



Survey of Assessment Culture

2018 Administrators Survey of Assessment Culture- SAMPLE REPORT

Institution: Anywhere State University

Date: December, 2017

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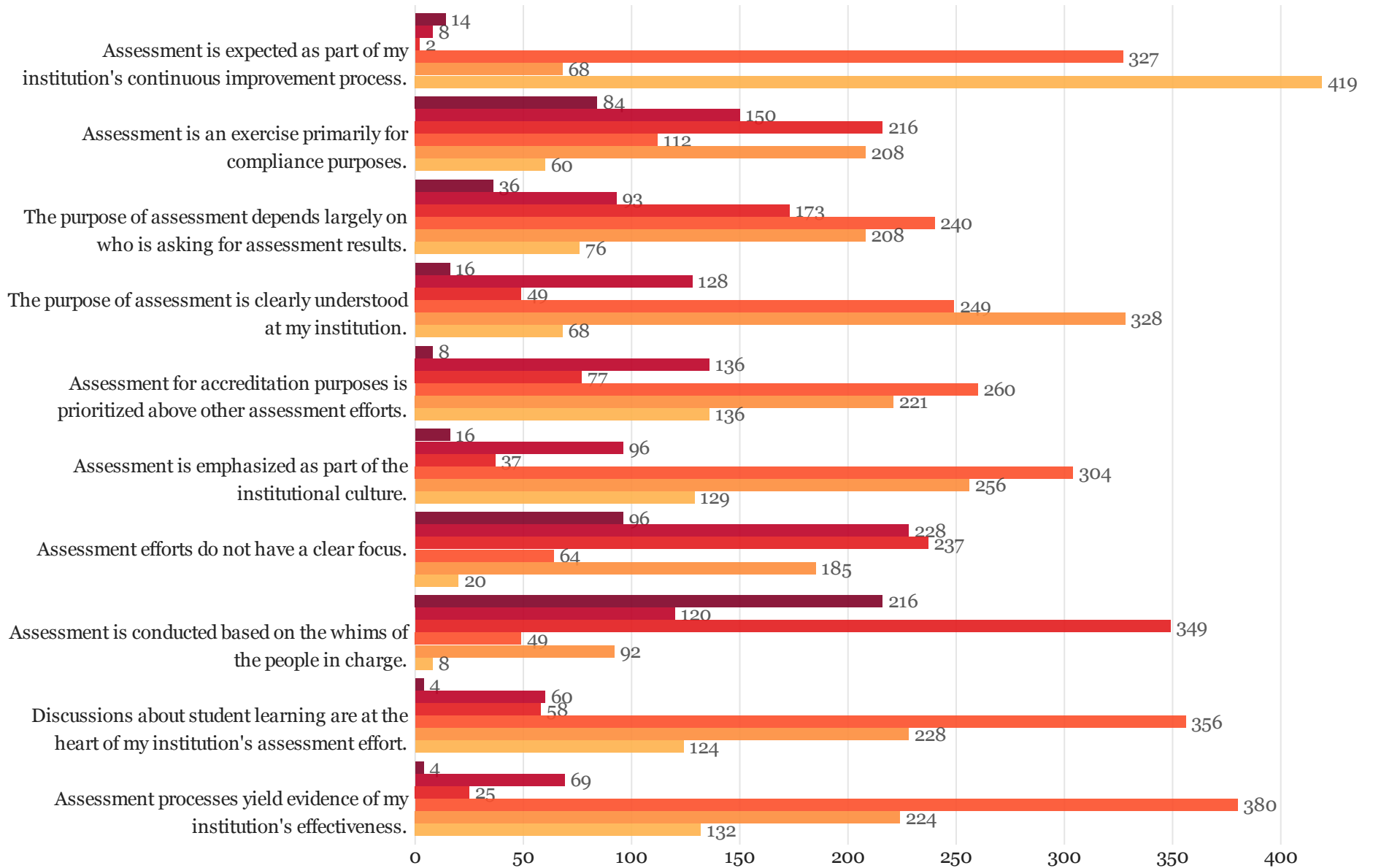
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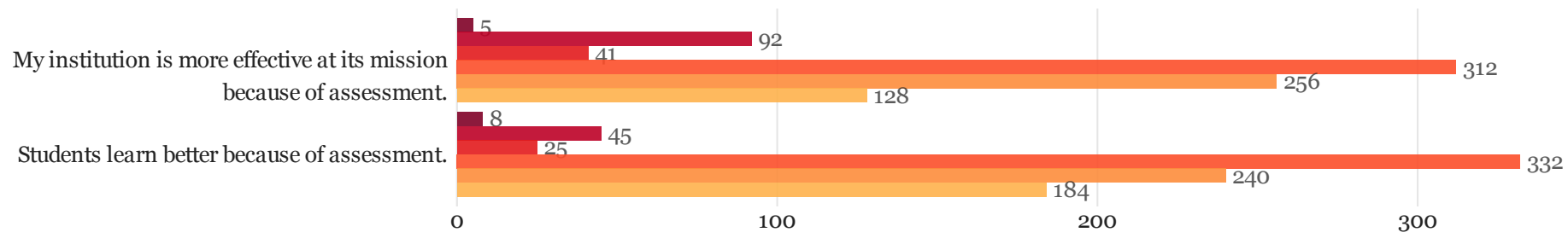
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PURPOSE OF ASSESSMENT

