This document provides a summary of the results of the Administrators Survey of Assessment Culture, focusing on the five separate scales derived from its items. The scales were created and validated by Dr. Matthew Fuller and colleagues as described in Fuller, Skidmore, et al (2016)[1]. Each scale consists of multiple individual survey items. In Fall 2019, 29 administrators completed the Survey of Assessment Culture for a response rate of 64%. The 2019 survey served as a baseline to compare results from future surveys. In Spring 2022, administrators were again invited to complete the Survey of Assessment culture and 31 SCC administrators completed the survey for a response rate of 66%.

The scales in the Administrators Survey of Assessment Culture survey were validated by Fuller et al (2016) 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 five factors in the Administrators Survey of Assessment Culture. Those five factors, which are described later in the document, are:
- Compliance or Fear Motivators
- Administrator Perceptions
- Normative Purpose of Assessment
- Sharing of Data
- Use of Data

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

Value	Text
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.

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[1] Fuller, Matthew B., Skidmore, Susan T., Bustamante, Rebecca M., Peggy C. Holzweiss. Empirically Exploring Higher Education Cultures of Assessment. The Review of Higher Education. Volume 39. Number 3. Spring 2016. pp. 395-429.

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 et al (2016).
- 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.
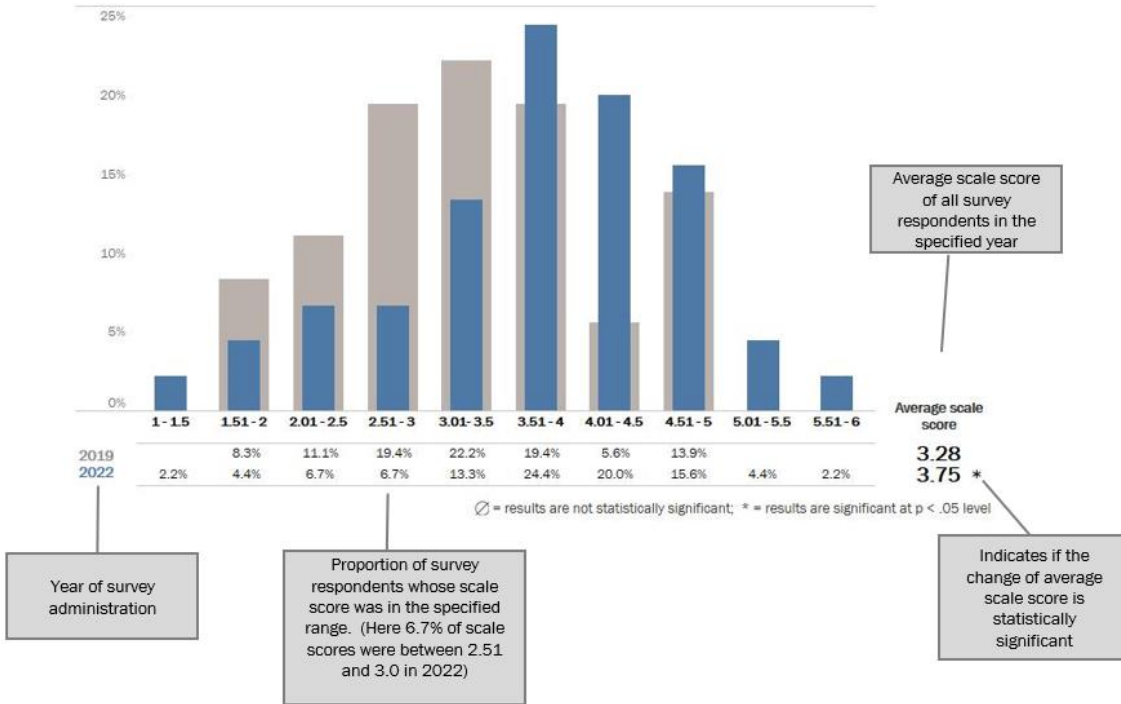- Notes about the results.

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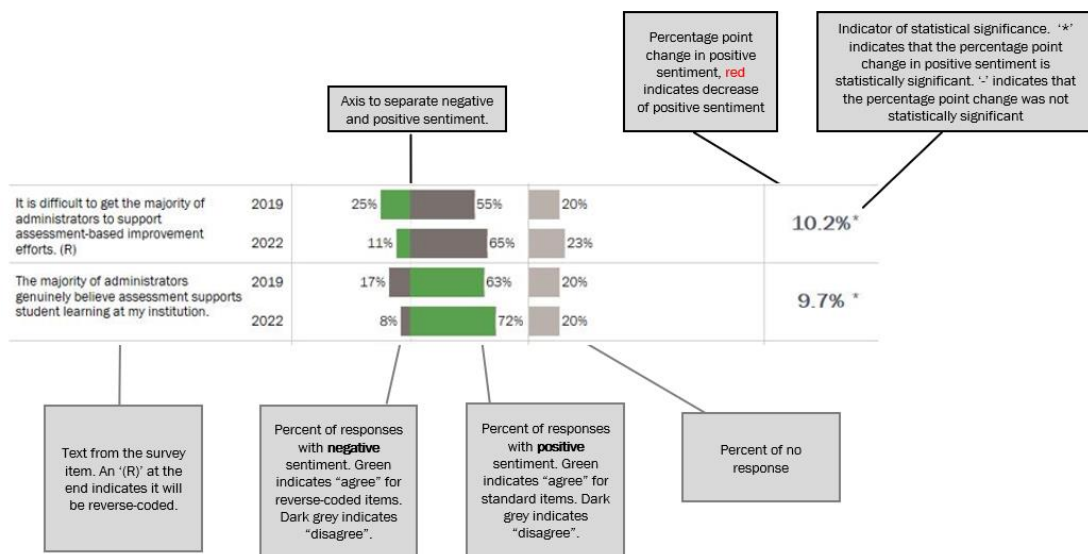
The histograms provide an overview of the distribution of respondents' average scores within each scale. Scale scores can range from 1 to 6. The histogram displays what proportion of respondents' scale scores fall within the specified range.

