

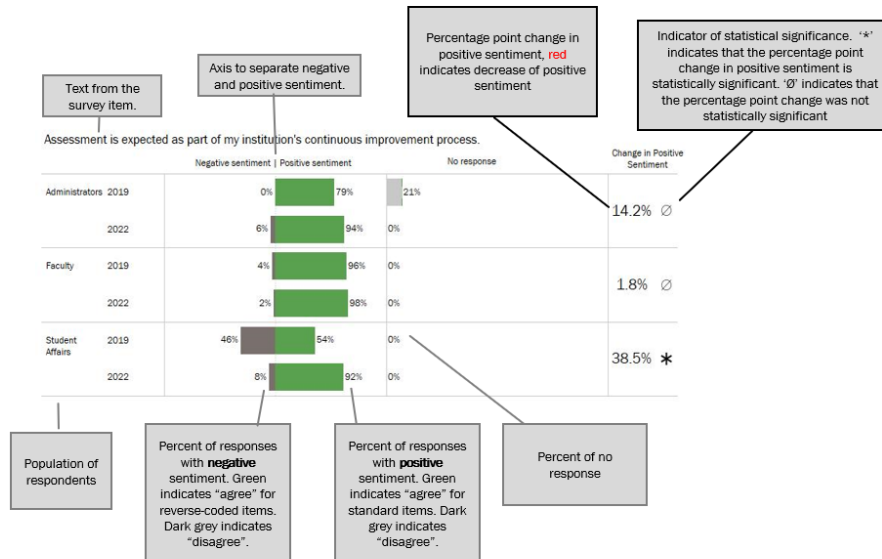
# Survey of Assessment Culture – Comparisons Across Survey Groups

7/14/22

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 are summarized in other documents. In spring 2022, the survey was administered again to the same employee groups. Most survey items were included in multiple employee groups and in both years, however some were only asked in the most recent year. This report provides a comparison of how each of the three employee groups responded to the same questions. It also includes a comparison of how the responses have changed from 2019 to 2022.

Because the item-specific results are complicated, the following provides an overview of what these charts include and how to understand 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 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 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. In all cases, responses to the right of the axis indicates a positive sentiment.
- For the displayed item, in 2019, 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) 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.



## I. Items asked in 2019 and 2022

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

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	0%	79%	21%	14.2% ∅
	2022	6%	94%	0%	
Faculty	2019	4%	96%	0%	1.8% ∅
	2022	2%	98%	0%	
Student Affairs	2019	46%	54%	0%	38.5% *
	2022	8%	92%	0%	

Assessment is an exercise primarily for compliance purposes.

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	38%	41%	21%	26.4% *
	2022	32%	68%	0%	
Faculty	2019	59%	39%	2%	7.7% ∅
	2022	52%	47%	1%	
Student Affairs	2019	51%	49%	0%	-3.7% ∅
	2022	53%	45%	2%	

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

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	38%	41%	21%	7.0% ∅
	2022	52%	48%	0%	
Faculty	2019	67%	31%	1%	4.6% ∅
	2022	62%	36%	2%	
Student Affairs	2019	63%	37%	0%	-1.3% ∅
	2022	61%	35%	4%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

The purpose of assessment is clearly understood at my institution.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	10%  66%	24%	15.1% ∅
	2022	19%  81%	0%	
Faculty	2019	25%  73%	1%	5.4% ∅
	2022	19%  79%	2%	
Student Affairs	2019	29%  71%	0%	9.7% ∅
	2022	16%  80%	4%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	21%  52%	28%	35.4% *
	2022	13%  87%	0%	
Faculty	2019	32%  66%	2%	12.6% *
	2022	20%  79%	1%	
Student Affairs	2019	41%  59%	0%	19.9% *
	2022	20%  78%	2%	

Assessments of programs are typically connected back to student learning.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	7%  69%	24%	21.4% *
	2022	10%  90%	0%	
Faculty	2019	20%  79%	1%	2.7% ∅
	2022	15%  82%	3%	
Student Affairs	2019	29%  71%	0%	-0.1% ∅
	2022	25%  71%	4%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Assessment efforts do not have a clear focus