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

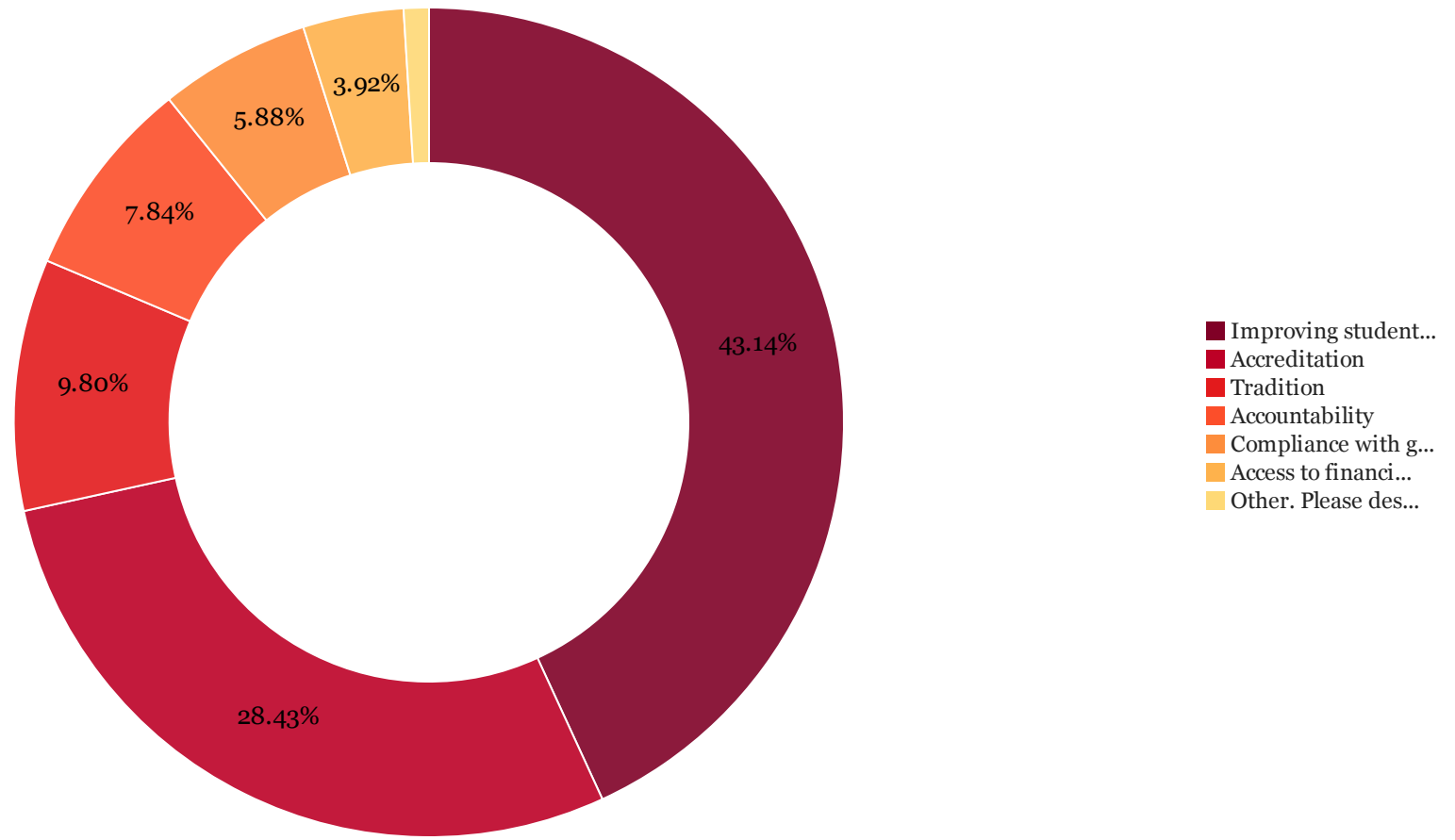




Field	Mean	Standard Deviation	Variance	Responses	Bottom Box	Top Box
Assessment is expected as part of my institution's continuous improvement process.	5.01	1.12	1.25	838	0.03	0.97
Assessment is an exercise primarily for compliance purposes.	3.47	1.47	2.15	830	0.54	0.46
The purpose of assessment depends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

