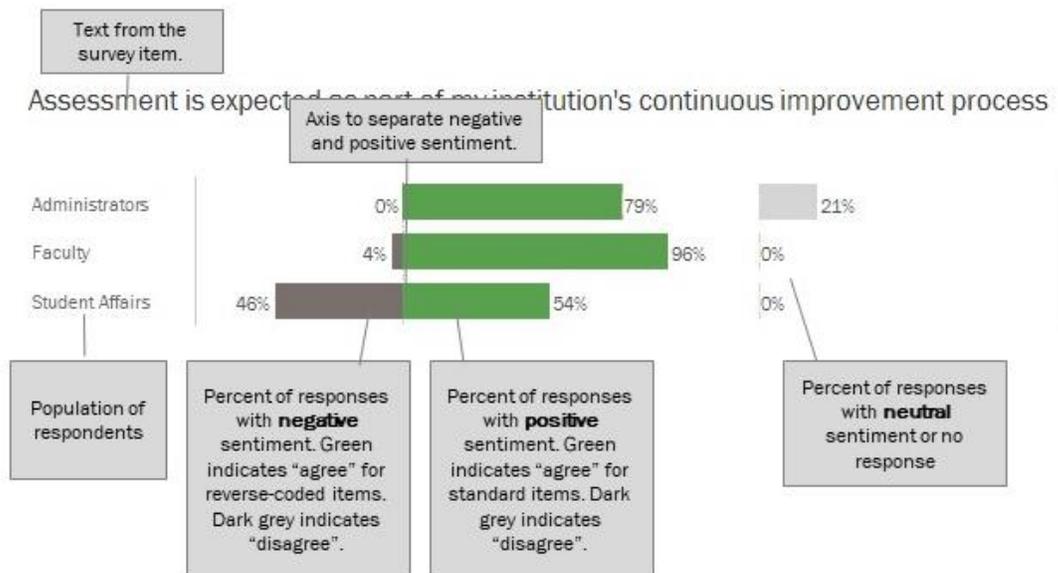


5/27/2020

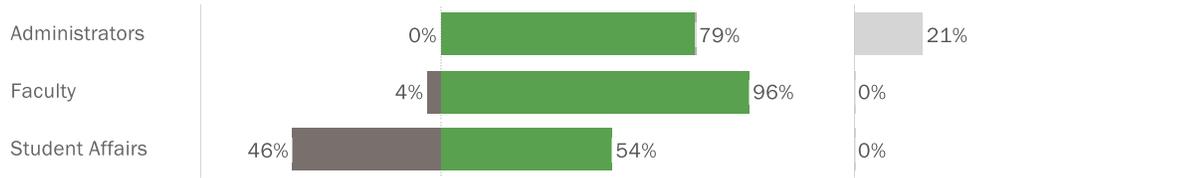
In fall 2019, survey administrators at Sam Houston State University conducted the Survey of Assessment Culture survey to three employee groups at SCC: Administrators, Faculty, and Student Affairs staff. The population-specific results have been summarized in other documents. Some items were included in multiple surveys; this supplement provides a comparison of how the three groups responded to the same questions. Most of the items in this document were included in all three surveys, however some items were included in only two.

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

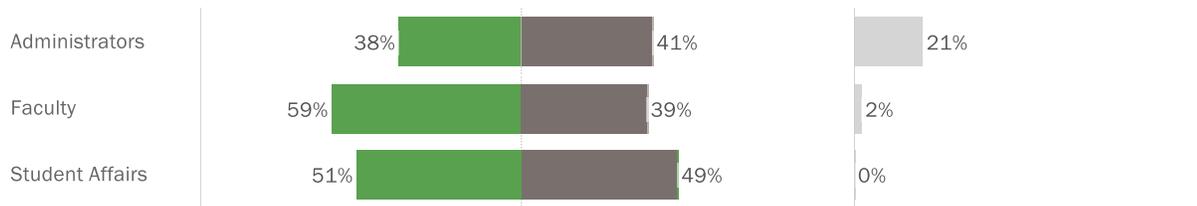
- Three values are provided for each item: green bars indicate the percent who agreed with the statement; dark grey indicates the percent who disagreed; and light grey are those who either did not respond or neither agreed nor disagreed.
- The axis in the first column of results splits the positive sentiments (right of axis) from the negative sentiments (left of axis).
- 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.
- For the displayed item, 79% of administrators *agreed* (green) that “assessment is expected as a part of my institution’s continuous improvement process”, 0% *disagreed* (dark grey), and 21% (light grey) were *neutral* or had no response.
 - For faculty, the comparable numbers were 96%, 4%, and 0% respectively.
 - For student affairs staff, the comparable numbers were 54%, 46%, and 0%.
- Because the item is not reverse-coded, agreement is displayed to the right of the axis and disagreement is displayed to the left. Items that are reverse coded will have disagreement (in dark grey) displayed to the right of the axis.



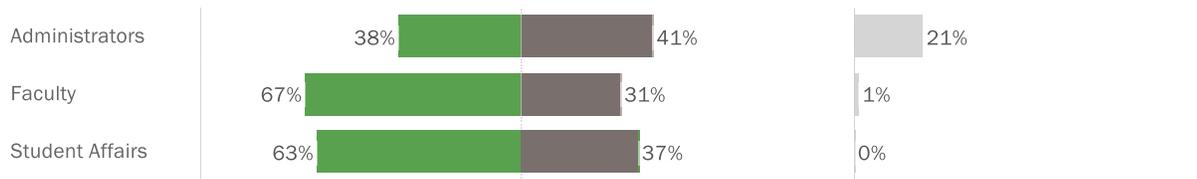
Assessment is expected as part of my institution's continuous improvement process



Assessment is an exercise primarily for compliance purposes



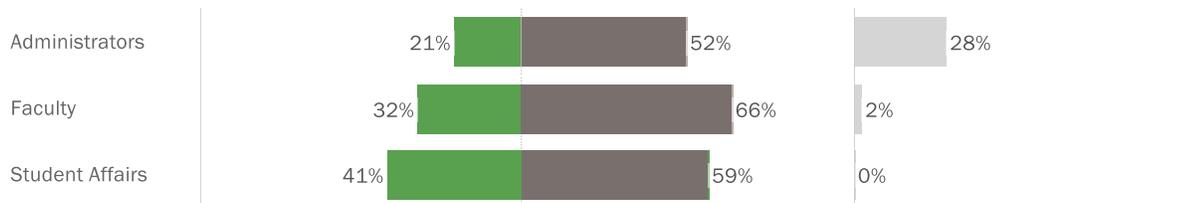
The purpose of assessment depends largely on who is asking for assessment results