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	28%  48%	24%	32.4% *
	2022	19%  81%	0%	
Faculty	2019	50%  48%	1%	19.9% *
	2022	30%  68%	2%	
Student Affairs	2019	27%  73%	0%	-2.6% ∅
	2022	25%  71%	4%	

Assessment is a "necessary evil" in higher education.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	31%  45%	24%	32.6% *
	2022	23%  77%	0%	
Faculty	2019	43%  55%	2%	10.2% *
	2022	33%  65%	2%	
Student Affairs	2019	49%  51%	0%	9.6% ∅
	2022	35%  61%	4%	

Assessment is conducted based on the whims of the people in charge.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	17%  59%	24%	25.3% *
	2022	16%  84%	0%	
Faculty	2019	38%  61%	1%	18.4% *
	2022	19%  79%	2%	
Student Affairs	2019	22%  78%	0%	-1.6% ∅
	2022	20%  76%	4%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Discussions about student learning are at the heart of my institution's assessment effort.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	17%	59%	24%	28.5% *
	2022	13%	87%	0%	
Faculty	2019	22%	75%	3%	5.0% ∅
	2022	18%	80%	2%	
Student Affairs	2019	27%	71%	2%	-0.1% ∅
	2022	24%	71%	6%	

Assessment processes yield evidence of my institution's effectiveness.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	10%	66%	24%	21.6% *
	2022	13%	87%	0%	
Faculty	2019	26%	70%	4%	9.2% *
	2022	20%	79%	1%	
Student Affairs	2019	32%	66%	2%	14.5% ∅
	2022	16%	80%	4%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

It is clear who is ultimately in charge of assessment.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	7%	69%	24%	11.7% ∅
	2022	19%	81%	0%	
Faculty	2019	29%	66%	5%	3.8% ∅
	2022	24%	70%	6%	
Student Affairs	2019	51%	46%	2%	36.0% *
	2022	8%	82%	10%	

Faculty are in charge of assessment at my institution.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2022	39%	61%	0%	
Faculty	2019	41%	54%	6%	6.3% ∅
	2022	32%	60%	8%	
Student Affairs	2019	85%	7%	7%	4.4% ∅
	2022	69%	12%	20%	

Assessment is primarily the responsibility of faculty members.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	48%	31%	21%	1.2% ∅
	2022	68%	32%	0%	
Faculty	2019	29%	61%	10%	5.7% ∅
	2022	23%	67%	10%	
Student Affairs	2019	68%	15%	17%	3.0% ∅
	2022	67%	18%	16%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51



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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	7%	66%	28%	15.1% ∅
	2022	19%	81%	0%	
Faculty	2019	31%	63%	7%	2.9% ∅
	2022	28%	66%	7%	
Student Affairs	2019	49%	49%	2%	27.7% *
	2022	14%	76%	10%	

Assessment is emphasized as part of the organizational culture.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	10%	66%	24%	21.6% *
	2022	13%	87%	0%	
Faculty	2019	22%	69%	9%	8.8% *
	2022	12%	78%	10%	
Student Affairs	2019	32%	56%	12%	22.3% *
	2022	12%	78%	10%	

There is no systematic approach to assessment at my institution.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	21%	55%	24%	22.2% *
	2022	23%	77%	0%	
Faculty	2019	24%	66%	10%	-3.0% ∅
	2022	27%	63%	10%	
Student Affairs	2019	51%	34%	15%	22.7% *
	2022	29%	57%	14%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Assessment is primarily the responsibility of faculty members.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	48%	31%	21%	1.2% ∅
	2022	68%	32%	0%	
Faculty	2019	29%	61%	10%	5.7% ∅
	2022	23%	67%	10%	
Student Affairs	2019	68%	15%	17%	3.0% ∅
	2022	67%	18%	16%	