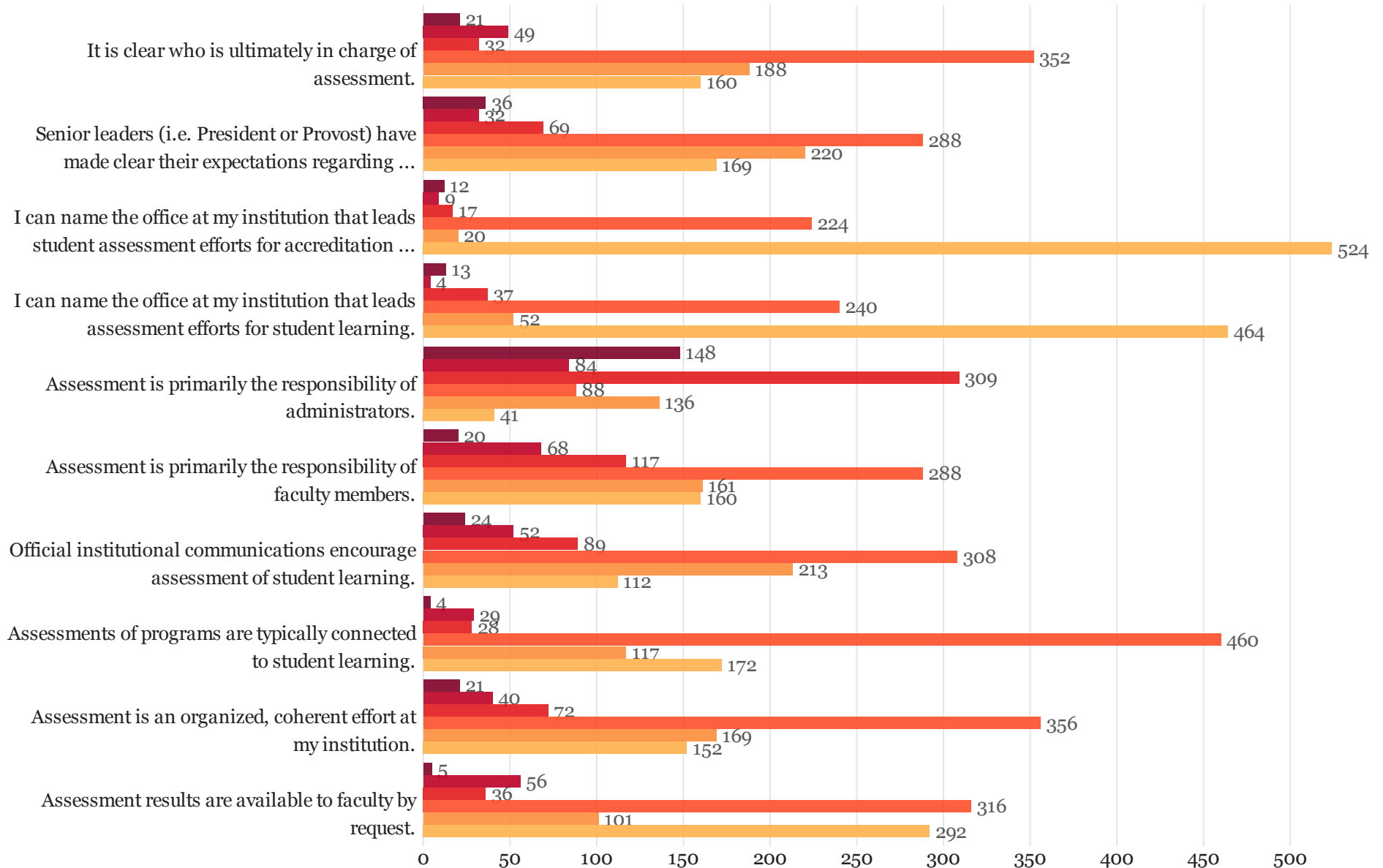
Assessment is conducted based on the whims of the people in charge.	2.65	1.28	1.64	834	0.82	0.18
Discussions about student learning are at the heart of my institution's assessment effort.	4.34	1.08	1.16	830	0.15	0.85
Assessment processes yield evidence of my institution's effectiveness.	4.38	1.08	1.16	834	0.12	0.88
My institution is more effective at its mission because of assessment.	4.33	1.17	1.36	834	0.17	0.83
Students learn better because of assessment.	4.56	1.09	1.19	834	0.09	0.91

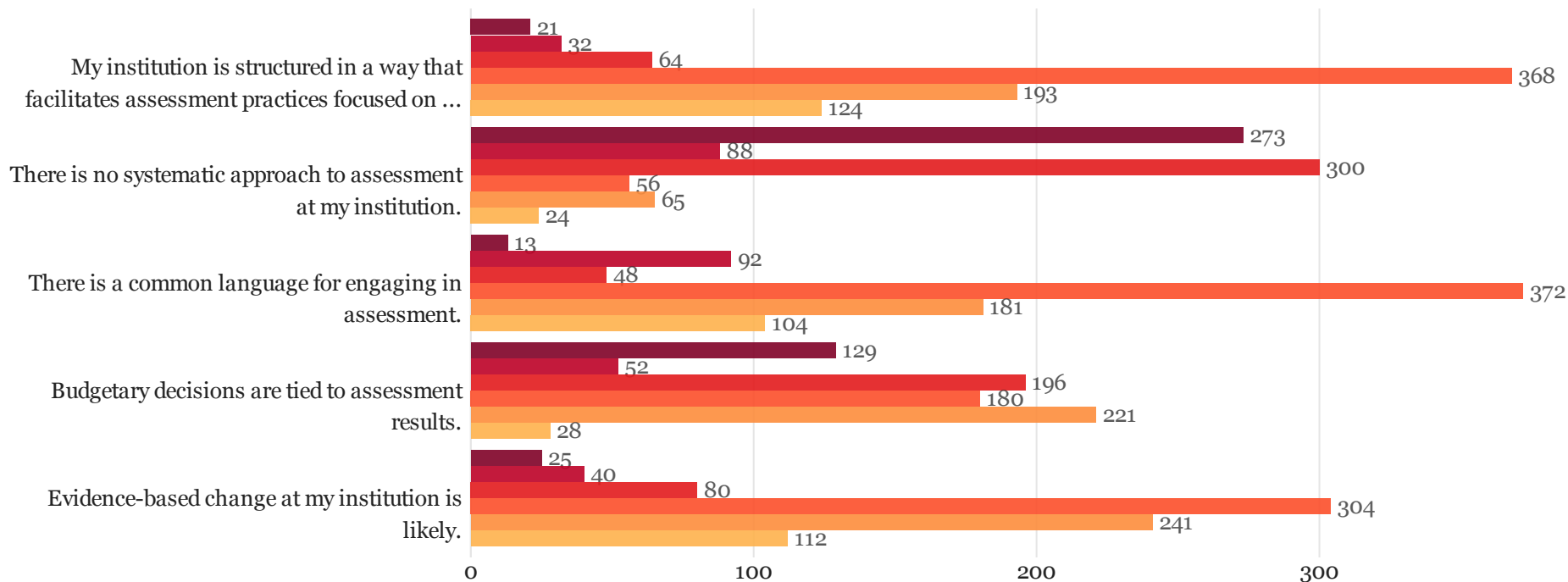
“_____ is the primary reason assessment is conducted at my institution.”



Structures, Resources, and Leadership of Assessment

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





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

Official institutional communications encourage assessment of student learning.	4.22	1.19	1.42	798	0.21	0.79
Assessments of programs are typically connected to student learning.	4.45	1.01	1.02	810	0.08	0.92
Assessment is an organized, coherent effort at my institution.	4.32	1.17	1.38	810	0.16	0.84
Assessment results are available to faculty by request.	4.65	1.24	1.53	806	0.12	0.88
My institution is structured in a way that facilitates assessment practices focused on improved student learning.	4.31	1.11	1.24	802	0.15	0.85
There is no systematic approach to assessment at my institution.	2.53	1.38	1.91	806	0.82	0.18
There is a common language for engaging in assessment.	4.15	1.17	1.37	810	0.19	0.81

Budgetary decisions
are tied to assessment
results.

3.49

1.45

2.10

806

0.47

0.53

Evidence-based
change at my
institution is likely.

4.29

1.16

1.36

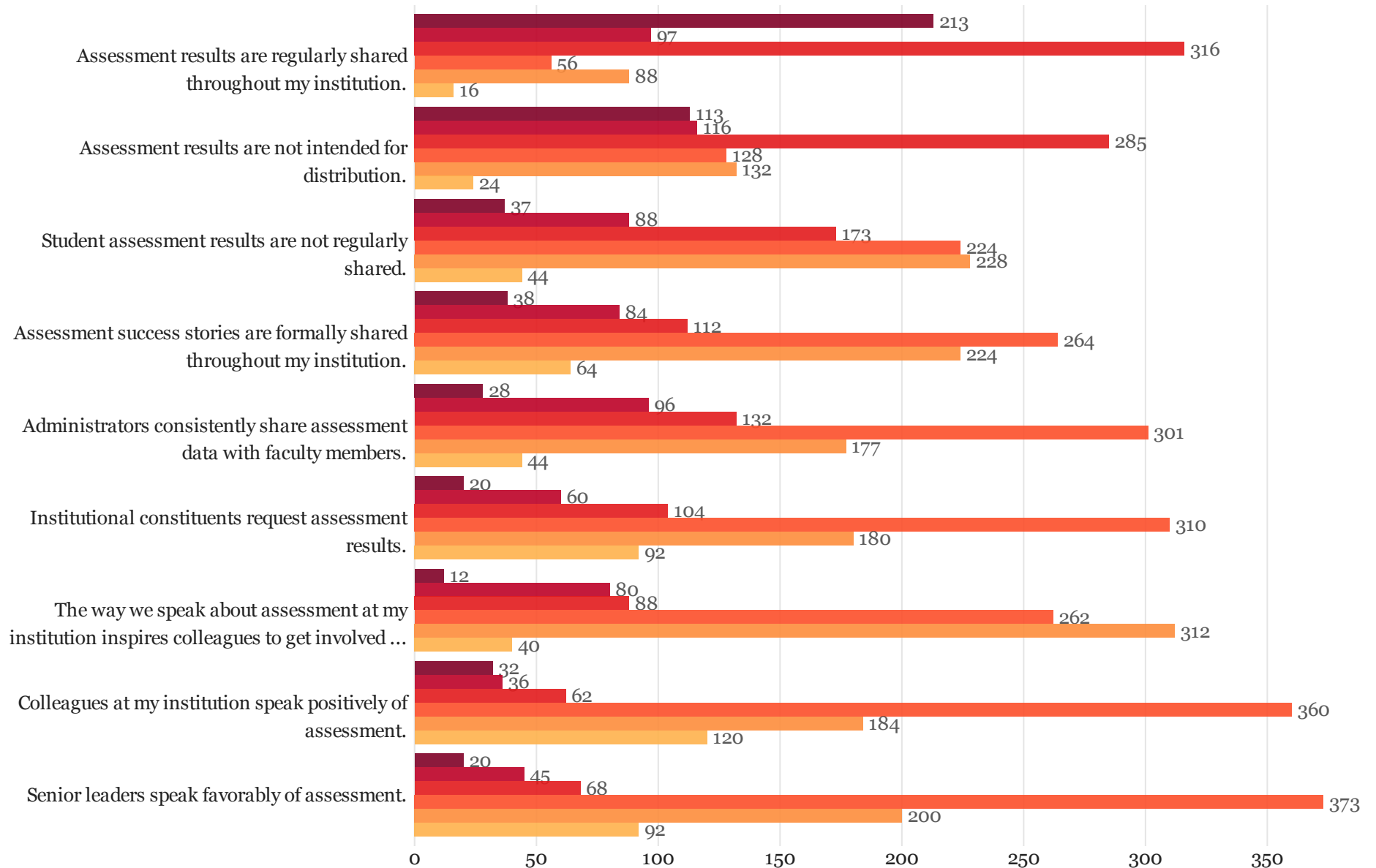
802

0.18

0.82

Sharing of Assessment Results

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



Field	Mean	Standard Deviation	Variance	Responses	Bottom Box	Top Box
Assessment results are regularly shared throughout my institution.	2.69	1.35	1.81	786	0.80	0.20
Assessment results are not intended for distribution.	3.15	1.33	1.78	798	0.64	0.36
Student assessment results are not regularly shared.	3.82	1.25	1.56	794	0.38	0.62
Assessment success stories are formally shared throughout my institution.	3.95	1.27	1.61	786	0.30	0.70
Administrators consistently share assessment data with faculty members.	3.82	1.19	1.41	778	0.33	0.67
Institutional constituents request assessment results.	4.10	1.18	1.39	766	0.24	0.76
The way we speak about assessment at my institution inspires colleagues to get involved in it.	4.14	1.11	1.23	794	0.23	0.77

Colleagues at my
institution speak
positively of
assessment.

4.24

1.18

1.40

794

0.16

0.84

Senior leaders speak
favorably of
assessment.

