## 3x5 Model for Building A Culture of Assessment

*3 Domains x 5 Components per domain*

Foundation for assessment

1. **Mission centered** – all assessment should be aligned with divisional mission
2. **Goal grounded** – goals should be the driving force for assessment
3. **Outcome directed** – specific outcomes provide a specific roadmap for achievement of goals
4. **Culture specific** – assessment activities should be consistent with the culture of the institution and division
5. **Literature based** – assessment activities should be rooted in research and theory

Implementation of assessment

1. **Combine accountability with continuous improvement** – purposes of assessment should be both accountability and improvement
2. **Embedded** – assessment activities should be embedded in programs and services rather than an afterthought or “add-on” process
3. **Collaborative** – assessment activities should be collaborative processes between departments and individuals, they should not be the responsibility of just one or a few people
4. **Transparent** – assessment results and processes should be shared with stakeholders
5. **Ongoing and never ending** – assessment is cyclical and continuous, not one-time activities

Support for assessment

1. **Vocal and unyielding leadership** – divisional leadership must continually tout the value and need for assessment and not bow to pressure when staff resist
2. **Championed across the division** – there should be a champion to continually rallies staff to engage in assessment
3. **Strong Infrastructure** – process and practices must scaffold assessment activities
4. **Continuous capacity building** – staff need to develop, hone, and maintain the skills and knowledge to perform assessment
5. **Robust resources** – A variety of resources are need to support assessment activities

## Culture of Assessment Checklist

Mark the characteristics that your division of student affairs exhibits. There are blank spaces to add characteristics that arose in earlier discussion.

Rate your division/department/program on each characteristic for your division on a scale of 1-4.

1=Poor, 2=Fair, 3=Good, 4=Excellent

**Foundation**

­­­\_\_\_\_Work is mission centered, goal grounded, and outcome directed+

­­­\_\_\_\_Learning outcomes are identified and measured\*

\_\_\_\_Division is self-critical\*

\_\_\_\_Commitment to innovation\*

\_\_\_\_There is data-driven decision making\*

**Implementation**

\_\_\_\_Accountability and continuous improvement are key components+

\_\_\_\_Assessment is based in literature+

\_\_\_\_Assessment is aligned with the overall culture of the institution\*

\_\_\_\_Assessment is conducted across the institution\*

\_\_\_\_Multiple forms of assessment are used\*

\_\_\_\_Assessment is ongoing and never-ending+

\_\_\_\_Assessment is embedded in everyday practice+

\_\_\_\_Assessment is collaborative+

\_\_\_\_Assessment processes are transparent+

\_\_\_\_Results are communicated and acted upon\*

**Support**

\_\_\_\_There is a vocal unyielding leader for assessment in the division+

\_\_\_\_There is an assessment champion+

\_\_\_\_Infrastructure is built to support assessment division-wide+

\_\_\_\_There is ongoing capacity building+

\_\_\_\_Discretionary resources are used to seed assessment projects\*

\_\_\_\_Robust resources are developed to support assessment+

\_\_\_\_Assessment findings are rewarded with resources\*

\_\_\_\_Formal events are used to celebrate and discuss assessment results+

+Denotes characteristics identified in Henning. (2013, October 13). A 3x5 plan for systemizing assessment [Blog post].

\*Denotes characteristics identified in Schuh, J. (2013). Developing a culture of assessment in student affairs. In, Schuh, J. (Ed.), *New Directions in Student Services 2013*(142), pp. 89-98.

## Assessing and Building Culture of Assessment Worksheet

**Strengths and Opportunities for Improvement**

From the checklist on the other page, list three strengths for your unit and three areas for improvement.

Identify 3 strengths

1.

2.

3.

Identify 3 opportunities for improvement

1.

2.

3.

**Barriers**

Identify the barriers you anticipate to creating a culture of assessment. Then describe how that barrier can be overcome.

Barrier:

Steps to Overcome:

Barrier:

Steps to Overcome:

Barrier:

Steps to Overcome:

Barrier:

Steps to Overcome:

Barrier:

Steps to Overcome:

**Action Planning**

Considering your strengths and areas for opportunities for improvement, begin to develop an action plan for implementing a culture of assessment on your campus. Identify a component to address and the action steps you can take to address it.

Component:

Action steps:

Component:

Action steps:

Component:

Action steps:

Component:

Action steps:

Component:

Action steps: