

This document provides a summary of the results of the Student Affairs Survey of Assessment Culture, focusing on the four separate scales derived from its items. The scales were created and validated by Dr. Matthew Fuller and colleagues as described in Fuller and Lane (2017)<sup>1</sup>. Each scale consists of multiple individual survey items. In Fall 2019, survey administrators at Sam Houston State University invited 80 student affairs staff members from Southeast Community College to participate in the survey; 41 of them participated for a response rate of 51%. In Spring 2022, student affairs 88 staff members were again invited to complete the Survey of Assessment culture and 51 SCC student affairs staff members completed the survey for a response rate of 58%.

The scales in the Student Affairs Survey of Assessment Culture survey were validated by Fuller & Lane (2017) using factor analysis. Factor analysis is a statistical technique for identifying underlying (unobserved / latent) characteristics that are difficult to measure (in this case ‘assessment culture’). These analyses are achieved by grouping responses to multiple survey items that are correlated with each other. Fuller and colleagues identified four factors in the Student Affairs Survey of Assessment Culture. Those four factors, which are described later in the document, are:

- Assessment Communication
- Clear Commitment to Assessment
- Connection to Change
- Fear of Assessment

Respondents indicated how much they agree or disagree with each statement on a scale from 1 to 6 as shown in Table 1. Some items are stated in such a way that agreeing with the statement reflects a positive sentiment (e.g., I like chocolate), whereas agreeing with others indicates a negative sentiment (e.g., I dislike vanilla). The latter type of items were reverse coded in calculating the scale scores so high scores always correspond with positive sentiments (e.g., I do not dislike vanilla).

*Table 1. Response set for survey*

<i>Value</i>	<i>Text</i>
1	Strongly disagree
2	Disagree
3	Only slightly disagree
4	Only slightly agree
5	Agree
6	Strongly agree

Calculating the scale scores involved the following steps:

1. *Identify items* associated with each scale. The items included in each scale are detailed on the following pages.
2. *Reverse code* responses for specific items, as noted earlier. These items are denoted with an ‘R’ at the end of the variable name.
3. *Calculate the average* of the resulting scores for the items in the scale.
4. The resulting scale scores will range from 1.00 to 6.00 with higher scores representing a more positive sentiment for that factor.

<sup>1</sup> Fuller, Matthew B., & Forrest C. Lane. An Empirical Model of Culture of Assessment in Student Affairs. *Research & Practice in Assessment*. Volume 12. Winter 2017. pp. 18-27.

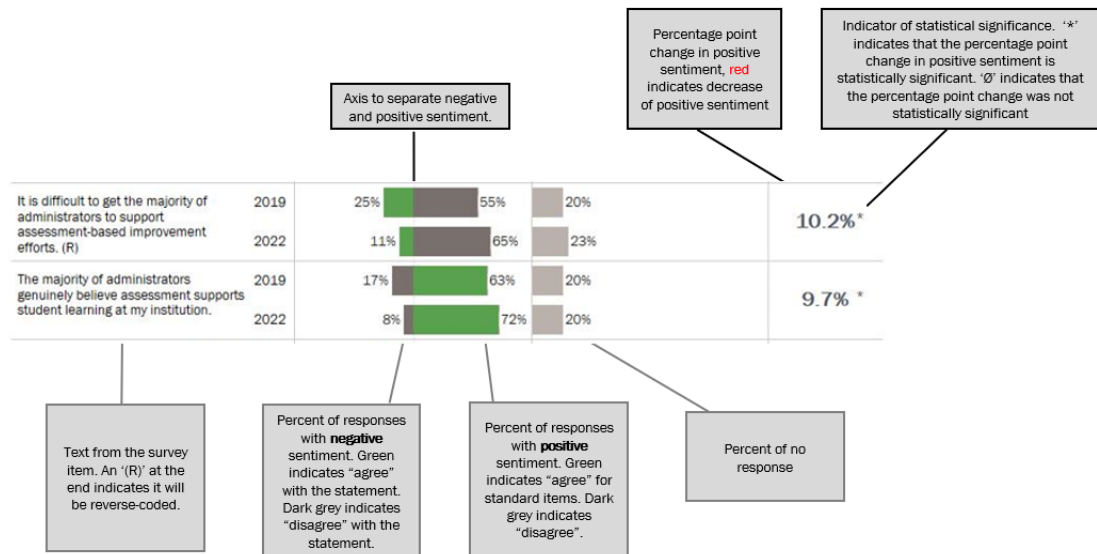
## Single scale results

This section of the report provides results for each scale. For each scale, the following content is provided:

- Brief description of the scale provided by Fuller & Lane (2017).
- The distribution of scale scores with average (mean) score and standard deviation.
- The list of items included in the scale along with item-specific results.
- Notes about the results.