Assessment is primarily the responsibility of administrators.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	66%	10%	24%	34.8% *
	2022	55%	45%	0%	
Faculty	2019	58%	33%	10%	-1.4% ∅
	2022	58%	31%	11%	
Student Affairs	2019	41%	46%	12%	10.5% ∅
	2022	29%	57%	14%	

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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	10%	66%	24%	21.6% *
	2022	13%	87%	0%	
Faculty	2019	26%	63%	10%	6.4% ∅
	2022	20%	70%	10%	
Student Affairs	2019	41%	41%	17%	25.2% *
	2022	18%	67%	16%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
2022 - Administrators = 31; Faculty = 192; Student Affairs = 51



Assessment for accreditation purposes is prioritized above other assessment efforts.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	55%  21%	24%	24.5% *
	2022	55%  45%	0%	
Faculty	2019	54%  34%	12%	-1.7% ∅
	2022	57%  32%	11%	
Student Affairs	2019	41%  44%	15%	-10.6% ∅
	2022	47%  33%	20%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2022	32%  65%	3%	
Faculty	2019	48%  37%	15%	14.8% *
	2022	32%  52%	16%	
Student Affairs	2019	78%  2%	20%	11.3% ∅
	2022	75%  14%	12%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2022	6%  94%	0%	
Faculty	2019	13%  75%	12%	1.9% ∅
	2022	11%  77%	12%	
Student Affairs	2019	39%  49%	12%	29.7% *
	2022	12%  78%	10%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Change occurs more readily when supported by assessment results.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	0%  72%	28%	11.5% ∅
	2022	10%  84%	6%	
Faculty	2019	18%  67%	15%	-5.2% ∅
	2022	17%  61%	22%	
Student Affairs	2019	27%  51%	22%	15.4% ∅
	2022	16%  67%	18%	

Assessment is an organized, coherent effort at my institution.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	14%  66%	21%	21.6% *
	2022	13%  87%	0%	
Faculty	2019	29%  59%	11%	8.8% *
	2022	20%  68%	11%	
Student Affairs	2019	46%  39%	15%	27.6% *
	2022	20%  67%	14%	

Assessment results have no impact on resource allocation.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2022	35%  58%	6%	
Faculty	2019	35%  50%	14%	4.9% ∅
	2022	27%  55%	18%	
Student Affairs	2019	27%  54%	20%	11.0% ∅
	2022	22%  65%	14%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Assessment results are regularly shared throughout my institution.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	24%  59%	17%	9.1% ∅
	2022	29%  68%	3%	
Faculty	2019	31%  57%	12%	4.6% ∅
	2022	26%  61%	13%	
Student Affairs	2019	44%  39%	17%	27.6% *
	2022	20%  67%	14%	

Official institutional communications encourage assessment of student learning.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	17%  59%	24%	18.8% ∅
	2022	23%  77%	0%	
Faculty	2019	18%  69%	13%	-1.1% ∅
	2022	18%  68%	14%	
Student Affairs	2022	22%  53%	25%	

Assessment results are NOT intended for distribution.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	17%  62%	21%	31.5% *
	2022	6%  94%	0%	
Faculty	2019	35%  51%	14%	5.8% ∅
	2022	22%  57%	21%	
Student Affairs	2019	20%  59%	22%	8.1% ∅
	2022	18%  67%	16%	

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

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Student assessment results are NOT regularly shared.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	31%  45%	24%	-2.9% ∅
	2022	55%  42%	3%	
Faculty	2019	46%  41%	13%	7.3% ∅
	2022	35%  48%	17%	
Student Affairs	2019	54%  32%	15%	17.3% *
	2022	33%  49%	18%	

Assessment success stories are shared throughout my institution.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	45%  31%	24%	23.8% *
	2022	42%  55%	3%	
Faculty	2019	47%  39%	14%	7.7% ∅
	2022	40%  47%	14%	
Student Affairs	2019	54%  29%	17%	27.6% *
	2022	29%  57%	14%	

