



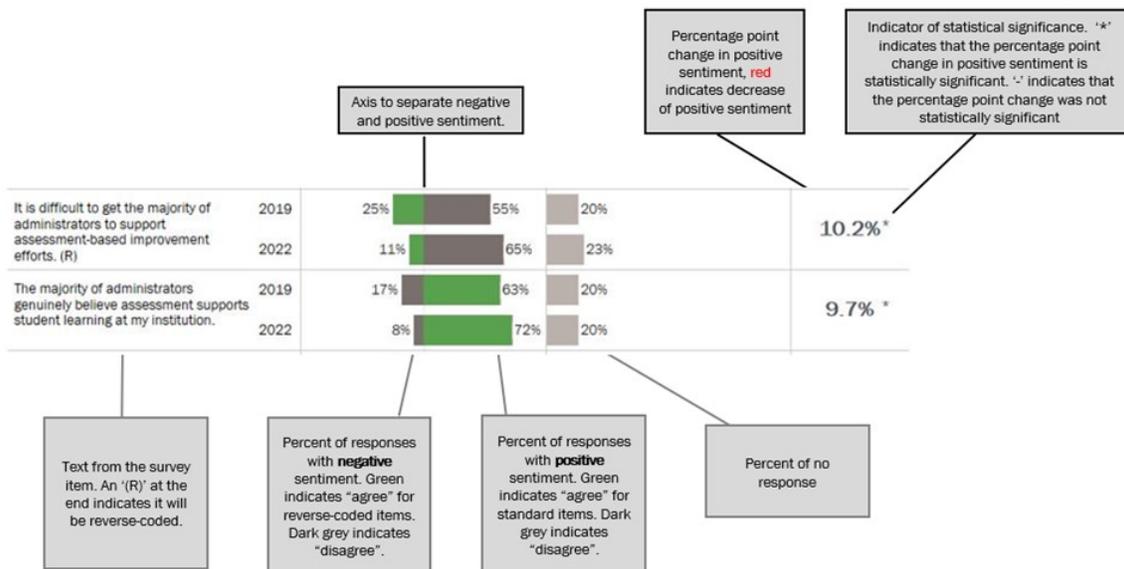
Survey of Assessment Culture

In the last several years, SCC has focused additional support on assessment processes at the College through trainings, software development, resource allocation, workgroup sessions and positive messaging. In order to measure the effects of these efforts, SCC partnered with Sam Houston State University to administer the Survey of Assessment Culture to SCC administrators, faculty, and student affairs staff. The survey was administered in Fall 2019 and re-administered in Spring 2022. The Faculty and Administrator surveys focus on five factors: *Compliance or Fear Motivators*; *Administrator/Faculty Perceptions*; *Normative Purpose of Assessment*; *Sharing of Data*; and *Use of Data*. The Student Affairs survey focuses on four factors: *Assessment Communication*, *Clear Commitment to Assessment*, *Connection to Change*, and *Fear of Assessment*. The survey and analysis were created and validated by Dr. Matthew Fuller and colleagues as described in Fuller, Skidmore, et al (2016). This document provides some of the key points from the most recent administration (Spring 2022) and highlights the areas where there was a change between the first and second administrations of the survey.

How to understand the results

The item-specific results are complicated and the following provides an overview of what these charts include and how to interpret them.

- Four values are provided for each item: green bars indicate the percent who agreed with the statement; dark grey indicates the percent who disagreed; and light grey are those who did not respond; the final column of values indicate the percentage point change in positive sentiment between 2019 and 2022.
- There is also an indicator noting if the change in positive sentiment from 2019 to 2022 is statistically significant (at $p < .05$). If the change is marked as statistically significant, this means we are 95% confident that the difference in positive sentiment from 2019 to 2022 was real and not due to chance.
- Since some items are reverse-coded, agreeing is not necessarily a positive sentiment. In all cases, responses to the right of the axis indicates a positive sentiment.
- The histograms provide an overview of the distribution of respondents' average scores within each scale. Scale scores can range from 1 to 6, with 1 being the most negative sentiment and 6 being the most positive sentiment. The histogram displays what proportion of respondents' scale scores fall within the specified range.