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

	1 - 1.5	1.51 - 2	2.01 - 2.5	2.51 - 3	3.01 - 3.5	3.51 - 4	4.01 - 4.5	4.51 - 5	5.01 - 5.5	5.51 - 6	Average scale score
2019		8.3%	11.1%	19.4%	22.2%	19.4%	5.6%	13.9%			3.28
2022	2.2%	4.4%	6.7%	6.7%	13.3%	24.4%	20.0%	15.6%	4.4%	2.2%	3.75 *

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

Average scale score of all survey respondents in the specified year

Year of survey administration

Proportion of survey respondents whose scale score was in the specified range. (Here 6.7% of scale scores were between 2.51 and 3.0 in 2022)

Indicates if the change of average scale score is statistically significant
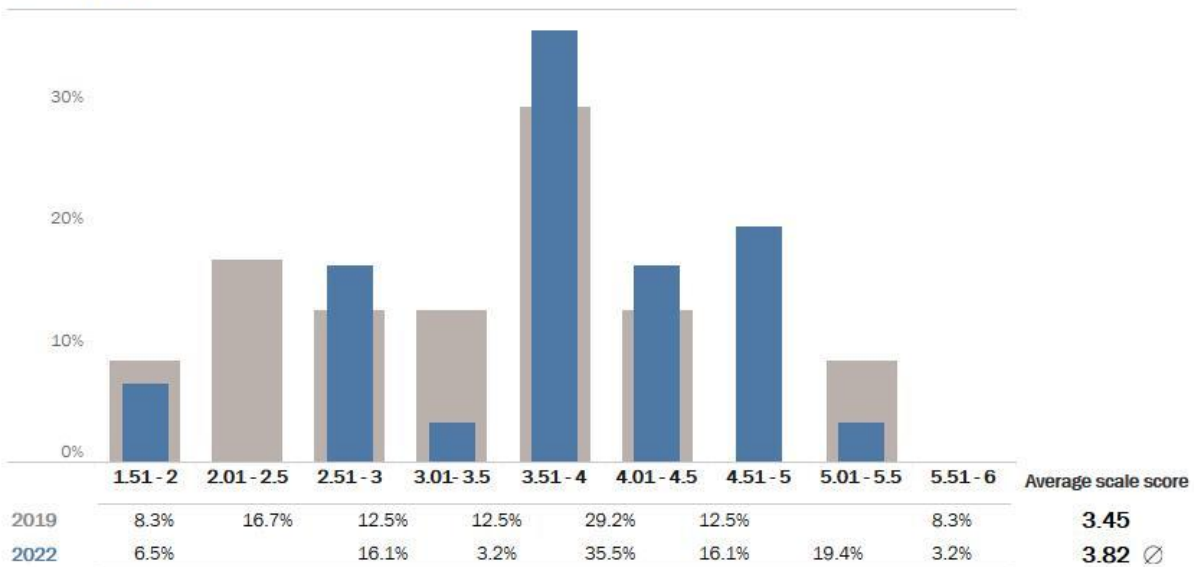
Compliance or Fear Motivators Scale

Compliance or Fear Motivators scale focuses on participants' level of agreement with items pertaining to motivations to participate in assessment activities.

Items for *Compliance or Fear Motivators* Scale
Disagree Agree No response

		Negative sentiment | Positive sentiment	No response	Change in Positive sentiment	
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%	Ø
	2022	52% / 48%	0%		

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

Administrators survey - distribution of *Compliance or Fear Motivators Scale* scores
2019 | **2022**

	1.51 - 2	2.01 - 2.5	2.51 - 3	3.01 - 3.5	3.51 - 4	4.01 - 4.5	4.51 - 5	5.01 - 5.5	5.51 - 6	Average scale score
2019	8.3%	16.7%	12.5%	12.5%	29.2%	12.5%		8.3%		3.45
2022	6.5%		16.1%	3.2%	35.5%	16.1%	19.4%	3.2%		3.82 Ø

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

Some notes about these data:
- The *Compliance or Fear Motivators Scale* has the 2nd lowest mean score in 2022.
- The average *Compliance or Fear Motivators Scale* score did improve from 2019 (3.45) to 2022 (3.82). The increase is not statistically significant.
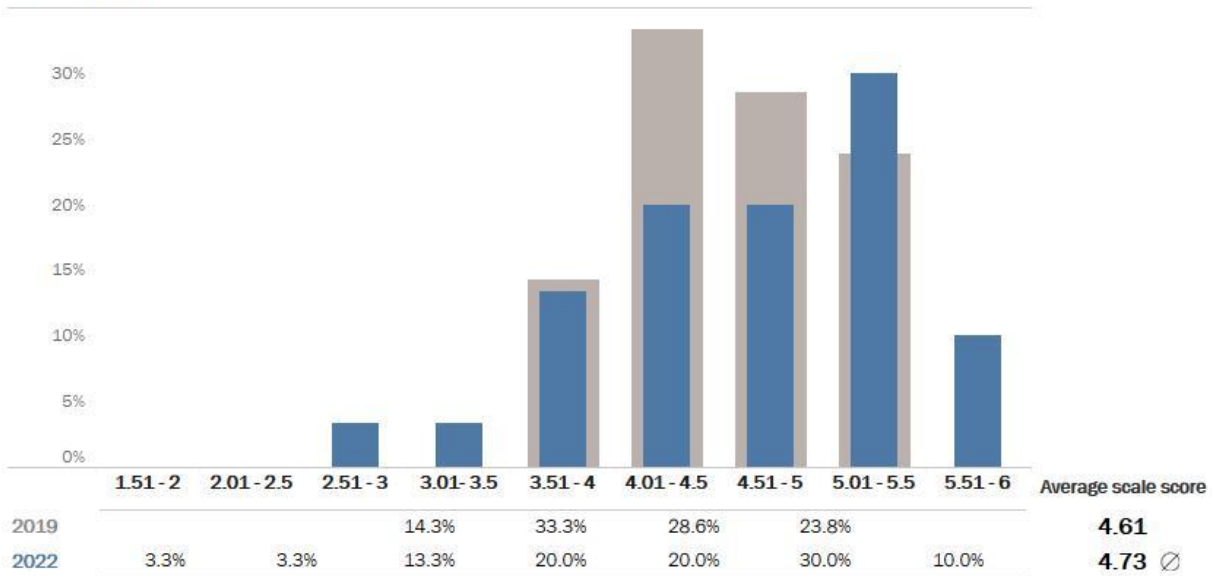
Administrators Perceptions Scale