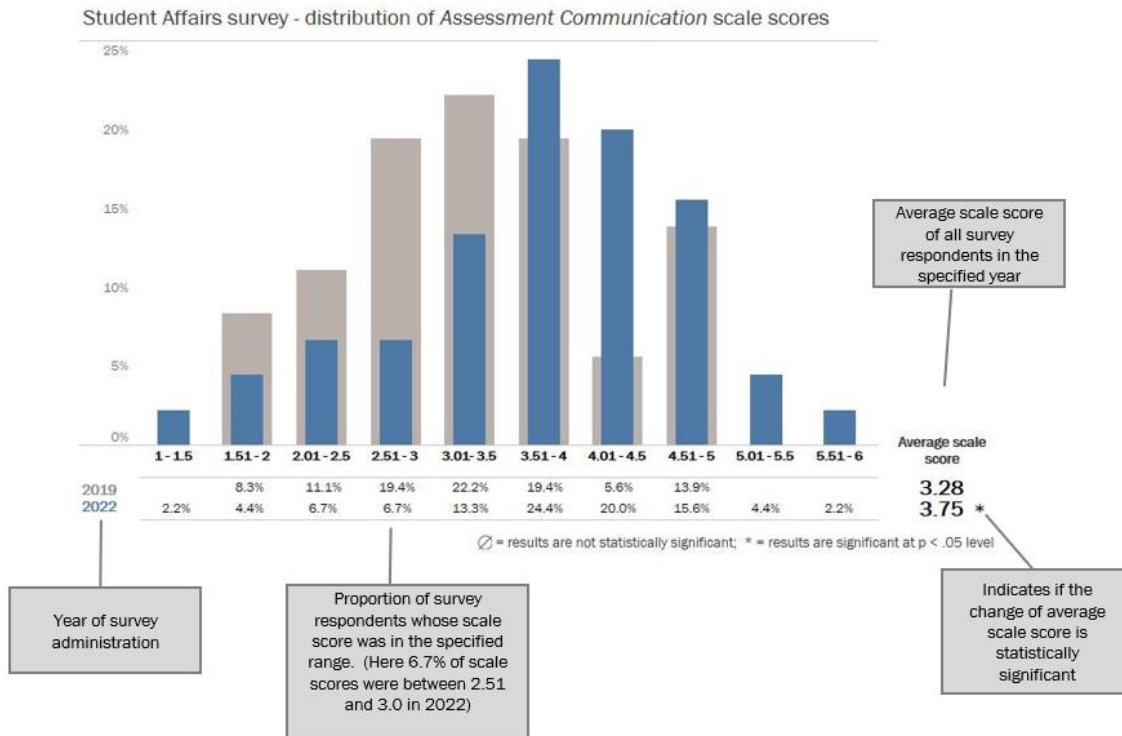
Because the item-specific results are complicated, the following provides an overview of what these charts include and how to understand them.

- These charts provide the items included in the scale presented in descending order of percentage point increase from 2019 to 2022.
- Four values are provided for each item: green bars indicate the percent who agreed with the statement; dark grey indicates the percent who disagreed; light grey bars indicate those who did not respond; the last values indicate the percent positive change (percentage points) from the 2019 survey to the 2022 survey.
- 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 that we are 95% confident that the difference in positive sentiment from 2019 to 2022 was not due to chance.
- 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. The image below provides two examples.
- For the first item below, 55% of respondents *disagreed* (indicated by dark grey) that “Assessment results are NOT intended for distribution” and 25% *agreed* with the statement (indicated by green) in 2019. Because this item is reverse-coded, (noted with an ‘(R)’ at the end of the statement) disagreement is a positive sentiment so disagreement (dark grey) is displayed to the right of the axis and agreement (green) to the left.
- For the second item below, 63% of respondents *agreed* (green) that “Assessment results are regularly shared throughout my institution” and 17% *disagreed* (dark grey) in 2019. Because the item is not reverse-coded, agreement is displayed to the right of the axis and disagreement is displayed to the left.



The histograms provide an overview of the distribution of respondents' average scores within each scale. Scale scores can range from 1 to 6. The histogram displays what proportion of respondents' scale scores fall within the specified range.

- There is also an indicator if the change in average scale score from 2019 to 2022 is statistically significant.