The purpose of assessment is clearly understood at my institution



If assessment was not required, I would not be doing it



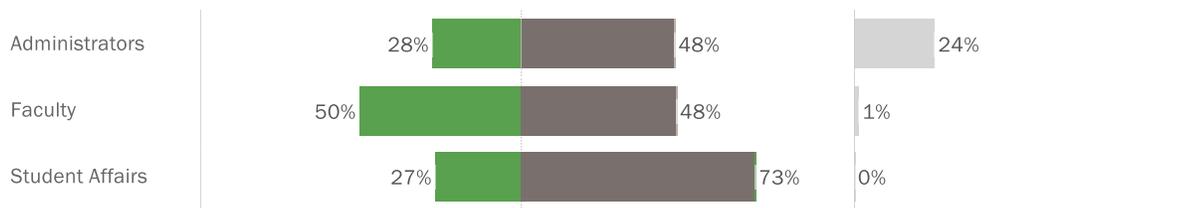
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

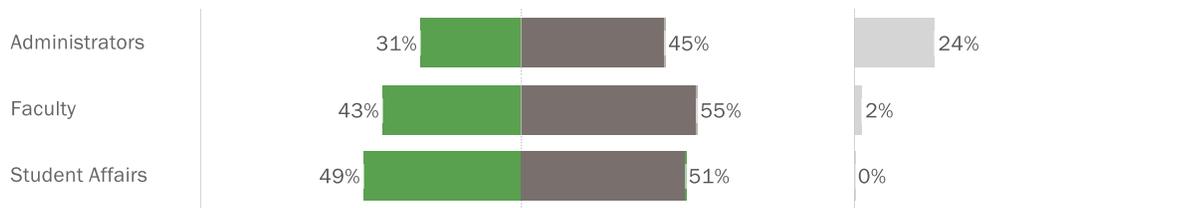
Assessments of programs are typically connected back to student learning



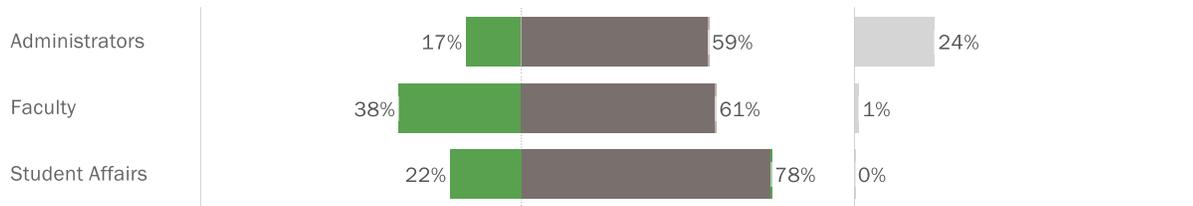
Assessments do not have clear focus



Assessment is a 'necessary evil' in higher education



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



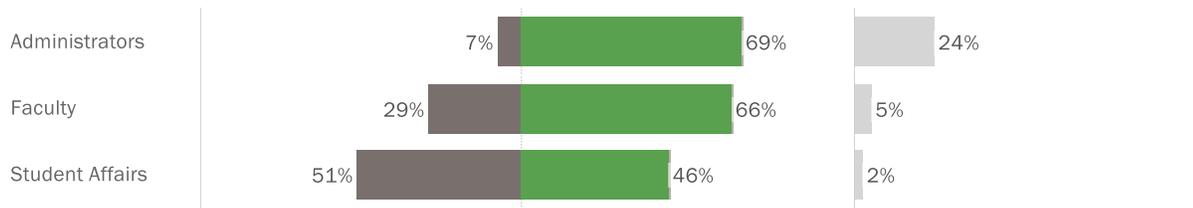
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

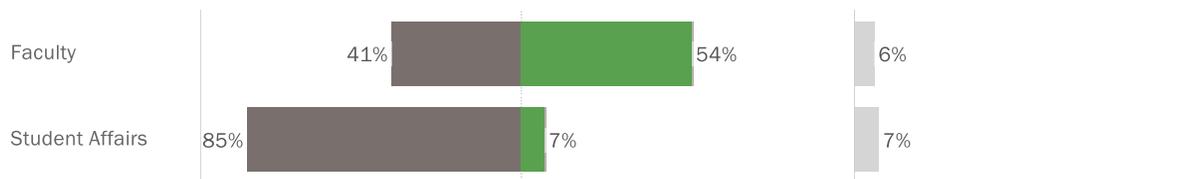
Assessment processes yield evidence of my institution's effectiveness



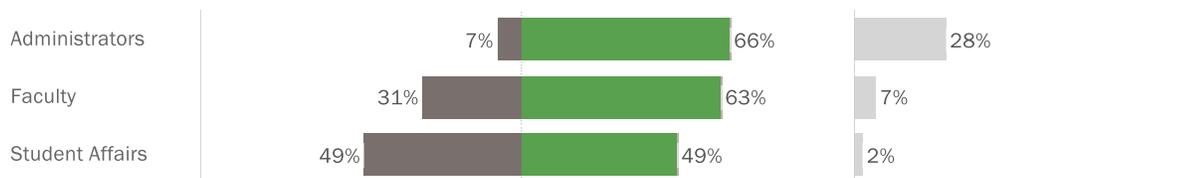
It is clear who is ultimately in charge of assessment



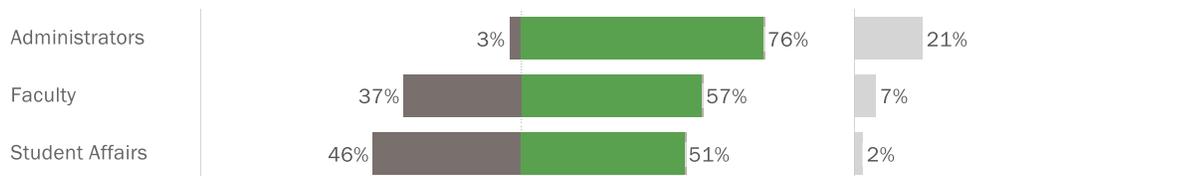
Faculty are in charge of assessment at my institution