Administrators Perceptions scale was composed of six items measuring administrator's perceptions about assessment.

Items for *Administrators Perceptions* Scale

Disagree · Agree · No response

Negative sentiment | Positive sentiment · No response

Item	Year	Disagree	Agree	No response	Change in Positive sentiment	
The majority of faculty members do not care about assessment. (R)	2019	21%	48%	31%	22.7%	*
	2022	23%	71%	6%		
I am not convinced that assessment is necessary. (R)	2019	3%	69%	28%	21.4%	*
	2022	6%	90%	3%		
The majority of faculty members genuinely believe assessment supports student learning at my institution.	2019	17%	52%	31%	19.2%	∅
	2022	16%	71%	13%		
Assessment is perceived as a punishment (i.e., something I regret being assigned). (R)	2019	7%	66%	28%	18.4%	∅
	2022	6%	84%	10%		
I engage in assessment because I am afraid of what will happen if I do not. (R)	2019	3%	69%	28%	18.1%	∅
	2022	3%	87%	10%		
It is difficult to get the majority of faculty and staff to support assessment-based improvement efforts. (R)	2019	17%	52%	31%	3.1%	∅
	2022	29%	55%	16%		

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

Administrators survey - distribution of *Administrators Perceptions Scale* scores
2019 | 2022

	1.51 – 2	2.01 – 2.5	2.51 – 3	3.01 – 3.5	3.51 – 4	4.01 – 4.5	4.51 – 5	5.01 – 5.5	5.51 – 6	Average scale score
2019					14.3%	33.3%	28.6%	23.8%		4.61
2022	3.3%	3.3%		13.3%	20.0%	20.0%	30.0%	10.0%		4.73 ∅

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

Some notes about these data:
- The *Administrators Perceptions Scale* has the highest average score in 2022. It was also highest in 2019.
- The average *Administrators Perceptions Scale* score increased from 2019 (4.61) to 2022 (4.73). This increase was not statistically significant.
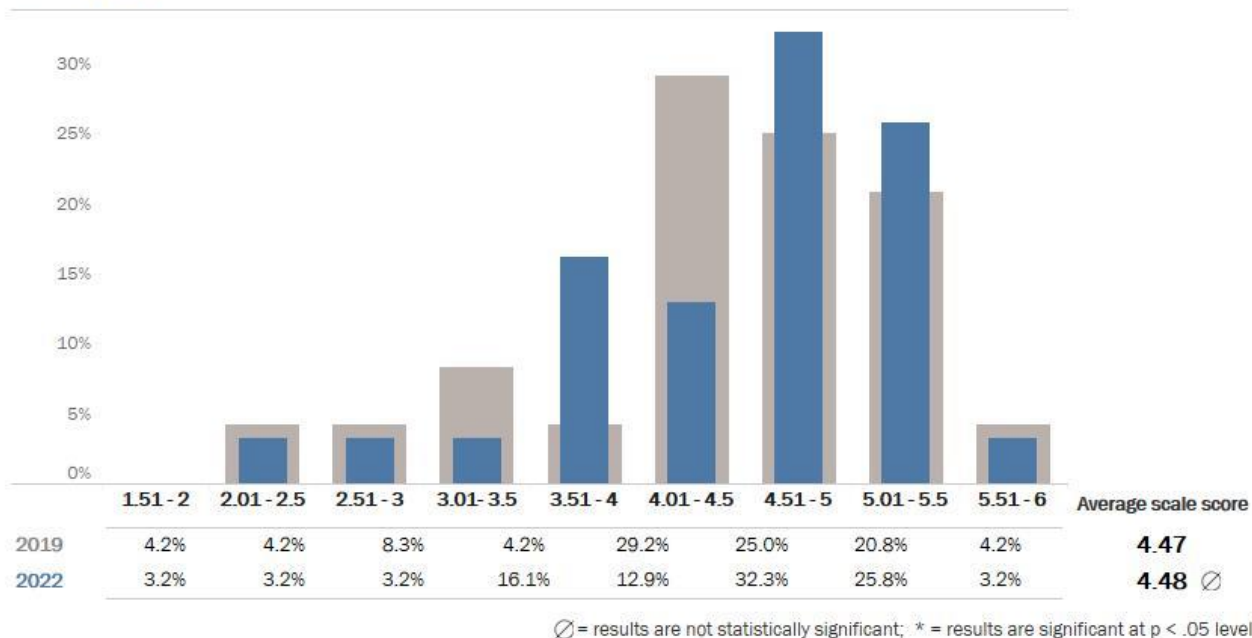
Normative Purpose of Assessment Scale

Normative Purpose of Assessment explored the perceived organizational approach to assessment efforts within the institution.