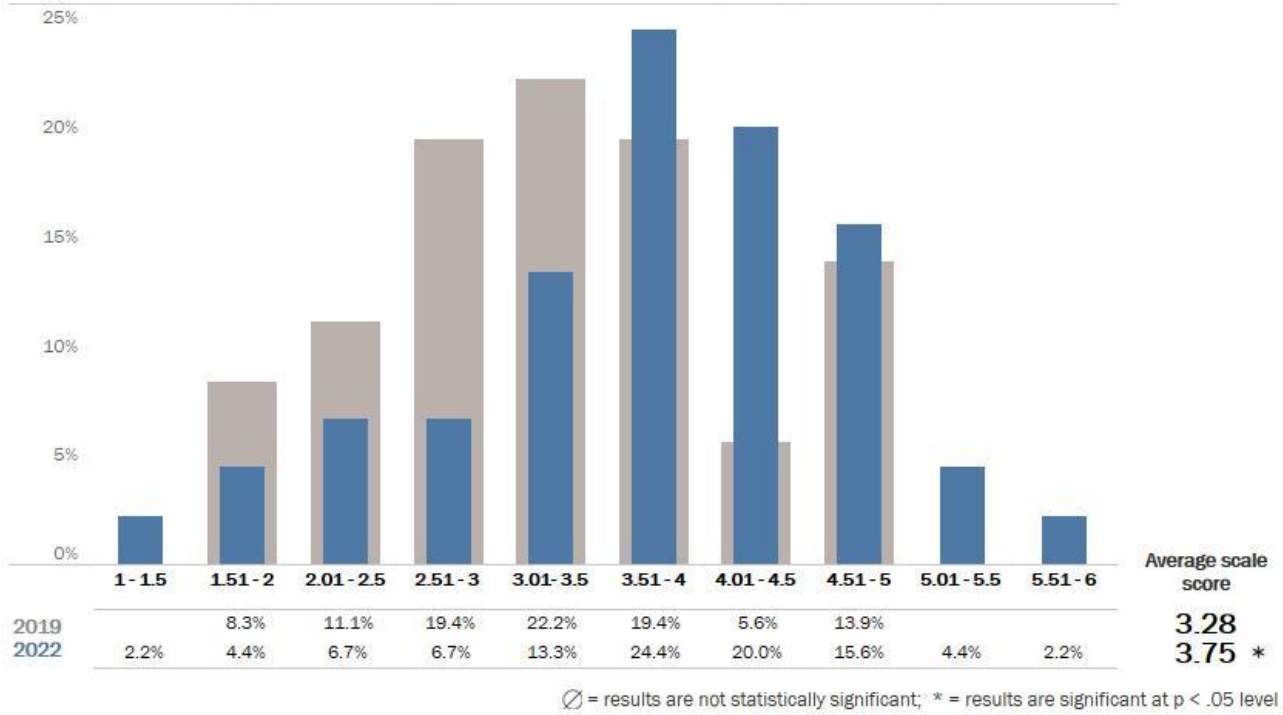
## Assessment Communication Scale

Assessment Communication scale focuses on how frequently and how effectively assessment results are shared.

Items for Assessment Communication Scale		Negative sentiment   Positive sentiment   No response			Change in Positive sentiment	
Disagree	Agree	No response				
Assessment results are regularly shared throughout my division.	2019	44%	39%	17%	27.6%	*
	2022	20%	67%	14%		
Assessment success stories are shared throughout my division.	2019	54%	29%	17%	27.6%	*
	2022	29%	57%	14%		
Student affairs staff consistently receive assessment data from administrators.	2019	54%	22%	24%	25.1%	*
	2022	37%	47%	16%		
Communication of assessment results has been effective.	2019	41%	34%	24%	18.8%	*
	2022	29%	53%	18%		
Student assessment results are NOT regularly shared. (R)	2019	54%	32%	15%	17.3%	*
	2022	33%	49%	18%		
I am aware of several assessment success stories (i.e., instances of assessment resulting in important changes) in my division.	2019	49%	27%	24%	10.4%	∅
	2022	47%	37%	16%		
Assessment results are available from administrators by request.	2019	17%	49%	34%	10.0%	∅
	2022	18%	59%	24%		
Assessment results are regularly requested by student affairs staff in my division.	2019	51%	20%	29%	9.9%	∅
	2022	53%	29%	18%		
Upper student affairs administrators use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc.).	2019	32%	46%	22%	6.6%	∅
	2022	25%	53%	22%		
Assessment data are regularly used in official divisional communications (e.g., speeches, publications, etc.).	2019	29%	46%	24%	4.6%	∅
	2022	24%	51%	25%		
Official divisional communications encourage assessment of student learning.	2019	29%	49%	22%	4.2%	∅
	2022	22%	53%	25%		

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

Student Affairs survey - distribution of *Assessment Communication* scale scores



Some notes about these data:

- The *Assessment Communication* scale has the lowest average scale score out of all 4 scales.
- The *Assessment Communication* scale increased from 2019 (3.28) to 2022 (3.75). This increase was statistically significant.