Senior leaders (i.e. President or Provost) have made clear their expectations regarding assessment



I can name the office at my institution that leads assessment efforts for accreditation purposes



Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

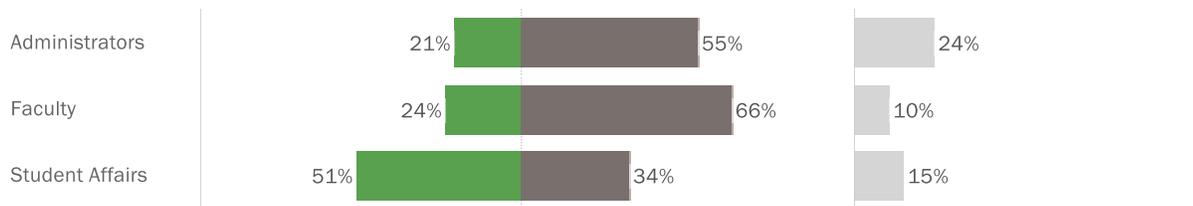
I can name the office at my institution that leads assessment efforts for student learning.



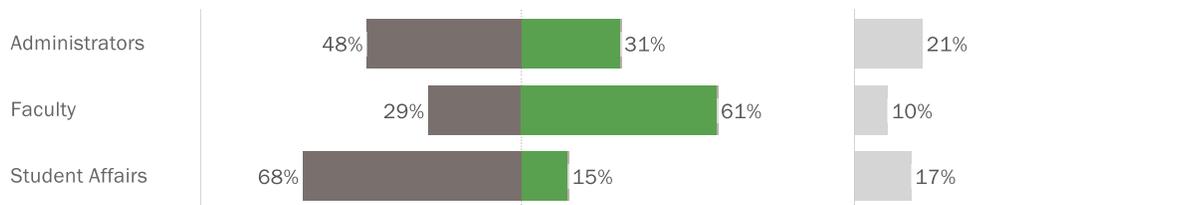
Assessment is emphasized as part of the organizational culture



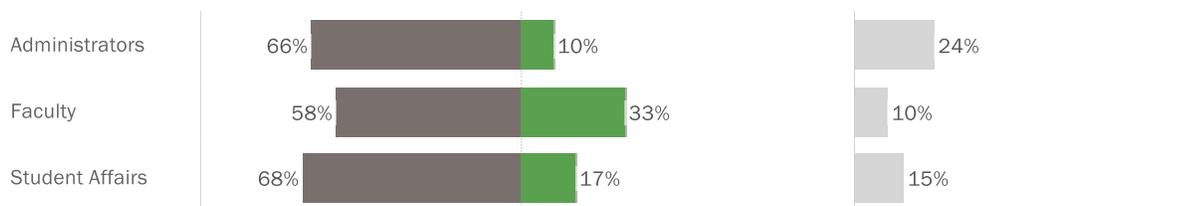
There is no systematic approach to assessment at my institution



Assessment is primarily the responsibility of faculty members



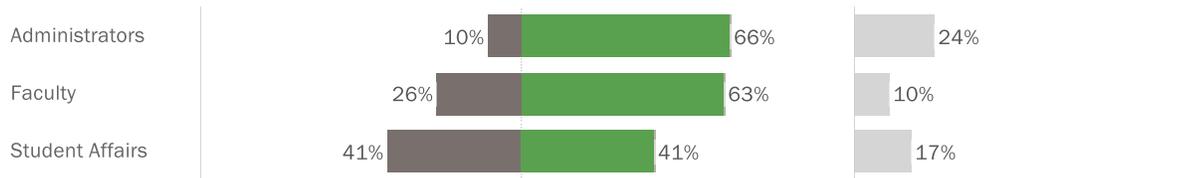
Assessment is primarily the responsibility of administrators



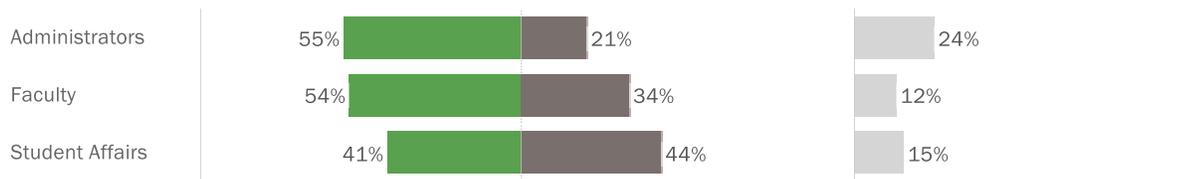
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

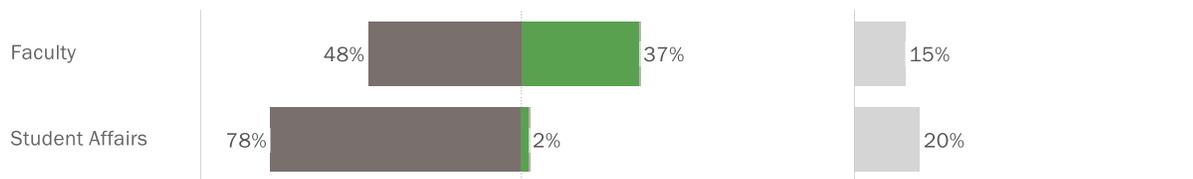
My institution is structured in a way that facilitates assessment practices focused on improved student learning



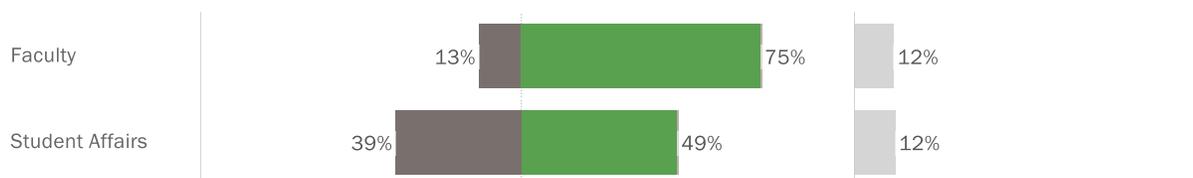
Assessment for accreditation purposes is prioritized above other assessment efforts