Items for *Normative Purpose of Assessment* Scale

Disagree Agree No response   Negative sentiment | Positive sentiment   No response | Change in Positive sentiment

Item	Year	Disagree	Agree	No response	Change in Positive sentiment	
Assessment efforts do not have a clear focus. (R)	2019	28%	48%	24%	32.4%	∗
	2022	19%	81%	0%		
Discussions about student learning are at the heart of my institution's assessment effort.	2019	17%	59%	24%	28.5%	∗
	2022	13%	87%	0%		
There is no systematic approach to assessment at my institution. (R)	2019	21%	55%	24%	22.2%	∗
	2022	23%	77%	0%		
Assessment is an organized, coherent effort at my institution.	2019	14%	66%	21%	21.6%	∗
	2022	13%	87%	0%		
Assessment is emphasized as part of the organizational culture.	2019	10%	66%	24%	21.6%	∗
	2022	13%	87%	0%		
Assessment processes yield evidence of my institution's effectiveness.	2019	10%	66%	24%	21.6%	∗
	2022	13%	87%	0%		
My institution is structured in a way that facilitates assessment practices focused on improved ..	2019	10%	66%	24%	21.6%	∗
	2022	13%	87%	0%		
Assessments of programs are typically connected to student learning.	2019	7%	69%	24%	21.4%	∗
	2022	10%	90%	0%		
Senior leaders (i.e., President or Provost) have made clear their expectations regarding assess..	2019	7%	66%	28%	15.1%	∅
	2022	19%	81%	0%		
The purpose of assessment is clearly understood at my institution.	2019	10%	66%	24%	15.1%	∅
	2022	19%	81%	0%		
Assessment is expected as part of my institution's continuous improvement process.	2019	0%	79%	21%	14.2%	∅
	2022	6%	94%	0%		

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

Administrators survey - distribution of *Normative Purpose of Assessment Scale* scores
2019 | 2022

	1.51 - 2	2.01 - 2.5	2.51 - 3	3.01 - 3.5	3.51 - 4	4.01 - 4.5	4.51 - 5	5.01 - 5.5	5.51 - 6	Average scale score
2019	4.2%	4.2%	8.3%	4.2%	29.2%	25.0%	20.8%	4.2%		4.47
2022	3.2%	3.2%	3.2%	16.1%	12.9%	32.3%	25.8%	3.2%		4.48 ⌀

⌀ = results are not statistically significant; * = results are significant at p < .05 level
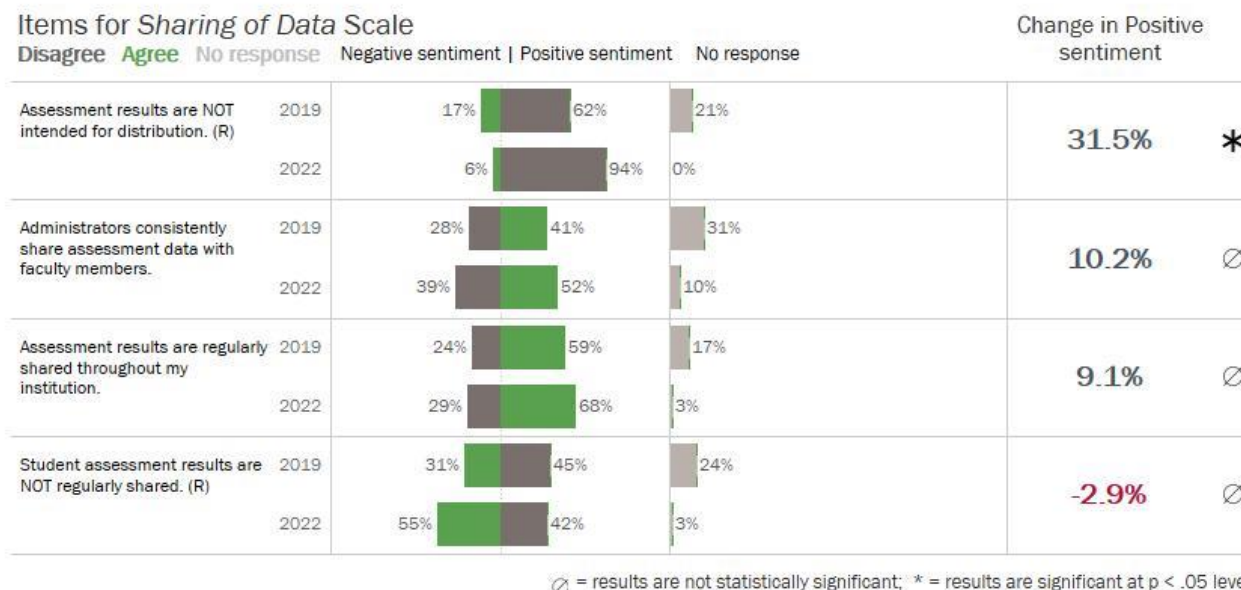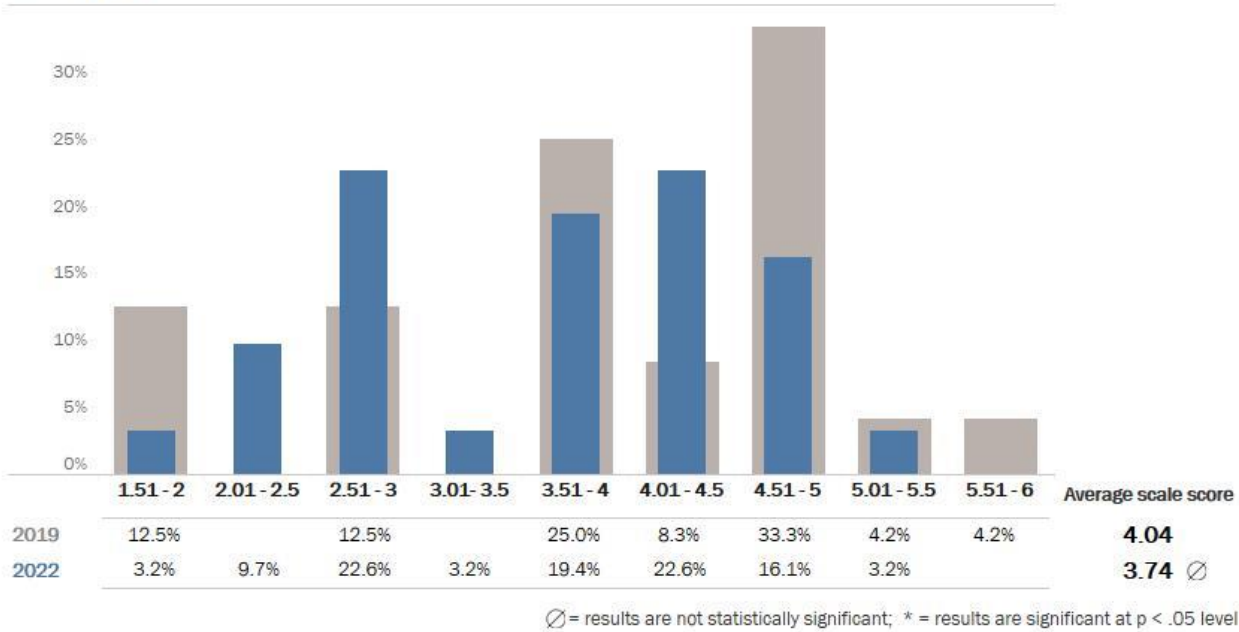
Some notes about these data:
- The *Normative Purpose of Assessment Scale* has the 2nd highest average score in 2022 (4.48)
- The average *Normative Purpose of Assessment Scale* score slightly increased from 2019 (4.47) to 2022 (4.48). This increase was not statistically significant.