## Clear Commitment to Assessment Scale

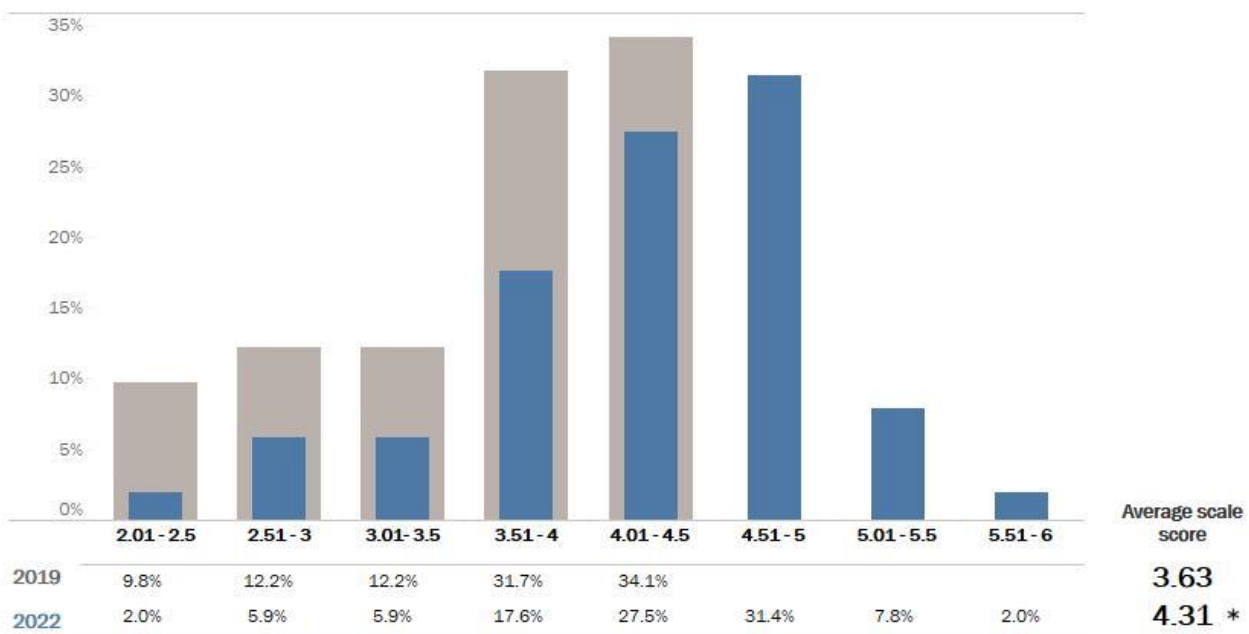
*Clear Commitment to Assessment* scale focuses on how committed the institution is to assessment and how the institution has implemented assessment practices.

Items for <i>Clear Commitment to Assessment</i> Scale		Change in Positive sentiment			
Disagree	Agree	No response			
		Negative sentiment	Positive sentiment	No response	
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%	

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



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



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

Some notes about these data:

- The *Clear Commitment to Assessment* scale has the highest average scale score.
- The *Clear Commitment to Assessment* scale increased from 2019 (3.63) to 2022 (4.31). This increase was statistically significant.

## Connection to Change Scale

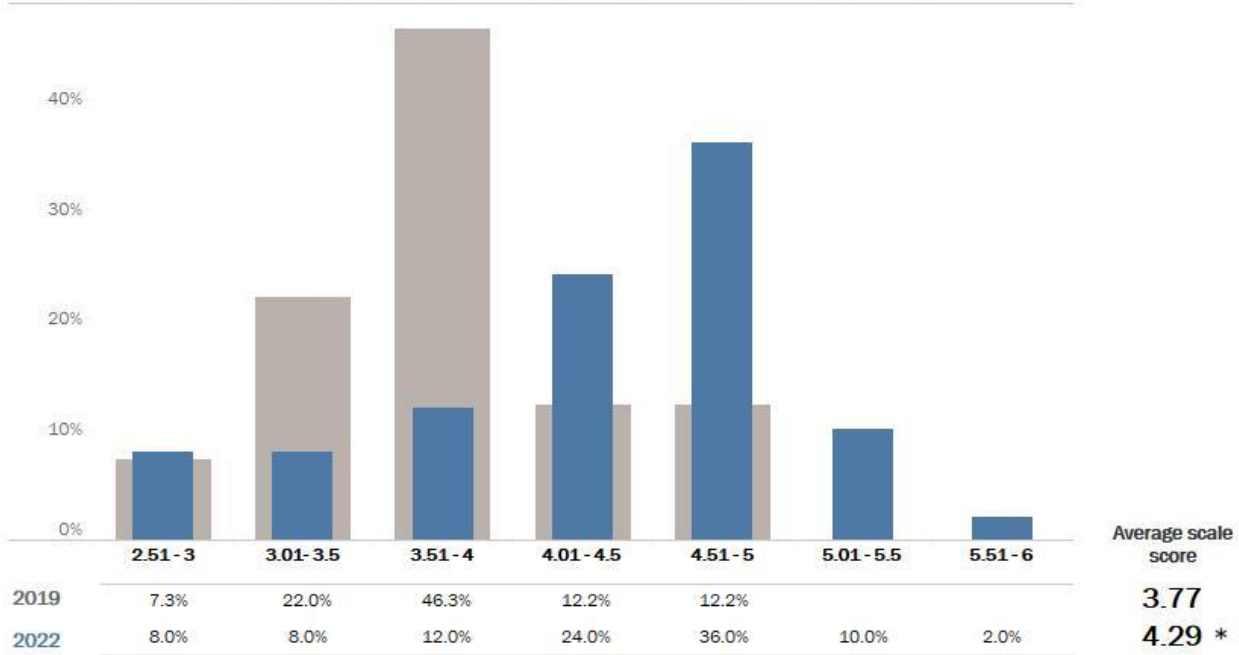
*Connection to change* scale focused on how likely assessment results drive change and the institution's decision making.

