Disagree: 69, Disagree: 268, Strongly Disagree: 312

I engage in assessment because I am afraid of...  
Strongly Agree: 13, Agree: 13, Only Slightly Agree: 44, Only Slightly Disagree: 97, Disagree: 252, Strongly Disagree: 276

Assessment is a "necessary evil" in higher...  
Strongly Agree: 13, Agree: 13, Only Slightly Agree: 44, Only Slightly Disagree: 97, Disagree: 200, Strongly Disagree: 200

It is difficult to get the majority of faculty and...  
Strongly Agree: 20, Agree: 20, Only Slightly Agree: 52, Only Slightly Disagree: 112, Disagree: 228, Strongly Disagree: 258

Assessment processes are clearly understood...  
Strongly Agree: 4, Agree: 33, Only Slightly Agree: 36, Only Slightly Disagree: 44, Disagree: 221, Strongly Disagree: 221

I am not convinced that assessment is necessary.  
Strongly Agree: 24, Agree: 120, Only Slightly Agree: 97, Only Slightly Disagree: 201, Disagree: 288, Strongly Disagree: 288

The majority of faculty members do not care...  
The majority of faculty members genuinely believe assessment supports student learning ...

Assessment is a threat to academic freedom.

Assessment is perceived as a punishment (i.e., something I regret being assigned).

Assessment is a "good thing" for my institution to do.

The majority of faculty at my institution are content to not know what assessments are ...

The majority of faculty at my institution assess their own courses.

The majority of faculty at my institution participate in program-level assessment.

The majority of faculty at my institution resist doing assessment.

Assessment results are meaningful to most faculty at my institution.

Without assessment, my institution would suffer.
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</tr>
</thead>
<tbody>
<tr>
<td>The majority of colleagues at my institution perceive assessment is focused on compliance requirements.</td>
<td>4.22</td>
<td>1.11</td>
<td>1.23</td>
<td>786</td>
<td>0.17</td>
<td>0.83</td>
</tr>
<tr>
<td>The majority of colleagues at my institution perceive assessment as improving student learning.</td>
<td>2.85</td>
<td>1.45</td>
<td>2.11</td>
<td>782</td>
<td>0.74</td>
<td>0.26</td>
</tr>
<tr>
<td>If assessment was not required I would not be doing it.</td>
<td>3.26</td>
<td>1.30</td>
<td>1.69</td>
<td>782</td>
<td>0.64</td>
<td>0.36</td>
</tr>
<tr>
<td>The majority of colleagues at my institution are afraid of assessment.</td>
<td>3.70</td>
<td>1.33</td>
<td>1.76</td>
<td>770</td>
<td>0.37</td>
<td>0.63</td>
</tr>
<tr>
<td>The majority of faculty members are eager to work with administrators.</td>
<td>2.42</td>
<td>1.40</td>
<td>1.97</td>
<td>770</td>
<td>0.83</td>
<td>0.17</td>
</tr>
<tr>
<td>I engage in assessment because I am afraid of what will happen if I do not.</td>
<td>2.72</td>
<td>1.43</td>
<td>2.04</td>
<td>778</td>
<td>0.74</td>
<td>0.26</td>
</tr>
</tbody>
</table>
Assessment is a "necessary evil" in higher education.

It is difficult to get the majority of faculty and staff to support evidence-based improvement efforts.

Assessment processes are clearly understood by a majority of the faculty and staff members at my institution.

I am not convinced that assessment is necessary.

The majority of faculty members do not care about assessment.

The majority of faculty members genuinely believe assessment supports student learning at my institution.

Assessment is a threat to academic freedom.
Assessment is perceived as a punishment (i.e., something I regret being assigned).

Assessment is a "good thing" for my institution to do.

The majority of faculty at my institution are content to not know what assessments are occurring.

The majority of faculty at my institution assess their own courses.

The majority of faculty at my institution participate in program-level assessment.

The majority of faculty at my institution resist doing assessment.

Assessment results are meaningful to most faculty at my institution.
Without assessment, my institution would suffer.

4.94  1.05  1.11  786  0.03  0.97