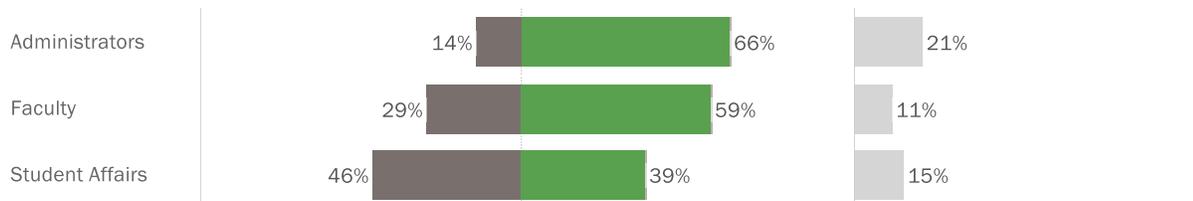
There are sufficient financial resources to make any changes at my institution



A recommended change is more likely to be enacted if it is supported by assessment data



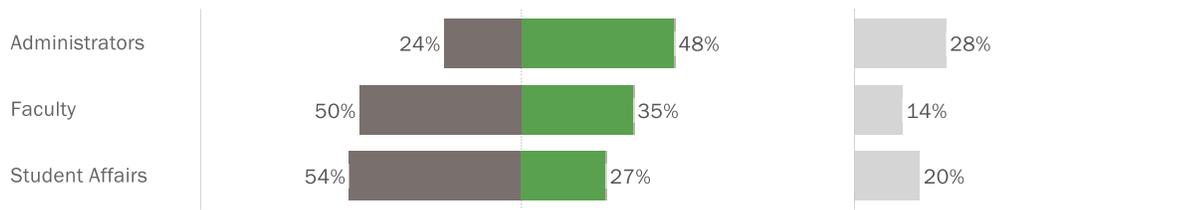
Assessment is an organized, coherent effort at my institution



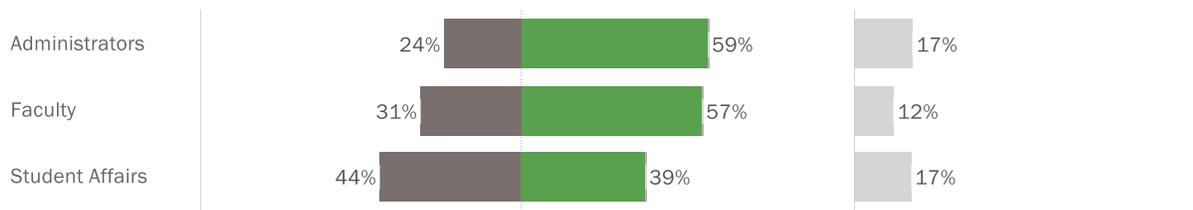
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

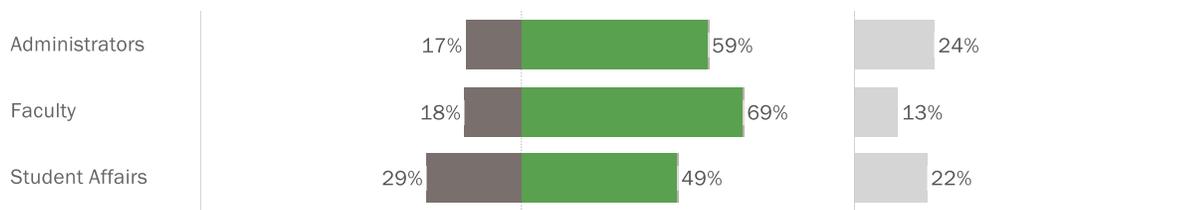
Assessment results have no impact on resource allocations



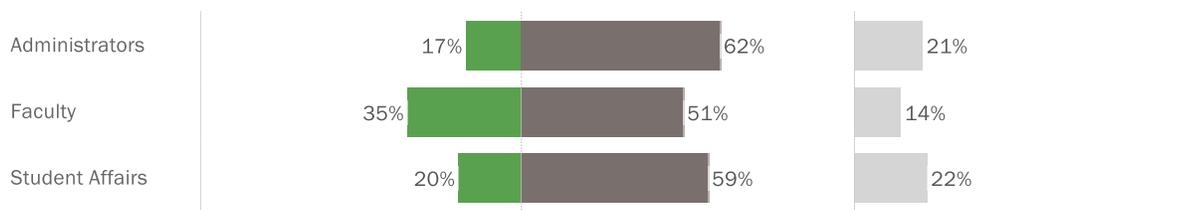
Assessment results are regularly shared throughout my institution



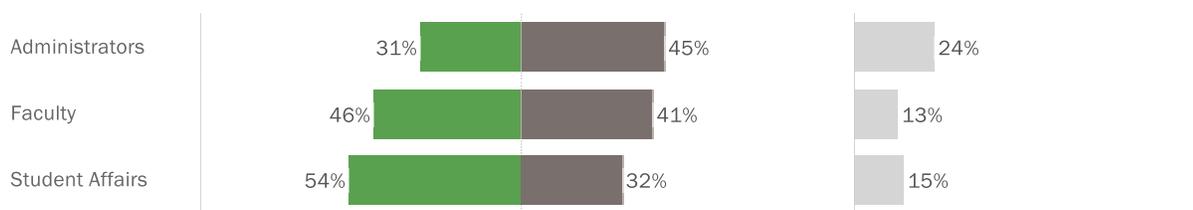
Official institutional communications encourage assessment of student learning



Assessment results are NOT intended for distribution



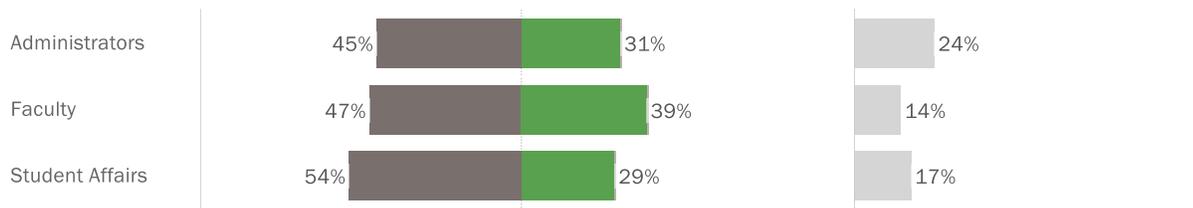
Student assessment results are NOT regularly shared.