Student Affairs Survey

The results from all the scale scores in 2022 were overall positive. Three out of the four scales reported a statistically significant change from the previous administration. The *Clear Commitment to Assessment* scale had the highest average scale score across all the scales and the largest increase in scale score from 2019. This scale focuses on the

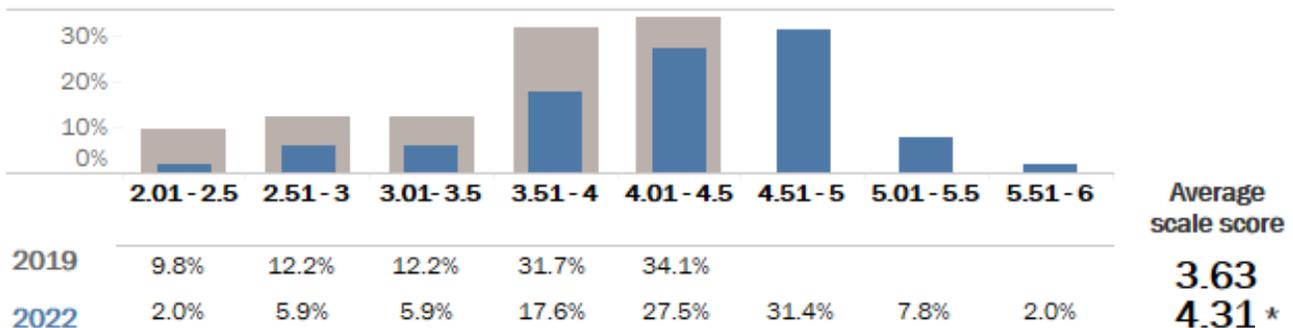
perceptions about how committed the institution is to assessment and how the institution has implemented assessment practices.

The *Fear of Assessment* scale was the only scale to report a decrease in average scale score from the previous administration, however, the change was not statistically significant.

Items for *Clear Commitment to Assessment* Scale

Disagree Agree No response	Negative sentiment Positive sentiment No response			Change in Positive sentiment		
	2019	2022	2022			
Assessment is expected as part of my institution's continuous improvement process.	2019	46%	54%	0%	38.5%	*
	2022	8%	92%	0%		
It is clear who is ultimately in charge of assessment in my division.	2019	51%	46%	2%	36.0%	*
	2022	8%	82%	10%		
Upper student affairs administrators have made clear their expectations regarding assessment.	2019	49%	49%	2%	27.7%	*
	2022	14%	76%	10%		
Assessment is an organized, coherent effort in my division.	2019	46%	39%	15%	27.6%	*
	2022	20%	67%	14%		
My division is structured in a way that facilitates assessment practices focused on improved student learning.	2019	41%	41%	17%	25.2%	*
	2022	18%	67%	16%		
Assessment is vital to my division's way of operating.	2019	39%	44%	17%	24.7%	*
	2022	18%	69%	14%		
There is no systematic approach to assessment in my division. (R)	2019	51%	34%	15%	22.7%	*
	2022	29%	57%	14%		
Assessment is emphasized as part of the division's culture.	2019	32%	56%	12%	22.3%	*
	2022	12%	78%	10%		
Assessment processes yield evidence of my division's effectiveness.	2019	32%	66%	2%	14.5%	∅
	2022	16%	80%	4%		
The purpose of assessment is clearly understood at my institution.	2019	29%	71%	0%	9.7%	∅
	2022	16%	80%	4%		
Official divisional communications encourage assessment of student learning.	2019	29%	49%	22%	4.2%	∅
	2022	22%	53%	25%		
Assessments of programs are typically connected back to student learning.	2019	29%	71%	0%	-0.1%	∅
	2022	25%	71%	4%		
Discussions about student learning are at the heart of my division's assessment effort.	2019	27%	71%	2%	-0.1%	∅
	2022	24%	71%	6%		
Assessments do not have clear focus. (R)	2019	27%	73%	0%	-2.6%	∅
	2022	25%	71%	4%		

Student Affairs survey - distribution of *Clear Commitment to Assessment* scale scores



∅ = results are not statistically significant; * = results are significant at p < .05 level

Faculty Survey

The results from all the average scale scores were overall positive. All of the average scale scores increased from the 2019 administration. Two out of the five scales reported a statistically significant change from the previous administration.

The *Faculty Perceptions* scale had the highest average scale score in the 2022 administration and showed significant improvement in positive sentiment from the previous administration. This set