Sharing of Data Scale

Sharing of Data explored participants' perceptions regarding how data were shared with faculty and within the institution in general.

Items for *Sharing of Data* Scale

Disagree Agree No response   Negative sentiment | Positive sentiment   No response

Change in Positive sentiment

		Negative / Positive / No response			Change in Positive sentiment	
Assessment results are NOT intended for distribution. (R)	2019	17%	62%	21%	31.5%	*
	2022	6%	94%	0%		
Administrators consistently share assessment data with faculty members.	2019	28%	41%	31%	10.2%	⌀
	2022	39%	52%	10%		
Assessment results are regularly shared throughout my institution.	2019	24%	59%	17%	9.1%	⌀
	2022	29%	68%	3%		
Student assessment results are NOT regularly shared. (R)	2019	31%	45%	24%	-2.9%	⌀
	2022	55%	42%	3%		

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

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Administrators survey - distribution of *Sharing of Data Scale* scores
2019 | 2022

	1.51-2	2.01-2.5	2.51-3	3.01-3.5	3.51-4	4.01-4.5	4.51-5	5.01-5.5	5.51-6	Average scale score
2019	12.5%		12.5%		25.0%	8.3%	33.3%	4.2%	4.2%	**4.04**
2022	3.2%	9.7%	22.6%	3.2%	19.4%	22.6%	16.1%	3.2%		**3.74** ⊘

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

Some notes about these data:
- The *Sharing of Data Scale* has the lowest average score of all 5 scales in 2022 (3.74).
- The average *Sharing of Data Scale* score decreased from 2019 (4.04) to 2022 (3.74). This is the only scale to decrease from 2019 to 2022.
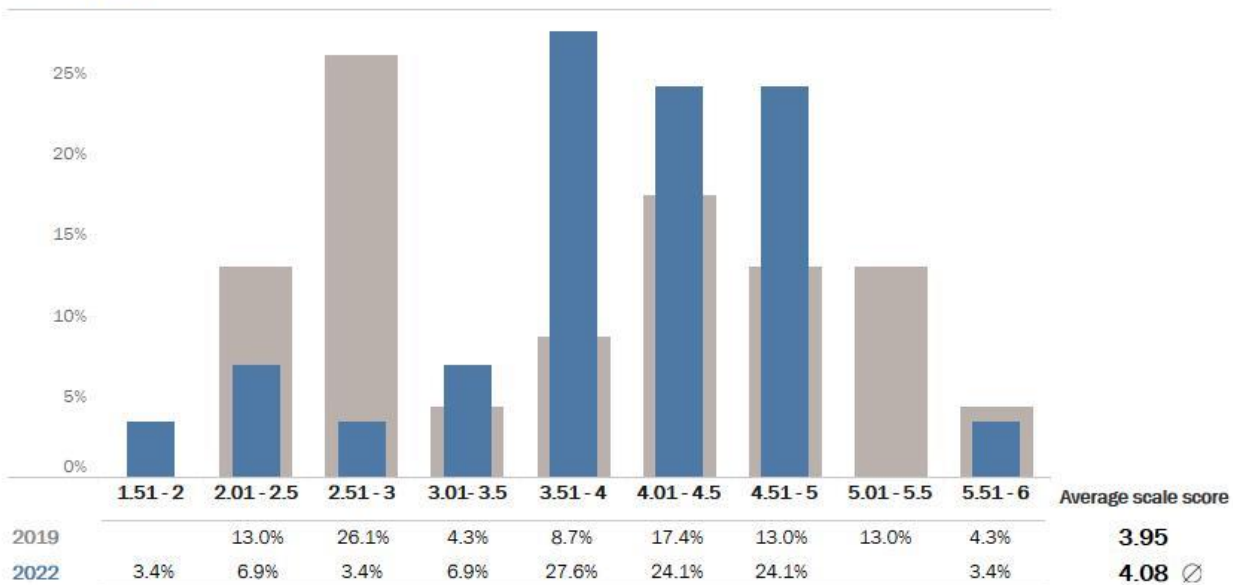
Use of Data Scale

Use of Data pertained to participants' perceptions of how data were used at their respective institutions

Items for *Use of Data* Scale
Disagree Agree No response Negative sentiment | Positive sentiment No response

Change in Positive sentiment

Item	Year		Change in Positive sentiment	
Senior leaders (i.e., president, provost, vice presidents) use assessment results in public ways (i.e., speeches, marketing ..	2019	34% / 34% / 31%	36.5%	*
	2022	23% / 71% / 6%		
Assessment data are regularly used in official institutional communications (e.g., speeches, publications, etc.).	2019	38% / 41% / 21%	19.9%	∅
	2022	32% / 61% / 6%		
Change occurs more readily when supported by assessment results.	2019	0% / 72% / 28%	11.5%	∅
	2022	10% / 84% / 6%		
Institutional constituents regularly request assessment results.	2019	28% / 41% / 31%	-5.9%	∅
	2022	45% / 35% / 19%		

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

Administrators survey - distribution of *Use of Data Scale* scores
2019 | 2022

	1.51 - 2	2.01 - 2.5	2.51 - 3	3.01 - 3.5	3.51 - 4	4.01 - 4.5	4.51 - 5	5.01 - 5.5	5.51 - 6	Average scale score
2019		13.0%	26.1%	4.3%	8.7%	17.4%	13.0%	13.0%	4.3%	3.95
2022	3.4%	6.9%	3.4%	6.9%	27.6%	24.1%	24.1%		3.4%	4.08 ∅

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

Some notes about these data:
- The *Use of Data* scale has the 3rd largest average scale score in 2022 (4.08).
- The average *Use of Data Scale* score increased from 2019 (3.95) to 2022 (4.08). This increase was not statistically significant.

Comparison of all scales

This section provides an overview of all five scales and how they compare. **Error! Reference source not found.** 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.

Administrators survey - distribution of *Compliance or Fear Motivators Scale, Administrators Perceptions Scale, Normative Purpose of Assessment Scale and 2 more* scores
2019 | 2022
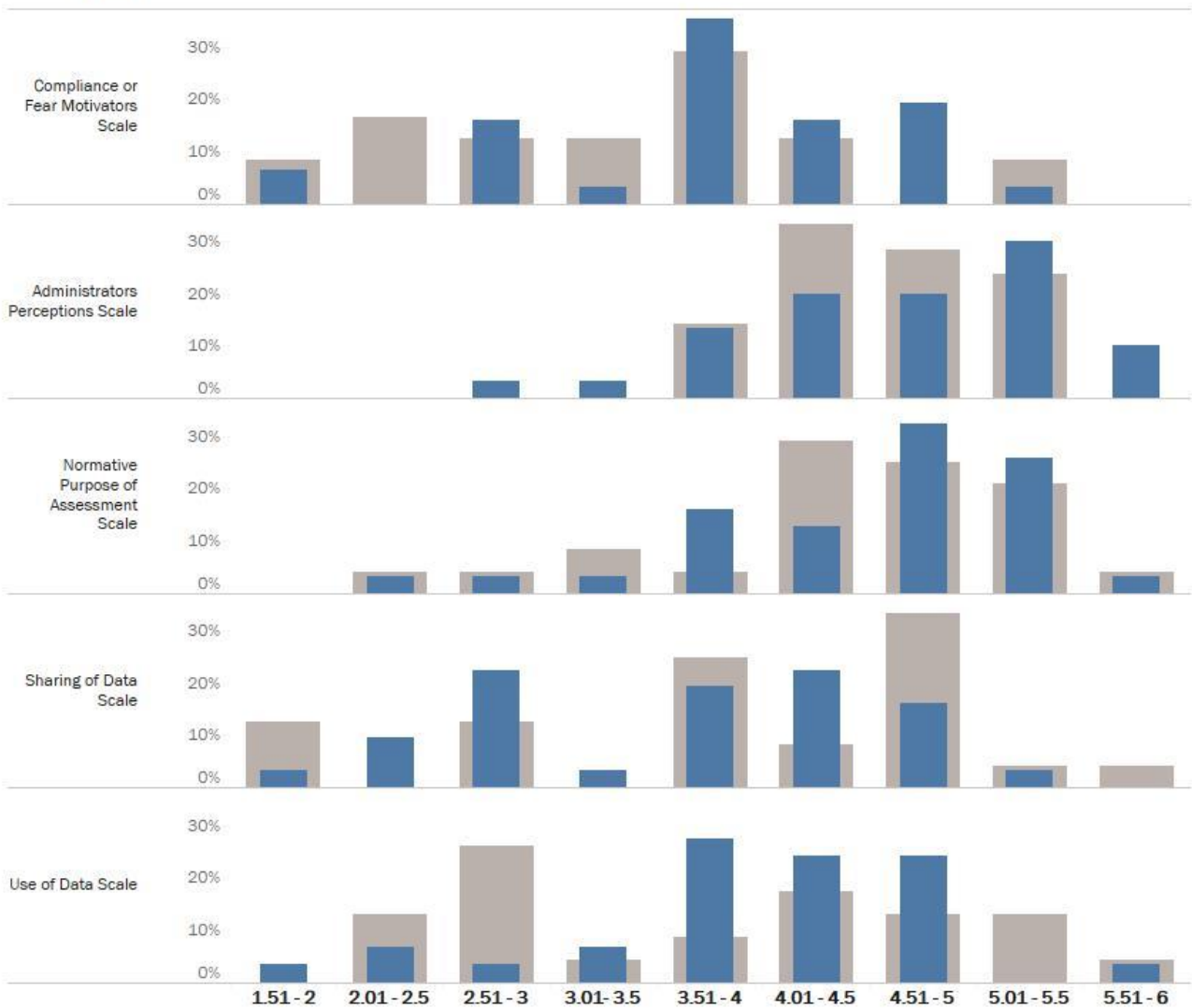
Appendix