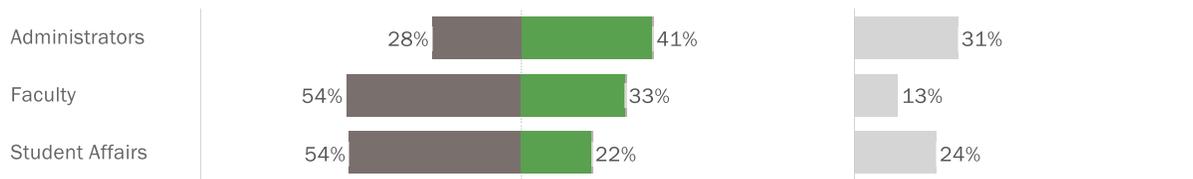
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

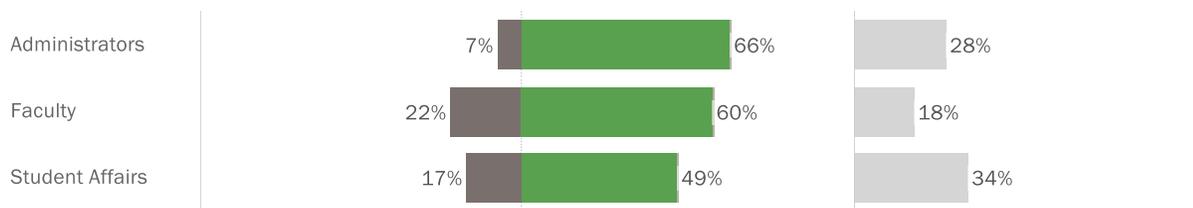
Assessment success stories are shared throughout my institution



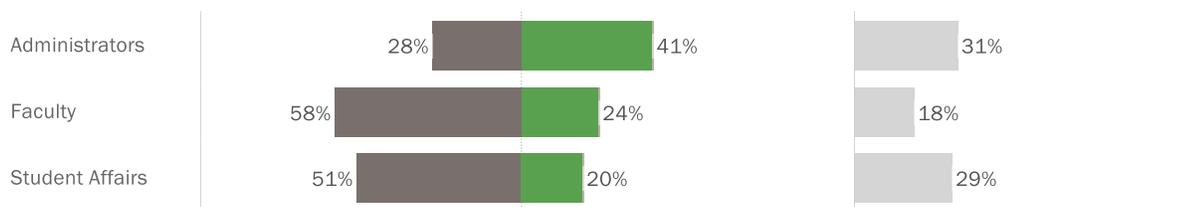
Faculty / Student Affairs staff consistently receive assessment data from administrators.



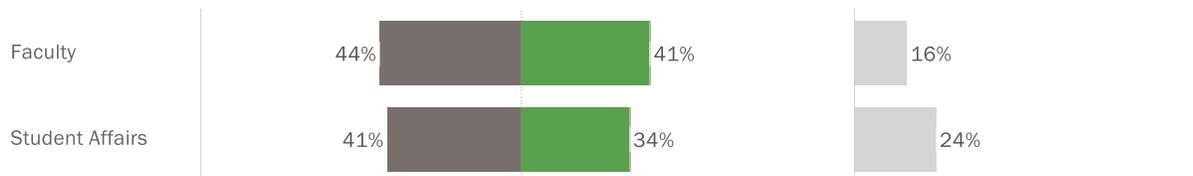
Assessment results are available from administrators by request.



Institutional constituents request assessment results



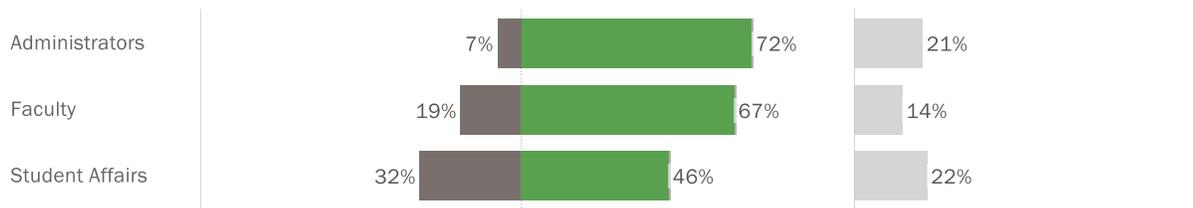
Communication of assessment results has been effective.



Legend: **Agree** Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

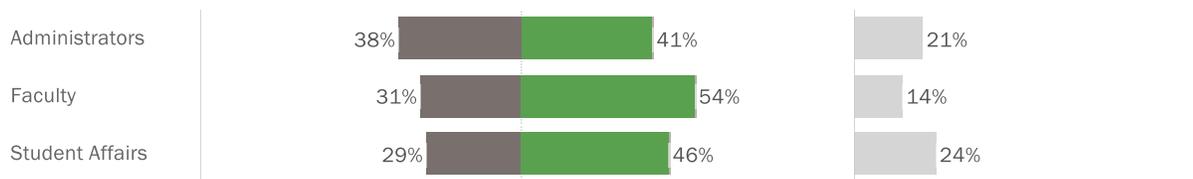
Decisions are made using assessment data



Assessment results are used to scare employees into compliance with what the administration wants



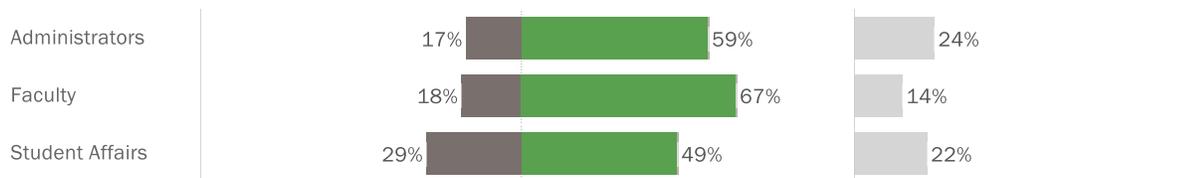
Assessment data are regularly used in official institutional communications (e.g. speeches, publications, etc.)