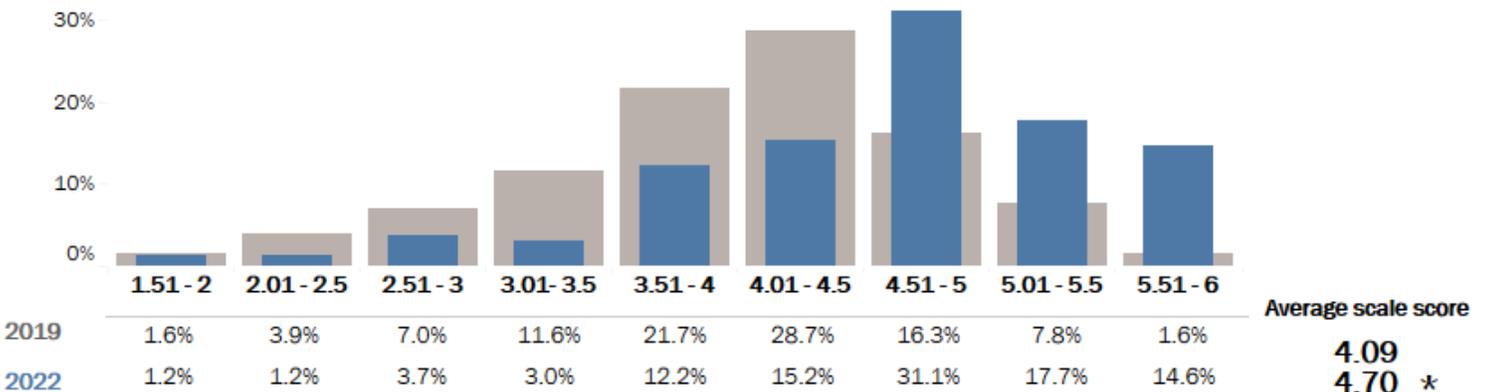
of questions focused on gauging faculty perceptions of how administrators felt about assessment.

The *Compliance or Fear Motivators* scale had the lowest average scale score in the 2022 administration from the Faculty Survey. It was also the lowest average scale score in 2019. Although the average scale score improved from 2019 it was not statistically significant and had the smallest increase across all the scales in the Faculty survey.

Items for Faculty Perceptions Scale

Disagree	Agree	No Response	Negative sentiment Positive sentiment			No response	Change in Positive sentiment
I am not convinced that assessment is necessary. (R)	2019	25%	58%	17%	13.8%	*	
							2022
It is difficult to get the majority of administrators to support assessment-based improvement effort..	2019	25%	55%	20%	10.2%	*	
							2022
The majority of administrators genuinely believe assessment supports student learning at my institution.	2019	17%	63%	20%	9.7%	*	
							2022
I engage in assessment because I am afraid of what will happen if I do not. (R)	2019	26%	58%	16%	9.0%	*	
							2022
Assessment is perceived as a punishment (i.e., something I regret being assigned). (R)	2019	21%	62%	17%	6.7%	∅	
							2022
The majority of administrators do not care about assessment. (R)	2019	16%	64%	20%	6.3%	∅	
							2022

Distribution of Faculty Perceptions Scale scores



∅ = results are not statistically significant; * = results are significant at p < .05 level

The complete reports for this survey can be found on the IR web site at <https://www.southeast.edu/survey-of-assessment-culture/>

Administrator Survey

The results from the Administrator survey did not report statistically significant changes in any of the average overall scale scores for the five scale areas.

The *Compliance or Fear Motivators* scale did, however show statistically significant change in positive

sentiment on all but one of the individual statements that make up the scale. The *Compliance or Fear Motivators* scale focuses on administrators level of agreement with statements about the motivations to participate in assessment activities.

Items for *Compliance or Fear Motivators* Scale

Item	Year	Sentiment			Change in Positive sentiment	Significance
		Negative sentiment	Positive sentiment	No response		
Assessment is an exercise primarily for compliance purposes. (R)	2019	38%	41%	21%	26.4%	*
	2022	32%	68%	0%		
The majority of colleagues at my institution see assessment as focused on compliance requirements. (R)	2019	59%	17%	24%	24.7%	*
	2022	52%	42%	6%		
Assessment for accreditation purposes is prioritized above other assessment efforts. (R)	2019	55%	21%	24%	24.5%	*
	2022	55%	45%	0%		
The majority of colleagues at my institution are afraid of assessment. (R)	2019	17%	55%	28%	22.2%	*
	2022	19%	77%	3%		
The purpose of assessment depends largely on who is asking for assessment results. (R)	2019	38%	41%	21%	7.0%	∅
	2022	52%	48%	0%		

∅ = results are not statistically significant; * = results are significant at p < .05 level

Overall Key Points

There were several statements across all three groups that showed statically significant change in positive sentiment. These statements included:

- If assessment was not required, I would not be doing it.
- Assessment is emphasized as part of the organizational culture.
- Assessment is an organized, coherent effort at my institution.
- I am not convinced assessment is necessary.
- Assessment is expected as part of my institution's continuous improvement process.
- There is no systematic approach to assessment at my institution.

Across all three populations surveyed, student affairs reported the most scale scores to have a statistically significant change, with a statistically significant change in three out of four of the scales. Faculty showed a statistically significant change in two scales (*Faculty Perceptions* and *Normative Purpose of Assessment*), whereas administrators reported no statistically significant change in average scale score on any of the five scales.

If you would like to look further at these results, visit <https://www.southeast.edu/survey-of-assessment-culture/> to view the full reports.