Items for <i>Connection to Change Scale</i>		Negative sentiment   Positive sentiment			No response	Change in Positive sentiment	
Disagree	Agree	No response					
A recommended change is more likely to be enacted if it is supported by assessment data.	2019	39%	49%	12%		29.7%	*
	2022	12%	78%	10%			
Decisions are made using assessment data.	2019	32%	46%	22%		26.2%	*
	2022	8%	73%	20%			
Assessment results are used for improvement.	2019	29%	49%	22%		25.7%	*
	2022	8%	75%	18%			
Assessment is vital to my division's way of operating.	2019	39%	44%	17%		24.7%	*
	2022	18%	69%	14%			
If assessment was not required, I would not be doing it. (R)	2019	41%	59%	0%		19.9%	*
	2022	20%	78%	2%			
Change occurs more readily when supported by assessment results.	2019	27%	51%	22%		15.4%	∅
	2022	16%	67%	18%			
Assessment processes yield evidence of my division's effectiveness.	2019	32%	66%	2%		14.5%	∅
	2022	16%	80%	4%			
Assessment data are used to identify the extent to which student learning outcomes are met.	2019	22%	51%	27%		7.6%	∅
	2022	18%	59%	24%			
Upper student affairs administrators use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc.).	2019	32%	46%	22%		6.6%	∅
	2022	25%	53%	22%			
Assessment data are regularly used in official divisional communications (e.g., speeches, publications, etc.).	2019	29%	46%	24%		4.6%	∅
	2022	24%	51%	25%			
Assessments of programs are typically connected back to student learning.	2019	29%	71%	0%		-0.1%	∅
	2022	25%	71%	4%			

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



Student Affairs survey - distribution of *Connection to Change* scale scores



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

Some notes about these data:

- The *Connection to Change* scale has the 2<sup>nd</sup> highest average scale score.
- The *Connection to Change* scale increased from 2019 (3.77) to 2022 (4.29). This increase was statistically significant.

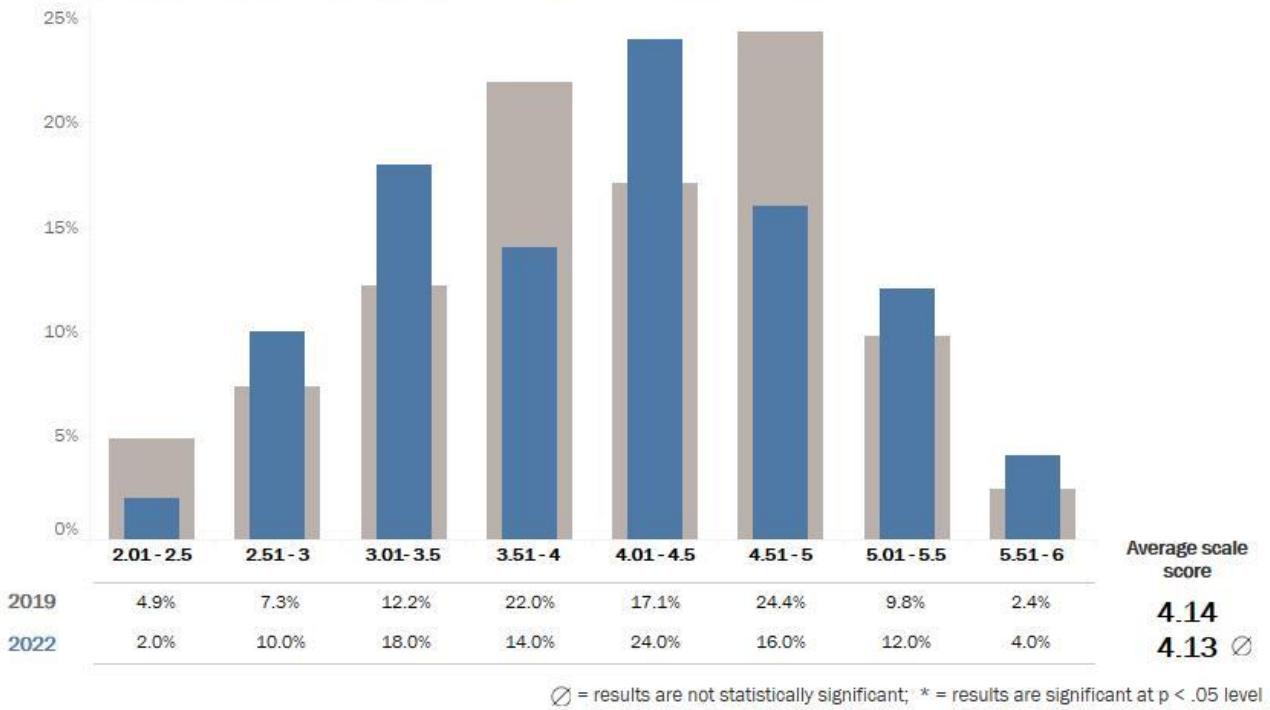
## Fear of Assessment Scale

*Fear of Assessment* scale explored the extent to which student affairs staff believe that assessment is used for punishment or compliance.