Assessment data are used to identify the extent to which student learning outcomes are met



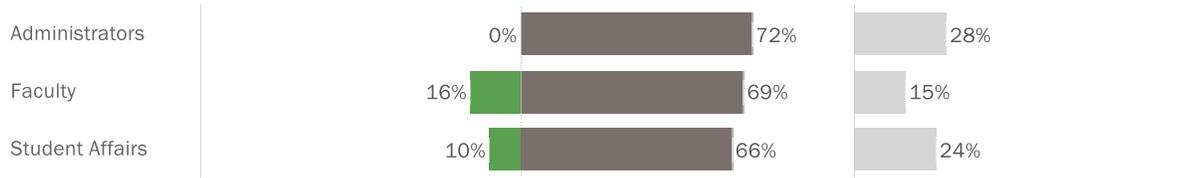
Assessment results are used for improvement



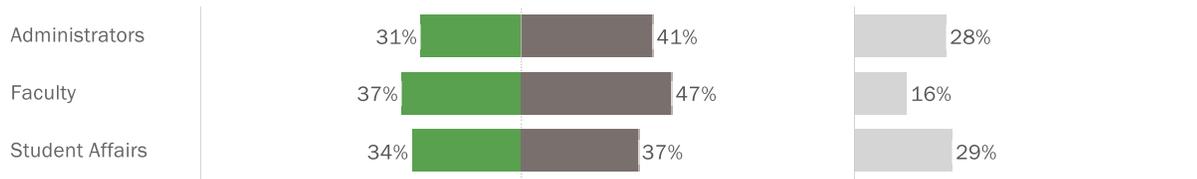
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

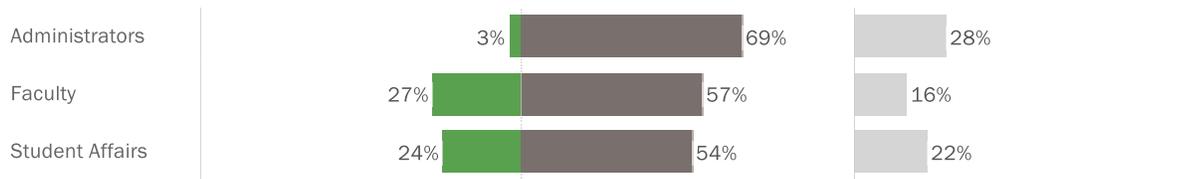
Administrators use assessment to punish faculty members



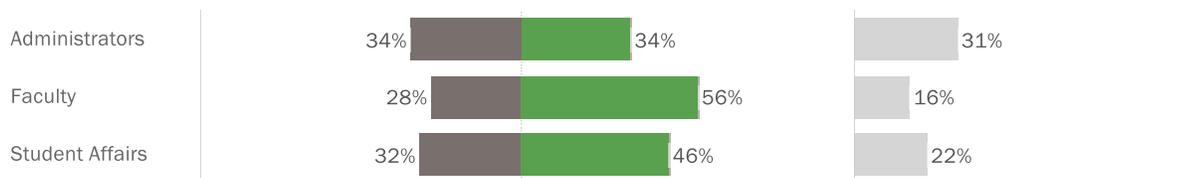
Assessment results are criticized for 'going nowhere' (i.e., not leading to change)



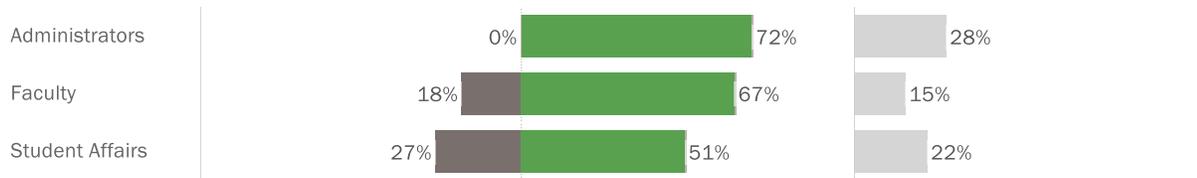
There is pressure to reveal only positive results from assessment efforts



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



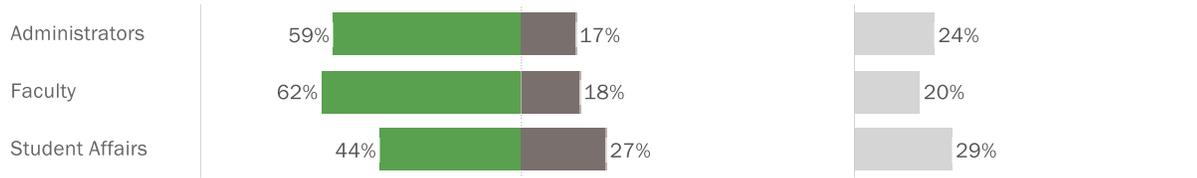
Change occurs more readily when supported by assessment results



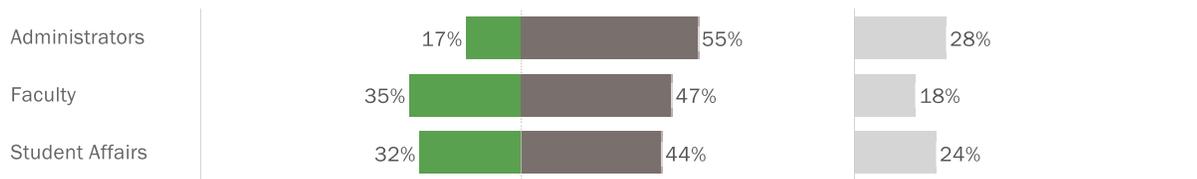
Legend: Agree Disagree Neutral or no response

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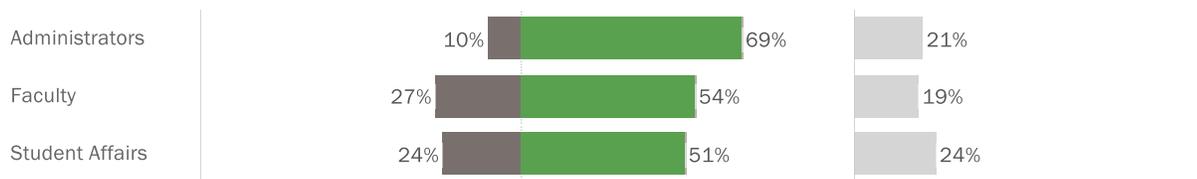
The majority of colleagues at my institution see assessment as focused on compliance requirements