Faculty & Student affairs staff consistently receive assessment data from administrators.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	28%  41%	31%	10.2% ∅
	2022	39%  52%	10%	
Faculty	2019	54%  33%	13%	0.1% ∅
	2022	53%  33%	15%	
Student Affairs	2019	54%  22%	24%	25.1% *
	2022	37%  47%	16%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Assessment results are available from administrators by request.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	7%	66%	28%	5.5% ∅
	2022	16%	71%	13%	
Faculty	2019	22%	60%	18%	-3.4% ∅
	2022	21%	57%	22%	
Student Affairs	2019	17%	49%	34%	10.0% ∅
	2022	18%	59%	24%	

Institutional constituents regularly request assessment results.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	28%	41%	31%	-5.9% ∅
	2022	45%	35%	19%	
Faculty	2019	58%	24%	18%	-1.8% ∅
	2022	53%	22%	24%	
Student Affairs	2019	51%	20%	29%	9.9% ∅
	2022	53%	29%	18%	

Communication of assessment results has been effective.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2022	48%	48%	3%	
Faculty	2019	44%	41%	16%	-0.9% ∅
	2022	40%	40%	20%	
Student Affairs	2019	41%	34%	24%	18.8% *
	2022	29%	53%	18%	







Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)







The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
2022 - Administrators = 31; Faculty = 192; Student Affairs = 51









Decisions are made using assessment data.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	7%  72%	21%	14.7% ∅
	2022	13%  87%	0%	
Faculty	2019	19%  67%	14%	-2.1% ∅
	2022	16%  65%	19%	
Student Affairs	2019	32%  46%	22%	26.2% *
	2022	8%  73%	20%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	7%  69%	24%	24.6% *
	2022	3%  94%	3%	
Faculty	2019	29%  57%	14%	4.6% ∅
	2022	21%  61%	17%	
Student Affairs	2019	17%  59%	24%	12.1% ∅
	2022	10%  71%	20%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	38%  41%	21%	19.9% ∅
	2022	32%  61%	6%	
Faculty	2019	31%  54%	14%	-2.2% ∅
	2022	28%  52%	20%	
Student Affairs	2019	29%  46%	24%	4.6% ∅
	2022	24%  51%	25%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51



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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	14%  66%	21%	15.1% ∅
	2022	13%  81%	6%	
Faculty	2019	24%  61%	14%	0.5% ∅
	2022	21%  62%	17%	
Student Affairs	2019	22%  51%	27%	7.6% ∅
	2022	18%  59%	24%	

Assessment results are used for improvement.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	17%  59%	24%	34.9% *
	2022	6%  94%	0%	
Faculty	2019	18%  67%	14%	-2.2% ∅
	2022	18%  65%	17%	
Student Affairs	2019	29%  49%	22%	25.7% *
	2022	8%  75%	18%	

Administrators use assessment to punish faculty members / Student affairs staff members.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	0%  72%	28%	21.1% *
	2022	0%  94%	6%	
Faculty	2019	16%  69%	15%	1.6% ∅
	2022	11%  71%	18%	
Student Affairs	2019	10%  66%	24%	6.7% ∅
	2022	6%  73%	22%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	31%  41%	28%	16.7% ∅
	2022	39%  58%	3%	
Faculty	2019	37%  47%	16%	1.9% ∅
	2022	30%  49%	21%	
Student Affairs	2019	34%  37%	29%	14.4% ∅
	2022	25%  51%	24%	