Items for <i>Fear of Assessment Scale</i>		Negative sentiment   Positive sentiment			Change in Positive sentiment	
Disagree	Agree	No response				
If assessment was not required, I would not be doing it. (R)	2019	41%	59%	0%	19.9%	*
	2022	20%	78%	2%		
Assessment results are criticized for "going nowhere" (i.e., not leading to change). (R)	2019	34%	37%	29%	14.4%	∅
	2022	25%	51%	24%		
Assessment results are used to scare student affairs staff into compliance with what the administration wants. (R)	2019	17%	59%	24%	12.1%	∅
	2022	10%	71%	20%		
Assessment is a "necessary evil" in student affairs. (R)	2019	49%	51%	0%	9.6%	∅
	2022	35%	61%	4%		
There is pressure to reveal only positive results from assessment efforts. (R)	2019	24%	54%	22%	7.1%	∅
	2022	18%	61%	22%		
Administrators use assessment to punish student affairs staff members. (R)	2019	10%	66%	24%	6.7%	∅
	2022	6%	73%	22%		
Assessment is conducted based on the whims of the people in charge. (R)	2019	22%	78%	0%	-1.6%	∅
	2022	20%	76%	4%		
Assessment is an exercise primarily for compliance purposes. (R)	2019	51%	49%	0%	-3.7%	∅
	2022	53%	45%	2%		

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

Student Affairs survey - distribution of *Fear of Assessment* scale scores



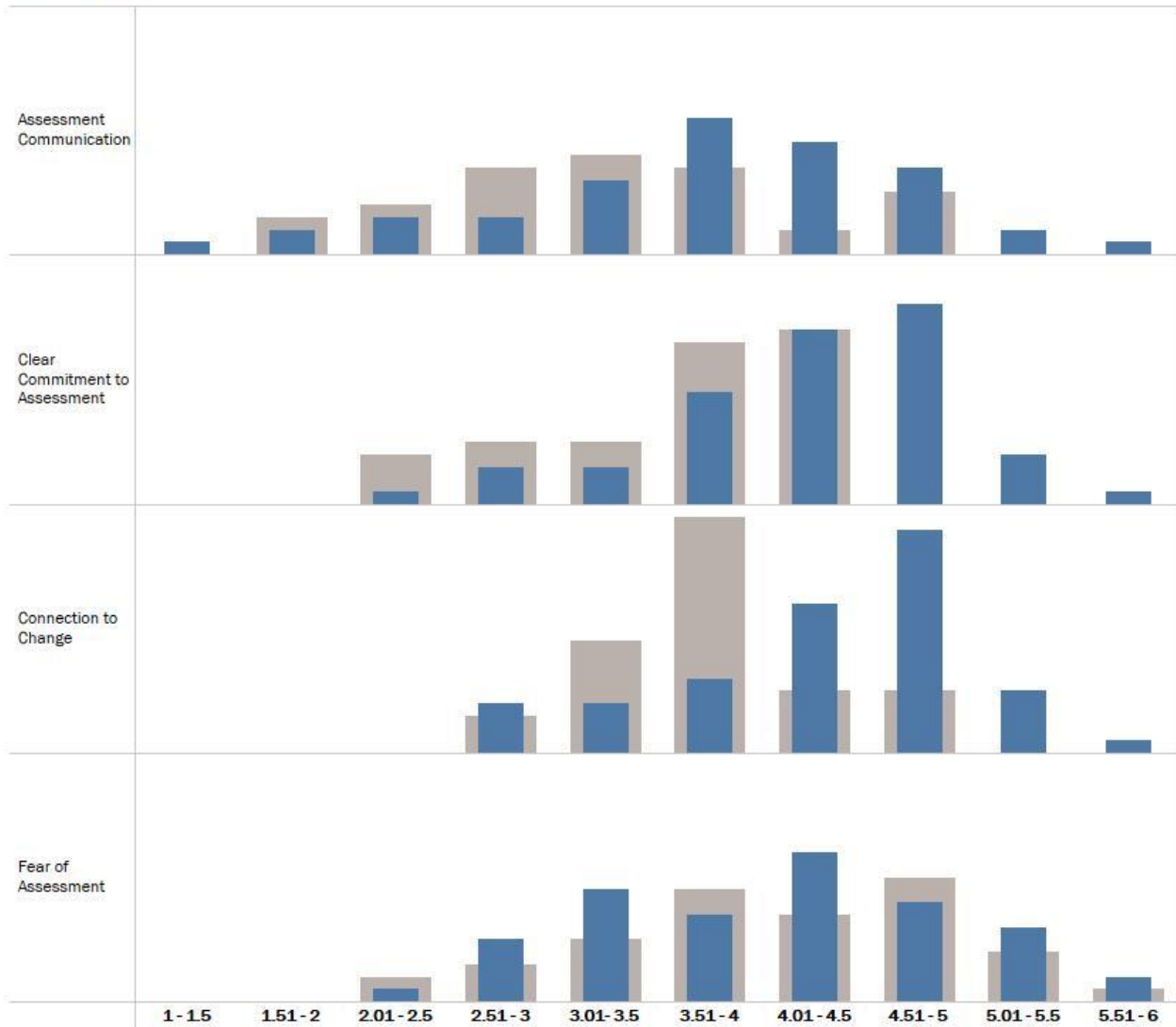
Some notes about these data:

- The *Fear of Assessment* scale has the 2<sup>nd</sup> lowest average scale score.
- The *Connection to Change* scale slightly decreased from 2019 (4.14) to 2022 (4.13). This decrease was not statistically significant.

## Comparison of all scales

This section provides an overview of all five scales and how they compare. **Error! Not a valid bookmark self-reference.** following chart shows the distribution of scale scores in 2019 as a histogram (light grey) and in 2022 (blue) as a histogram. It is important to notice the relative shape and symmetry of the score distributions with the average as the midpoint.

Student Affairs survey - distribution of All scores  
2019 | 2022



# Appendix

## I. All survey Items

### Student Affairs responses Assessment Structures and Resources items

Disagree Agree No Response

A recommended change is more likely to be enacted if it is supported by assessment data.	2019	39%	49%	12%	29.7%	*
	2022	12%	78%	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%		
Upper student affairs administrators are supportive of making changes.	2019	32%	56%	12%	12.5%	∅
	2022	18%	69%	14%		
There are sufficient financial resources to make changes in my division.	2019	78%	2%	20%	11.3%	∅
	2022	75%	14%	12%		
Assessment results have no impact on resource allocations. (R)	2019	27%	54%	20%	11.0%	∅
	2022	22%	65%	14%		
Assessment is primarily the responsibility of upper student affairs administrators.	2019	41%	46%	12%	10.5%	∅
	2022	29%	57%	14%		
Assessment is primarily the responsibility of student affairs staff.	2019	68%	17%	15%	10.4%	∅
	2022	59%	27%	14%		
Assessment is primarily the responsibility of faculty members.	2019	68%	15%	17%	3.0%	∅
	2022	67%	18%	16%		
Assessment for accreditation purposes is prioritized above other assessment efforts. (R)	2019	41%	44%	15%	-10.6%	∅
	2022	47%	33%	20%		
Budgetary decisions are tied to assessmen..	2022	31%	53%	16%		
Evidence-based change in my division is li..	2022	20%	67%	14%		

## Student Affairs responses Purpose of Assessment items

Disagree Agree No Response

Assessment is expected as part of my institution's continuous improvement process.	2019	46%		54%	0%	38.5% *
	2022	8%		92%	0%	
I clearly understand assessment processes in my department.	2019	44%		54%	2%	32.6% *
	2022	12%		86%	2%	
If assessment was not required, I would not be doing it. (R)	2019	41%		59%	0%	19.9% *
	2022	20%		78%	2%	
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%	
Assessment is a "necessary evil" in student affairs. (R)	2019	49%		51%	0%	9.6% ∅
	2022	35%		61%	4%	
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%	
Assessment is conducted based on the whims of the people in charge. (R)	2019	22%		78%	0%	-1.6% ∅
	2022	20%		76%	4%	
Assessments do not have clear focus. (R)	2019	27%		73%	0%	-2.6% ∅
	2022	25%		71%	4%	
The purpose of assessment depends largely on who is asking for assessment results.	2019	37%		63%	0%	-2.6% ∅
	2022	35%		61%	4%	
Assessment is an exercise primarily for compliance purposes. (R)	2019	51%		49%	0%	-3.7% ∅
	2022	53%		45%	2%	
Students learn better because of assessment.	2022	20%		78%	2%	



### Student Affairs responses Sharing of Assessment Results items

Disagree Agree No Response

Assessment results are regularly shared throughout my division.	2019	44%	39%	17%	27.6%	*
	2022	20%	67%	14%		
Assessment success stories are shared throughout my division.	2019	54%	29%	17%	27.6%	*
	2022	29%	57%	14%		
Student affairs staff consistently receive assessment data from administrators.	2019	54%	22%	24%	25.1%	*
	2022	37%	47%	16%		
Communication of assessment results has been effective.	2019	41%	34%	24%	18.8%	*
	2022	29%	53%	18%		
Student assessment results are NOT regularly shared. (R)	2019	54%	32%	15%	17.3%	*
	2022	33%	49%	18%		
I am aware of several assessment success stories (i.e., instances of assessment resulting in important changes) in my division.	2019	49%	27%	24%	10.4%	∅
	2022	47%	37%	16%		
Assessment results are available from administrators by request.	2019	17%	49%	34%	10.0%	∅
	2022	18%	59%	24%		
Assessment results are regularly requested by student affairs staff in my division.	2019	51%	20%	29%	9.9%	∅
	2022	53%	29%	18%		
Assessment results are NOT intended for distribution.(R)	2019	20%	59%	22%	8.1%	∅
	2022	18%	67%	16%		
Official divisional communications encourage assessment of student learning.	2019	29%	49%	22%	4.2%	∅
	2022	22%	53%	25%		

### Student Affairs responses Leadership of Assessment items

Disagree Agree No Response

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%		
Faculty are in charge of assessment at my institution. (R)	2019	7%	85%	7%	-16.7%	∅
	2022	12%	69%	20%		