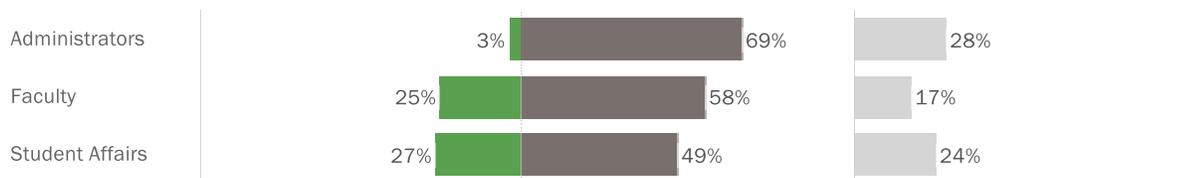
The majority of my colleagues at my institution are afraid of assessment



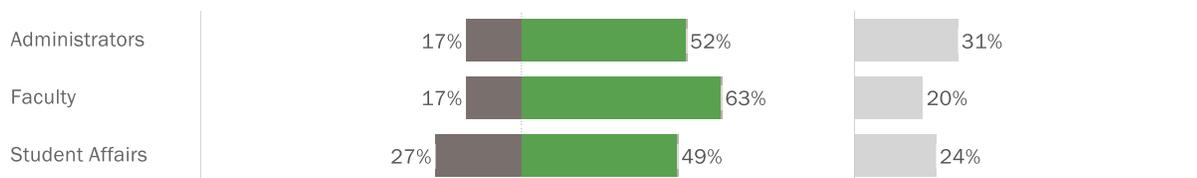
The majority of colleagues at my institution see assessment as improving student learning



I am not convinced that assessment is necessary



The majority of administrators / faculty / student affairs staff genuinely believe assessment supports student learning at my institution



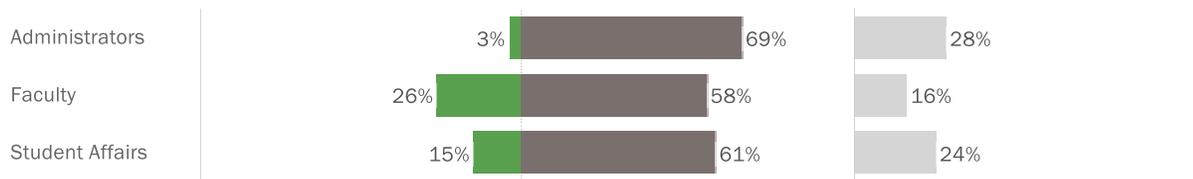
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

It is difficult to get the majority of administrators / faculty / staff to support assessment-based improvement efforts



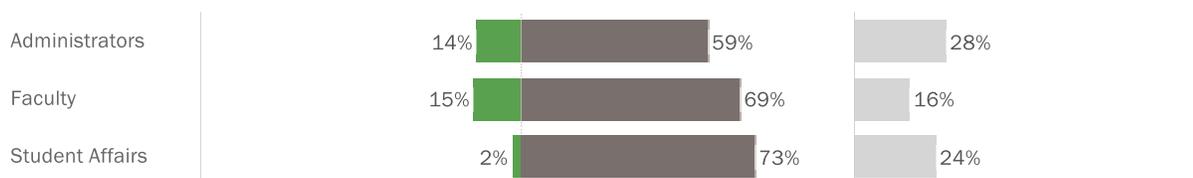
I engage in assessment because I am afraid of what will happen if I do not



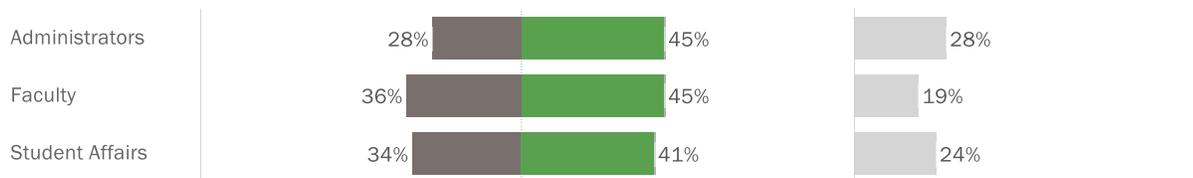
Assessment is perceived as a punishment (i.e., something I regret being assigned)



Assessment is a threat to academic freedom



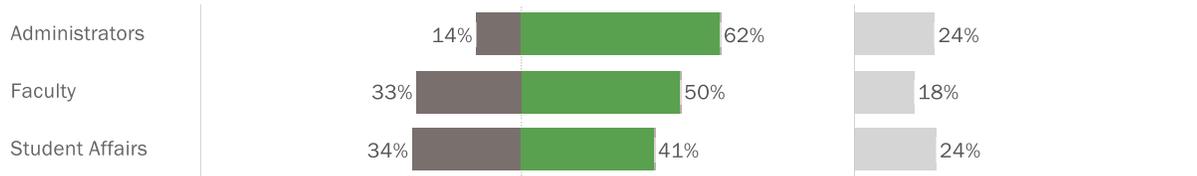
Assessment processes are clearly understood by a majority of administrators at my institution



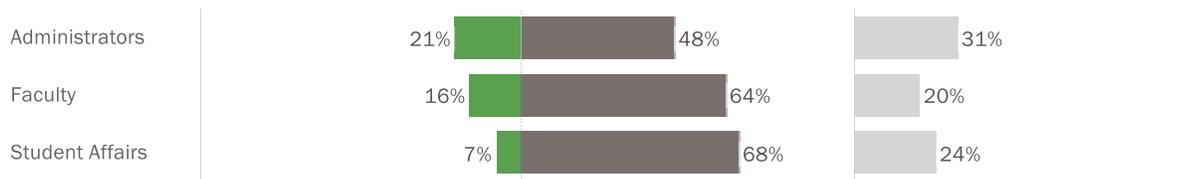
Legend: Agree Disagree Neutral or no response

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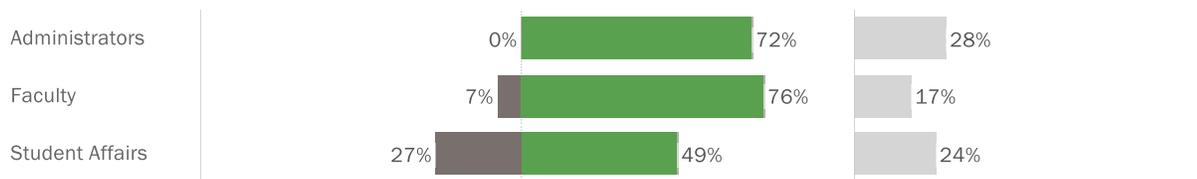
The majority of administrators / faculty / staff are eager to work with colleagues to accomplish assessment tasks



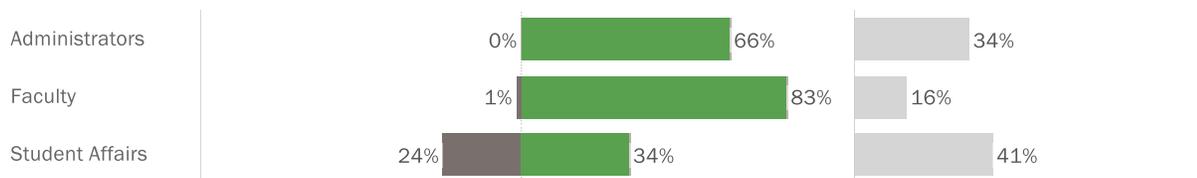
The majority of administrators / faculty / staff do not care about assessment.



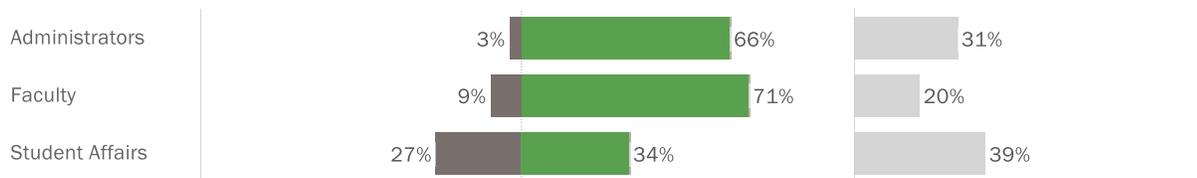
Assessment is a 'good thing' for my institution to do.



I assess my courses / The majority of faculty at my institution assess their own courses / I assess programs I lead



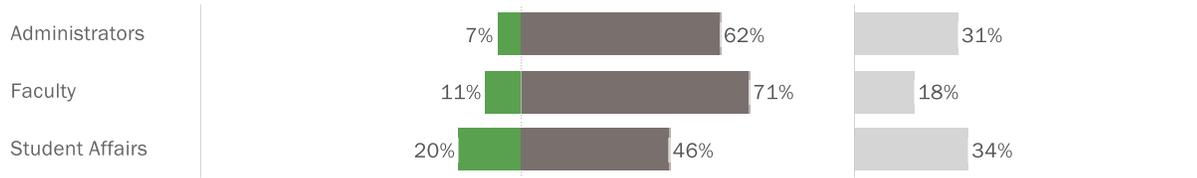
I assess my program / The majority of faculty at my institution participate in program-level assessment / I assess my department



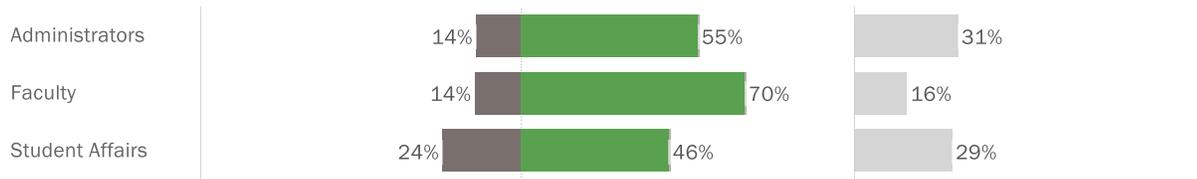
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

The majority of faculty / staff at my institution resist doing assessment.



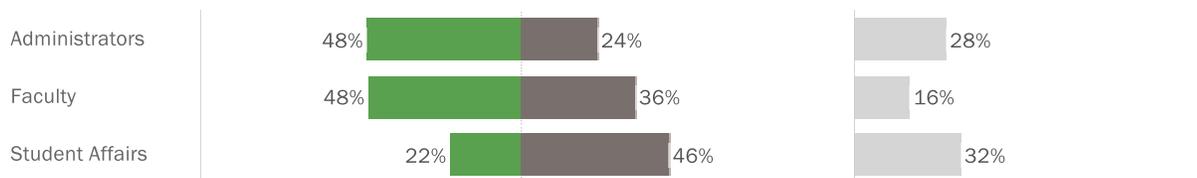
Assessment results are meaningful to most faculty / staff at my institution.



Without assessment, my institution would suffer



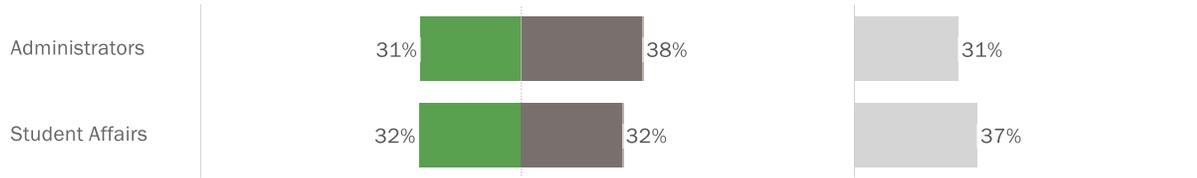
I am told what assessments I must conduct



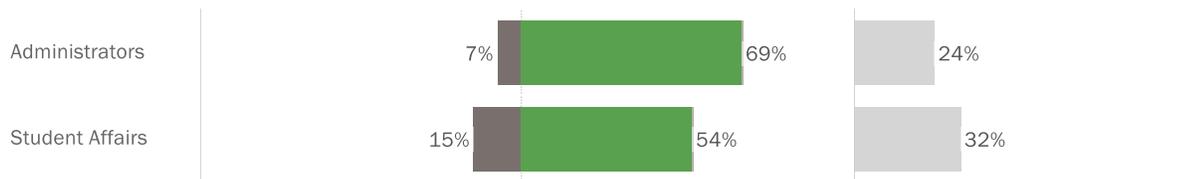
Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41

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



Students learn better because of assessment



Legend: Agree Disagree Neutral or no response

The total number of respondents per survey group: Administrators = 29; Faculty = 153; Student Affairs = 41