

Monday, 20 February 2012, 1:30-2:30 p.m.
CS 2.8

Factors and Tactics that Impact Assessment Culture: Results from the Survey of Assessment Culture.

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Published Program Abstract (pages 26-27):

In the Fall 2011 semester, a nationally-representative stratified sample of assessment practitioners was sampled in a pilot study of the Survey of Assessment Culture. This session is focus on descriptive statistics from the study and will focus on practices colleagues are employing to influence a culture of assessment on their campus. The session will be highly dialogical and offer opportunities for assessment leaders and faculty to share practices related changes in assessment culture.

- The speaker conducted a survey involving higher education institutions around the country to get an idea of the types of assessment processes going on at these institutions.
- There were 21 questions with 43 data points.
- Five phases of the survey
 1. Identify what the respondent's role is with regard to being the chief assessment officer
 2. Purpose of assessment at each institution
 3. Assessment culture scale—factors to be developed into a model
 4. Support, resistance, or indifference ranking at the institution
 5. Consent for follow-up studies and contact
- There were 316 consenting respondents—this was a 34.4% response rate. (The threshold needed was 271 respondents.)
- Institutional Review Officer or Assessment Officer—these were the desired respondents.
- Question asked—Does your institution employ a Chief Assessment Officer (AO)? Over one-half of the respondents said that no one at their institution is formally tasked with this or that someone with additional or other responsibilities does assessment.
- For a faculty person, this may not be an attractive position, especially if the faculty member is trying to gain tenure.
- 6.27% of the respondents said that the assessment officer was a faculty member; other respondents said that the assessment officer was “primarily an administrator.”
- There was a question about whether the assessment officer had a responsibility to meet with faculty. 60.3% of the respondents indicated that someone (perhaps not the AO) did meet with faculty for assessment.

Information requested (with 307 respondents):

_____ is the primary reason assessment is done on our campus. (These were suggested answers, and the respondents chose which answer best fit their institution's situation.)

- 49%: Improving student learning
- 40.6%: Accreditation
- 8.4%: Accountability
- 1.2%: Compliance with government mandates
- 0.8%: Tradition

The speaker asked the respondents to rank the people on campus who were most supportive of the assessment process. The President and Provost were at top of list.

The speaker had handouts but there were not enough to go around. A copy of one of these—an orange one titled "Frequencies" was later obtained.

The speaker had small group discussions to talk about some of the points of the questionnaire/survey form.

Frequencies

All Assessment Culture Scale items were recorded using a 6 point scale where 1= Strongly Disagree, 2=Disagree, 3=Only slightly disagree, 4=Only slightly agree, 5=Agree, 6= Strongly agree.

Across our campus, there is a clear understanding of how assessment processes yield evidence on our institution's effectiveness.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	2.2	3.0	3.0
Disagree	40	12.7	17.1	20.1
Only slightly disagree	26	8.2	11.1	31.2
Only slightly agree	86	27.2	36.8	67.9
Agree	64	20.3	27.4	95.3
Strongly Agree	11	3.5	4.7	100.0
Total	234	74.1	100.0	
Missing System	82	25.9		
Total	316	100.0		

Our assessment office is adequately staffed to do its work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	40	12.7	17.9	17.9
Disagree	52	16.5	23.2	41.1
Only slightly disagree	38	12.0	17.0	58.0
Only slightly agree	42	13.3	18.8	76.8
Agree	45	14.2	20.1	96.9
Strongly Agree	7	2.2	3.1	100.0
Total	224	70.9	100.0	
Missing System	92	29.1		
Total	316	100.0		