## Student Affairs responses Uses of Assessment items

Disagree Agree No Response

Decisions are made using assessment data.	2019	32%	46%	22%	26.2%	*
	2022	8%	73%	20%		
Assessment results are used for improvement.	2019	29%	49%	22%	25.7%	*
	2022	8%	75%	18%		
Assessment results in an accurate depiction of what I do as a student affairs staff member.	2019	46%	27%	27%	22.2%	*
	2022	27%	49%	24%		
Assessment results in a fair depiction of what I do as a student affairs staff member.	2019	44%	32%	24%	17.3%	*
	2022	27%	49%	24%		
Change occurs more readily when supported by assessment results.	2019	27%	51%	22%	15.4%	∅
	2022	16%	67%	18%		
Assessment results are criticized for "going nowhere" (i.e., not leading to change). (R)	2019	34%	37%	29%	14.4%	∅
	2022	25%	51%	24%		
Assessment results are used to scare student affairs staff into compliance with what the administration wants. (R)	2019	17%	59%	24%	12.1%	∅
	2022	10%	71%	20%		
Assessment data are used to identify the extent to which student learning outcomes are met.	2019	22%	51%	27%	7.6%	∅
	2022	18%	59%	24%		
There is pressure to reveal only positive results from assessment efforts. (R)	2019	24%	54%	22%	7.1%	∅
	2022	18%	61%	22%		
Administrators use assessment to punish student affairs staff members. (R)	2019	10%	66%	24%	6.7%	∅
	2022	6%	73%	22%		
Upper student affairs administrators use assessment results in public ways (i.e., speeches, marketing efforts, media stories..	2019	32%	46%	22%	6.6%	∅
	2022	25%	53%	22%		
Assessment data are regularly used in official divisional communications (e.g., speeches, publications, etc.).	2019	29%	46%	24%	4.6%	∅
	2022	24%	51%	25%		

## Student Affairs responses Attitudes Towards Assessment items

Disagree Agree No Response

Assessment is the right thing to do for our students.	2022	0%	82%	18%
Assessment is a "good thing" for me to do.	2022	2%	78%	20%
Assessment makes a difference to student learning.	2022	2%	78%	20%
I have a generally positive attitude toward my division's culture of assessment.	2022	4%	76%	20%
Engaging in assessment benefits my programs and services.	2022	4%	75%	22%
Assessment is someone else's problem, not mine. (R)	2022	8%	71%	22%
In general, I am eager to work with upper student affairs administrators.	2022	10%	71%	20%
Assessment is vital to my division's future.	2022	12%	69%	20%
Assessment results are meaningful to most student affairs staff in my division.	2022	10%	69%	22%
My division truly values student affairs staff involvement in assessment.	2022	12%	69%	20%
Assessment supports student learning in my division.	2022	12%	67%	22%
I avoid doing assessment activities if I can. (R)	2022	16%	65%	20%
I enjoy engaging in assessment efforts.	2022	24%	55%	22%
The majority of student affairs staff in my division participate in program-level assessment.	2022	27%	51%	22%
I do not have time to engage in assessment efforts. (R)	2022	37%	43%	20%

## Student Affairs responses Supplemental Questions items

Disagree Agree No Response

The purpose of assessment aligns with institutional values at my institution.	2022	8%	69%	24%
The purpose of assessment aligns with my personal values.	2022	8%	67%	25%
Concerns and questions regarding assessment are addressed at my institution..	2022	12%	65%	24%
Ample time is given to learn and apply assessment skills at my institution.	2022	20%	55%	25%
Assistance in performing assessment is available.	2022	20%	55%	25%
Training is available on how to do assessment at my institution.	2022	27%	49%	24%
Assessment is incentivized in my department.	2022	51%	22%	27%

### III. Additional scale descriptive statistics

The table below displays descriptive statistics for each of the student affairs scales. Standard deviation is a measure of how widely dispersed the scores are. A low standard deviation indicates that scores are densely distributed close to the mean. A large standard deviation indicates that scores are dispersed at a wider range. Because not every student affairs staff member completed the survey, the results here are based on a sample. We then use sample results to estimate the population mean. The confidence intervals are estimates of the range of the population mean.

	Average Score	Scale Standard Deviation	Lower bound (95% confidence)	Upper bound (95% confidence)
Assessment Communication Scale	3.75	1.00	3.45	4.05
Clear Commitment to Assessment Scale	4.31	0.75	4.10	4.52
Connection to Change Scale	4.29	0.75	4.08	4.51
Fear of Assessment Scale	4.13	0.83	3.89	4.36

#### IV. Analysis of missing data

There were 51 student affairs staff who began the survey. The number of missing values for survey items ranged from 0 – 17. Due to the small number of survey respondents, missing data can represent a substantial proportion of the outcome (17 missing values out of 51 respondents is 33.3%). Because this survey has a small number of respondents and relatively high proportion of missing values, it is important to use caution when making inferences about the population of student affairs staff at SCC.

Count of missing values by section