There is pressure to reveal only positive results from assessment efforts.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	3%  69%	28%	18.1% ∅
	2022	6%  87%	6%	
Faculty	2019	27%  57%	16%	8.8% *
	2022	17%  66%	17%	
Student Affairs	2019	24%  54%	22%	7.1% ∅
	2022	18%  61%	22%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	34%  34%	31%	36.5% *
	2022	23%  71%	6%	
Faculty	2019	28%  56%	16%	2.8% ∅
	2022	19%  58%	22%	
Student Affairs	2019	32%  46%	22%	6.6% ∅
	2022	25%  53%	22%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Change occurs more readily when supported by assessment results.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	0%  72%	28%	11.5% ∅
	2022	10%  84%	6%	
Faculty	2019	18%  67%	15%	-5.2% ∅
	2022	17%  61%	22%	
Student Affairs	2019	27%  51%	22%	15.4% ∅
	2022	16%  67%	18%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	59%  17%	24%	24.7% *
	2022	52%  42%	6%	
Faculty	2019	62%  18%	20%	-2.2% ∅
	2022	63%  16%	21%	
Student Affairs	2019	44%  27%	29%	-3.3% ∅
	2022	55%  24%	22%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	17%  55%	28%	22.2% *
	2022	19%  77%	3%	
Faculty	2019	35%  47%	18%	7.6% ∅
	2022	26%  55%	20%	
Student Affairs	2019	32%  44%	24%	22.8% *
	2022	12%  67%	22%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	10%	69%	21%	18.1% ∅
	2022	10%	87%	3%	
Faculty	2019	27%	54%	19%	1.5% ∅
	2022	25%	56%	19%	
Student Affairs	2019	24%	51%	24%	13.5% ∅
	2022	14%	65%	22%	

I am not convinced that assessment is necessary.

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	3%	69%	28%	21.4% *
	2022	6%	90%	3%	
Faculty	2019	25%	58%	17%	13.8% *
	2022	13%	71%	16%	
Student Affairs	2019	27%	49%	24%	23.8% *
	2022	6%	73%	22%	

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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	17%	52%	31%	19.2% ∅
	2022	16%	71%	13%	
Faculty	2019	17%	63%	20%	9.7% *
	2022	8%	72%	20%	
Student Affairs	2019	27%	49%	24%	23.8% *
	2022	8%	73%	20%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

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

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	17%	52%	31%	3.1% ∅
	2022	29%	55%	16%	
Faculty	2019	25%	55%	20%	10.2% *
	2022	11%	65%	23%	
Student Affairs	2019	15%	59%	27%	8.1% ∅
	2022	8%	67%	25%	

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

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	3%	69%	28%	18.1% ∅
	2022	3%	87%	10%	
Faculty	2019	26%	58%	16%	9.0% *
	2022	17%	67%	16%	
Student Affairs	2019	15%	61%	24%	3.7% ∅
	2022	16%	65%	20%	

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

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	7%	66%	28%	18.4% ∅
	2022	6%	84%	10%	
Faculty	2019	21%	62%	17%	6.7% ∅
	2022	14%	69%	17%	
Student Affairs	2019	15%	61%	24%	11.6% ∅
	2022	6%	73%	22%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51



Assessment is a threat to academic freedom.

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	14%  59%	28%	34.9% *
	2022	0%  94%	6%	
Faculty	2019	15%  69%	16%	2.7% ∅
	2022	13%  71%	16%	
Student Affairs	2019	2%  73%	24%	-0.6% ∅
	2022	6%  73%	22%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	28%  45%	28%	10.0% ∅
	2022	35%  55%	10%	
Faculty	2019	36%  45%	19%	9.6% *
	2022	24%  55%	21%	
Student Affairs	2019	34%  41%	24%	15.4% ∅
	2022	20%  57%	24%	

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

		Negative sentiment   Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	14%  62%	24%	-0.8% ∅
	2022	32%  61%	6%	
Faculty	2019	33%  50%	18%	12.3% *
	2022	20%  62%	18%	
Student Affairs	2019	34%  41%	24%	17.4% *
	2022	20%  59%	22%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51



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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	21%	48%	31%	22.7% *
	2022	23%	71%	6%	
Faculty	2019	16%	64%	20%	6.3% ∅
	2022	8%	70%	22%	
Student Affairs	2019	7%	68%	24%	6.2% ∅
	2022	2%	75%	24%	

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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	0%	72%	28%	21.1% *
	2022	3%	94%	3%	
Faculty	2019	7%	76%	17%	2.8% ∅
	2022	5%	79%	17%	
Student Affairs	2019	27%	49%	24%	33.6% *
	2022	0%	82%	18%	