4.21

1.10

1.20

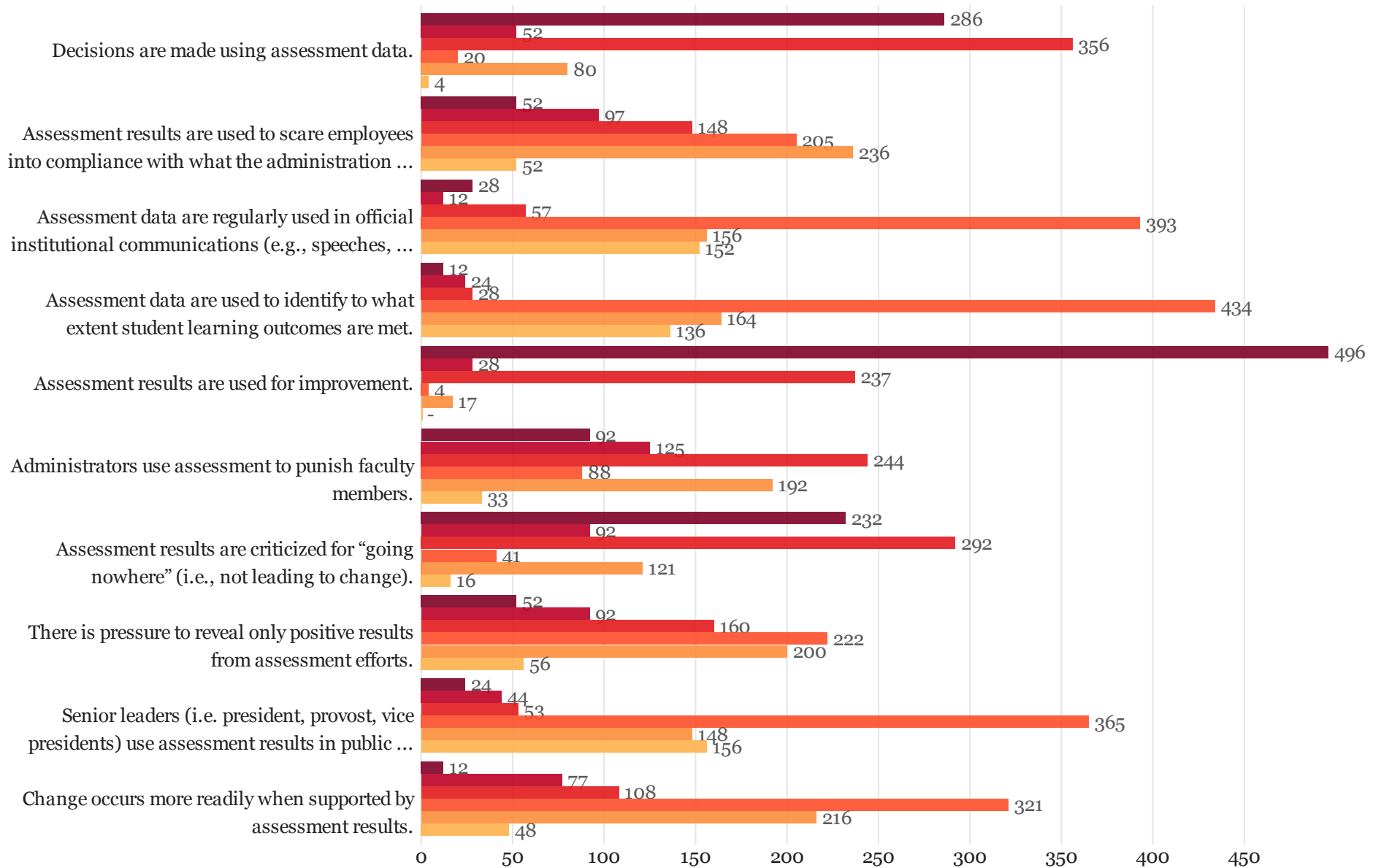
798

0.17

0.83

Uses of Assessment

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

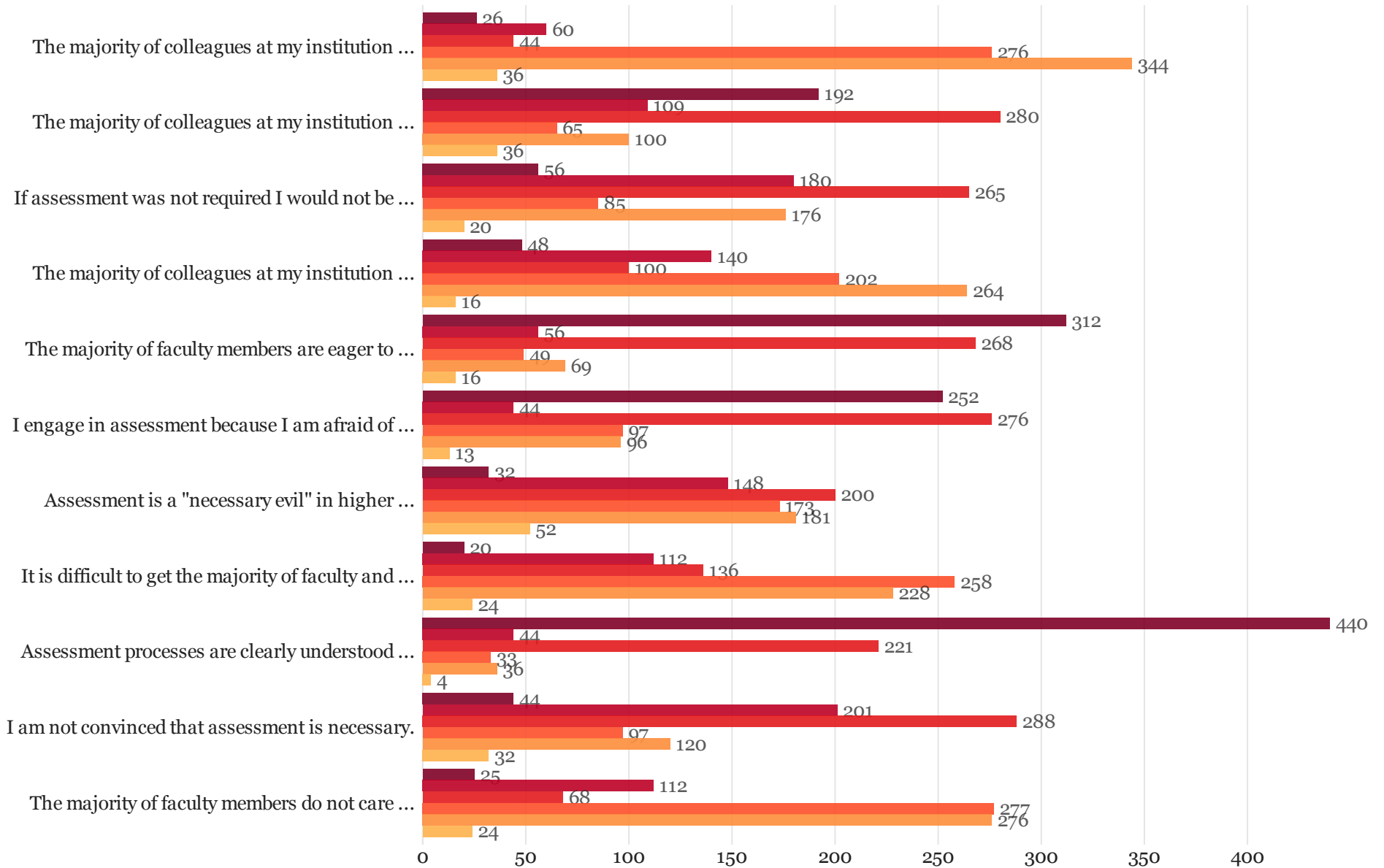


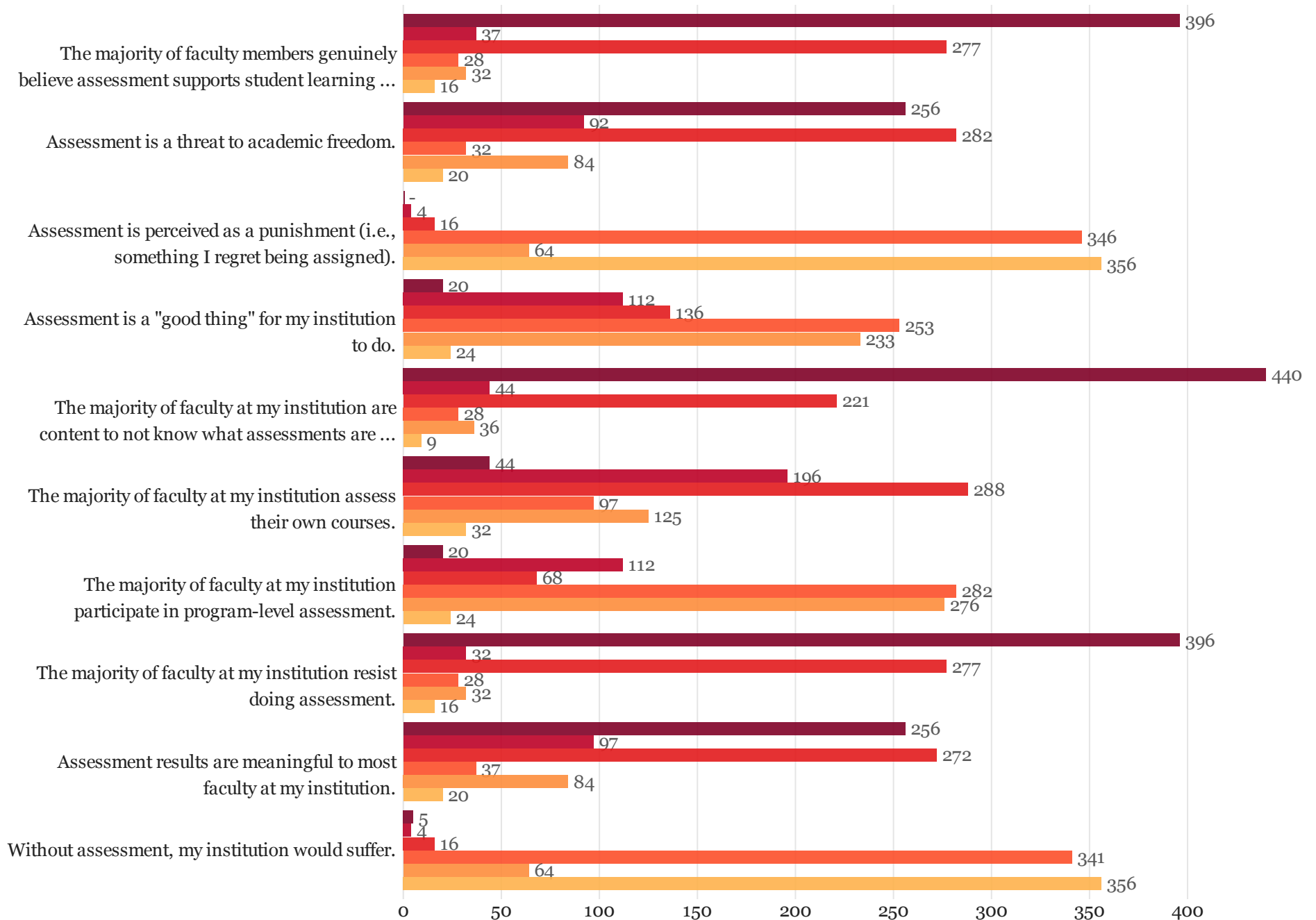
Field	Mean	Standard Deviation	Variance	Responses	Bottom Box	Top Box
Decisions are made using assessment data.	2.46	1.29	1.68	798	0.87	0.13
Assessment results are used to scare employees into compliance with what the administration wants.	3.80	1.34	1.79	790	0.38	0.62
Assessment data are regularly used in official institutional communications (e.g., speeches, publications, etc.).	4.37	1.13	1.27	798	0.12	0.88
Assessment data are used to identify to what extent student learning outcomes are met.	4.41	1.01	1.01	798	0.08	0.92
Assessment results are used for improvement.	1.74	1.04	1.09	782	0.97	0.03
Administrators use assessment to punish faculty members.	3.34	1.42	2.01	774	0.60	0.40