I. All survey items

Administrator responses to all *Assessment of Structures and Resources* items

Disagree **Agree** No Response

		Disagree	Agree	No Response	Change	
There is a common language for engaging in assessment.	2019	21%	55%	24%	25.5%	∗
	2022	16%	81%	3%		
Assessment for accreditation purposes is prioritized above other assessment efforts. (R)	2019	55%	21%	24%	24.5%	∗
	2022	55%	45%	0%		
There is no systematic approach to assessment at my institution. (R)	2019	21%	55%	24%	22.2%	∗
	2022	23%	77%	0%		
Evidence-based change at my institution is likely.	2019	21%	59%	21%	22.0%	∗
	2022	19%	81%	0%		
Assessment is an organized, coherent effort at my institution.	2019	14%	66%	21%	21.6%	∗
	2022	13%	87%	0%		
Assessment is emphasized as part of the organizational culture.	2019	10%	66%	24%	21.6%	∗
	2022	13%	87%	0%		
My institution is structured in a way that facilitates assessment practices focused on improved student learning.	2019	10%	66%	24%	21.6%	∗
	2022	13%	87%	0%		
Assessment is primarily the responsibility of faculty members.	2019	48%	31%	21%	1.2%	∅
	2022	68%	32%	0%		
Assessment is primarily the responsibility of administrators. (R)	2019	10%	66%	24%	-10.7%	∅
	2022	45%	55%	0%		
A recommended change is more likely to be enacted if it is supported by assessment data.	2022	6%	94%	0%		
Assessment is vital to my institution's way of operating.	2022	10%	87%	3%		
Assessment results have no impact on resource allocation. (R)	2022	35%	58%	6%		
There are sufficient financial resources to make changes at my institution.	2022	32%	65%	3%		
Upper administrators are supportive of making changes.	2022	19%	77%	3%		

Administrator responses to all *Purpose of Assessment* items

Disagree **Agree** No Response

Item	Year	Disagree	Agree	No Response	Change	Sig
If assessment was not required, I would not be doing it. (R)	2019	21%	52%	28%	35.4%	✱
	2022	13%	87%	0%		
Assessment is a "necessary evil" in higher education. (R)	2019	31%	45%	24%	32.6%	✱
	2022	23%	77%	0%		
Assessment efforts do not have a clear focus. (R)	2019	28%	48%	24%	32.4%	✱
	2022	19%	81%	0%		
Discussions about student learning are at the heart of my institution's assessment effort.	2019	17%	59%	24%	28.5%	✱
	2022	13%	87%	0%		
My institution is more effective at its mission because of assessment.	2019	10%	66%	24%	28.0%	✱
	2022	6%	94%	0%		
Assessment is an exercise primarily for compliance purposes. (R)	2019	38%	41%	21%	26.4%	✱
	2022	32%	68%	0%		
Assessment is conducted based on the whims of the people in charge. (R)	2019	17%	59%	24%	25.3%	✱
	2022	16%	84%	0%		
Assessment processes yield evidence of my institution's effectiveness.	2019	10%	66%	24%	21.6%	✱
	2022	13%	87%	0%		
Assessments of programs are typically connected to student learning.	2019	7%	69%	24%	21.4%	✱
	2022	10%	90%	0%		
Students learn better because of assessment.	2019	7%	69%	24%	21.4%	✱
	2022	10%	90%	0%		
The purpose of assessment is clearly understood at my institution.	2019	10%	66%	24%	15.1%	∅
	2022	19%	81%	0%		
Assessment is expected as part of my institution's continuous improvement process.	2019	0%	79%	21%	14.2%	∅
	2022	6%	94%	0%		
I clearly understand assessment processes at my institution.	2019	7%	69%	24%	11.7%	∅
	2022	19%	81%	0%		
The purpose of assessment depends largely on who is asking for assessment results. (R)	2019	38%	41%	21%	7.0%	∅
	2022	52%	48%	0%		

Administrator responses to all *Sharing of Assessment Results* items

Disagree **Agree** No Response

Item	Year	Disagree	Agree	No Response	Change	
Assessment results are NOT intended for distribution. (R)	2019	17%	62%	21%	31.5%	✳
	2022	6%	94%	0%		
Assessment success stories are shared throughout my institution.	2019	45%	31%	24%	23.8%	✳
	2022	42%	55%	3%		
Official institutional communications encourage assessment of student learning.	2019	17%	59%	24%	18.8%	∅
	2022	23%	77%	0%		
Administrators consistently share assessment data with faculty members.	2019	28%	41%	31%	10.2%	∅
	2022	39%	52%	10%		
Assessment results are regularly shared throughout my institution.	2019	24%	59%	17%	9.1%	∅
	2022	29%	68%	3%		
Assessment results are available to faculty by request.	2019	7%	66%	28%	5.5%	∅
	2022	16%	71%	13%		
Student assessment results are NOT regularly shared. (R)	2019	31%	45%	24%	-2.9%	∅
	2022	55%	42%	3%		
Institutional constituents regularly request assessment results.	2019	28%	41%	31%	-5.9%	∅
	2022	45%	35%	19%		
I am aware of several assessment success stories (i.e., instances of assessment resulting in important changes) at my ..	2022	55%	42%	3%		
Communication of assessment results have been effective.	2022	48%	48%	3%		