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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	0%	66%	34%	2.2% ∅
	2022	19%	68%	13%	
Faculty	2019	1%	83%	16%	0.8% ∅
	2022	2%	84%	14%	
Student Affairs	2019	24%	34%	41%	7.0% ∅
	2022	27%	41%	31%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

I assess my program / The majority of student affairs staff in my division participate in program-level assessment / I assess my department

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	3%	66%	31%	5.5% ∅
	2022	18%	71%	11%	
Faculty	2019	9%	71%	20%	-0.9% ∅
	2022	12%	70%	18%	
Student Affairs	2019	30%	34%	35%	13.9% ∅
	2022	25%	48%	26%	

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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	7%	62%	31%	8.9% ∅
	2022	19%	71%	10%	
Faculty	2019	11%	71%	18%	3.8% ∅
	2022	9%	75%	16%	
Student Affairs	2019	20%	46%	34%	26.2% *
	2022	2%	73%	25%	

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

		Negative sentiment	Positive sentiment	No response	Change in Positive Sentiment
Administrators	2019	14%	55%	31%	11.0% ∅
	2022	24%	66%	10%	
Faculty	2019	14%	70%	16%	-5.9% ∅
	2022	18%	64%	18%	
Student Affairs	2019	27%	44%	29%	24.7% *
	2022	10%	69%	22%	

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

Without assessment, my institution would suffer.

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	3%	69%	28%	11.7% ∅
	2022	13%	81%	6%	
Faculty	2019	15%	67%	18%	-0.1% ∅
	2022	16%	67%	17%	
Student Affairs	2019	23%	48%	29%	1.5% ∅
	2022	29%	49%	22%	

I am told what assessments I must conduct.

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	48%	24%	28%	37.2% *
	2022	26%	61%	13%	
Faculty	2019	48%	36%	16%	1.0% ∅
	2022	46%	37%	17%	
Student Affairs	2019	22%	46%	32%	0.7% ∅
	2022	25%	47%	27%	

Students learn better because of assessment.

		Negative sentiment   Positive sentiment		No response	Change in Positive Sentiment
Administrators	2019	7%	69%	24%	21.4% *
	2022	10%	90%	0%	
Student Affairs	2019	22%	49%	29%	29.7% *
	2022	20%	78%	2%	

This item was not asked in the faculty survey

Legend: Agree | Disagree Neutral or no response

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

## II. Supplemental Items (new in 2022).

Training is available on how to do assessment at my institution.

Administrators	2022	19%		74%	6%
Faculty	2022	21%		61%	18%
Student Affairs	2022	27%		49%	24%

Assistance in performing assessment is available.

Administrators	2022	6%		87%	6%
Faculty	2022	16%		67%	17%
Student Affairs	2022	20%		55%	25%

Ample time is given to learn and apply assessment skills at my institution.

Administrators	2022	19%		71%	10%
Faculty	2022	28%		53%	19%
Student Affairs	2022	20%		55%	25%

Concerns and questions regarding assessment are addressed at my institution.

Administrators	2022	16%		77%	6%
Faculty	2022	22%		59%	19%
Student Affairs	2022	12%		65%	24%

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

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
2022 - Administrators = 31; Faculty = 192; Student Affairs = 51

### Assessment is incentivized in my department

Administrators	2022	55%		32%	13%
Faculty	2022	56%		22%	22%
Student Affairs	2022	51%		22%	27%

### The purpose of assessment aligns with institutional values at my institution.

Administrators	2022	3%		90%	6%
Faculty	2022	11%		68%	21%
Student Affairs	2022	8%		69%	24%

### The purpose of assessment aligns with my personal values.

Administrators	2022	6%		87%	6%
Faculty	2022	15%		65%	21%
Student Affairs	2022	8%		67%	25%

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

∅ = Difference is not statistically significant; \* = Difference is statistically significant (p <= .05)

The total number of respondents per survey group: 2019 - Administrators = 29; Faculty = 153; Student Affairs = 41  
 2022 - Administrators = 31; Faculty = 192; Student Affairs = 51