Assessment results are criticized for “going nowhere” (i.e., not leading to change).	2.72	1.43	2.05	794	0.78	0.22
There is pressure to reveal only positive results from assessment efforts.	3.76	1.33	1.76	782	0.39	0.61
Senior leaders (i.e. president, provost, vice presidents) use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc).	4.31	1.20	1.44	790	0.15	0.85
Change occurs more readily when supported by assessment results.	4.02	1.09	1.19	782	0.25	0.75

Perceptions of Assessment

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





Field	Mean	Standard Deviation	Variance	Responses	Bottom Box	Top Box
The majority of colleagues at my institution perceive assessment is focused on compliance requirements.	4.22	1.11	1.23	786	0.17	0.83
The majority of colleagues at my institution perceive assessment as improving student learning.	2.85	1.45	2.11	782	0.74	0.26
If assessment was not required I would not be doing it.	3.26	1.30	1.69	782	0.64	0.36
The majority of colleagues at my institution are afraid of assessment.	3.70	1.33	1.76	770	0.37	0.63
The majority of faculty members are eager to work with administrators.	2.42	1.40	1.97	770	0.83	0.17
I engage in assessment because I am afraid of what will happen if I do not.	2.72	1.43	2.04	778	0.74	0.26

Assessment is a "necessary evil" in higher education.	3.61	1.31	1.72	786	0.48	0.52
It is difficult to get the majority of faculty and staff to support evidence-based improvement efforts.	3.81	1.17	1.36	778	0.34	0.66
Assessment processes are clearly understood by a majority of the faculty and staff members at my institution.	1.96	1.23	1.52	778	0.91	0.09
I am not convinced that assessment is necessary.	3.18	1.25	1.55	782	0.68	0.32
The majority of faculty members do not care about assessment.	3.95	1.19	1.42	782	0.26	0.74
The majority of faculty members genuinely believe assessment supports student learning at my institution.	2.12	1.29	1.68	786	0.90	0.10
Assessment is a threat to academic freedom.	2.55	1.40	1.97	766	0.82	0.18

Assessment is perceived as a punishment (i.e., something I regret being assigned).	4.96	1.01	1.02	786	0.03	0.97
Assessment is a "good thing" for my institution to do.	3.82	1.17	1.37	778	0.34	0.66
The majority of faculty at my institution are content to not know what assessments are occurring	1.98	1.26	1.59	778	0.91	0.09
The majority of faculty at my institution assess their own courses.	3.20	1.25	1.57	782	0.68	0.32
The majority of faculty at my institution participate in program-level assessment.	3.96	1.17	1.36	782	0.26	0.74
The majority of faculty at my institution resist doing assessment.	2.12	1.30	1.69	781	0.90	0.10
Assessment results are meaningful to most faculty at my institution.	2.55	1.41	1.98	766	0.82	0.18

Without assessment,
my institution would
suffer.

4.94

1.05

1.11

786

0.03

0.97