Administrator responses to all *Leadership of Assessment* items

Disagree **Agree** No Response

Item	Year	Disagree	Agree	No Response	Change	
Senior leaders (i.e., President or Provost) have made clear their expectations regarding assessment.	2019	7%	66%	28%	15.1%	∅
	2022	19%	81%	0%		
It is clear who is ultimately in charge of assessment.	2019	7%	69%	24%	11.7%	∅
	2022	19%	81%	0%		
Faculty are in charge of assessment at my institution.	2022	39%	61%	0%		
I can name the office at my institution that leads assessment efforts for student learning.	2019	7%	72%	21%		
I can name the office at my institution that leads student assessment efforts for accreditation purposes.	2019	3%	76%	21%		

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Administrator responses to all *Uses of Assessment* items

Disagree   **Agree**   No Response

Item	Year	Disagree	Agree	No Response		
Senior leaders (i.e., president, provost, vice presidents) use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc.).	2019	34%	34%	31%	36.5%	✳
	2022	23%	71%	6%		
Assessment results are used for improvement.	2019	17%	59%	24%	34.9%	✳
	2022	6%	94%	0%		
Assessment results are used to scare employees into compliance with what the administration wants. (R)	2019	7%	69%	24%	24.6%	✳
	2022	3%	94%	3%		
Administrators use assessment to punish faculty members. (R)	2019	0%	72%	28%	21.1%	✳
	2022	0%	94%	6%		
Assessment data are regularly used in official institutional communications (e.g., speeches, publications, etc.).	2019	38%	41%	21%	19.9%	∅
	2022	32%	61%	6%		
There is pressure to reveal only positive results from assessment efforts. (R)	2019	3%	69%	28%	18.1%	∅
	2022	6%	87%	6%		
Assessment results are criticized for "going nowhere" (i.e., not leading to change). (R)	2019	31%	41%	28%	16.7%	∅
	2022	39%	58%	3%		
Assessment data are used to identify the extent to which student learning outcomes are met.	2019	14%	66%	21%	15.1%	∅
	2022	13%	81%	6%		
Decisions are made using assessment data.	2019	7%	72%	21%	14.7%	∅
	2022	13%	87%	0%		
Change occurs more readily when supported by assessment results.	2019	0%	72%	28%	11.5%	∅
	2022	10%	84%	6%		
Assessment results in an accurate depiction of what I do as an administrator.	2022	32%	58%	10%		
Assessment results in a fair depiction of what I do as an administrator.	2022	29%	65%	6%		

Administrator responses to all *Attitudes toward Assessment* items

Disagree   **Agree**   No Response

Item	Year	Disagree	Agree	No Response
Assessment makes a difference to student learning.	2022	6%	87%	6%
Assessment is a "good thing" for me to do.	2022	3%	90%	6%
Assessment is someone else's problem, not mine. (R)	2022	10%	84%	6%
Assessment is the right thing to do for our students.	2022	3%	90%	6%
Assessment is vital to my institution's future.	2022	6%	87%	6%
Assessment results are meaningful to most administrators at my institution.	2022	13%	77%	10%
Assessment supports student learning at my institution.	2022	6%	87%	6%
Engaging in assessment benefits my programs and services.	2022	6%	87%	6%
I avoid doing assessment activities if I can. (R)	2022	10%	84%	6%
I do not have time to engage in assessment efforts. (R)	2022	29%	61%	10%
I enjoy engaging in assessment efforts.	2022	19%	71%	10%
I have a generally positive attitude toward my institution's culture of assessment.	2022	13%	81%	6%
In general, I am eager to work with senior leaders.	2022	6%	84%	10%
My institution truly values administrator involvement in assessment.	2022	16%	77%	6%
The majority of administrators at my institution participate in program-level assessment.	2022	19%	71%	10%

Administrator responses to all *Supplemental Questions* items

Disagree   **Agree**   No Response

Item	Year	Disagree	Agree	No Response
Ample time is given to learn and apply assessment skills at my institution.	2022	19%	71%	10%
Assessment is incentivized in my program.	2022	55%	32%	13%
Assistance in performing assessment is available.	2022	6%	87%	6%
Concerns and questions regarding assessment are addressed at my institution.	2022	16%	77%	6%
The purpose of assessment aligns with institutional values at my institution.	2022	3%	90%	6%
The purpose of assessment aligns with my personal values.	2022	6%	87%	6%
Training is available on how to do assessment at my institution.	2022	19%	74%	6%

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III. Additional Scale Descriptive Statistics

The table below displays descriptive statistics for each of the administrator 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 administrator 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)
Sharing of Data Scale	3.74	0.93	3.40	4.06
Use of Data Scale	4.08	0.91	3.73	4.43
Administrators Perceptions Scale	4.73	0.70	4.46	4.99
Compliance or Fear Motivators Scale	3.82	0.87	3.49	4.13
Normative Purpose of Assessment Scale	4.48	0.78	4.19	4.77

IV. Analysis of missing data

There were 31 administrators who began the survey. The number of missing values for survey items ranged from 0 - 6. Due to the small number of survey respondents, missing data can represent a substantial proportion of the outcome (6 missing values out of 31 respondents is 19.4%). 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 administrators at SCC.

Count of missing values by section