

3x5 Model for Building and Assessing a Culture of Assessment

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Assessment isn't an activity.

It's a state of mind.

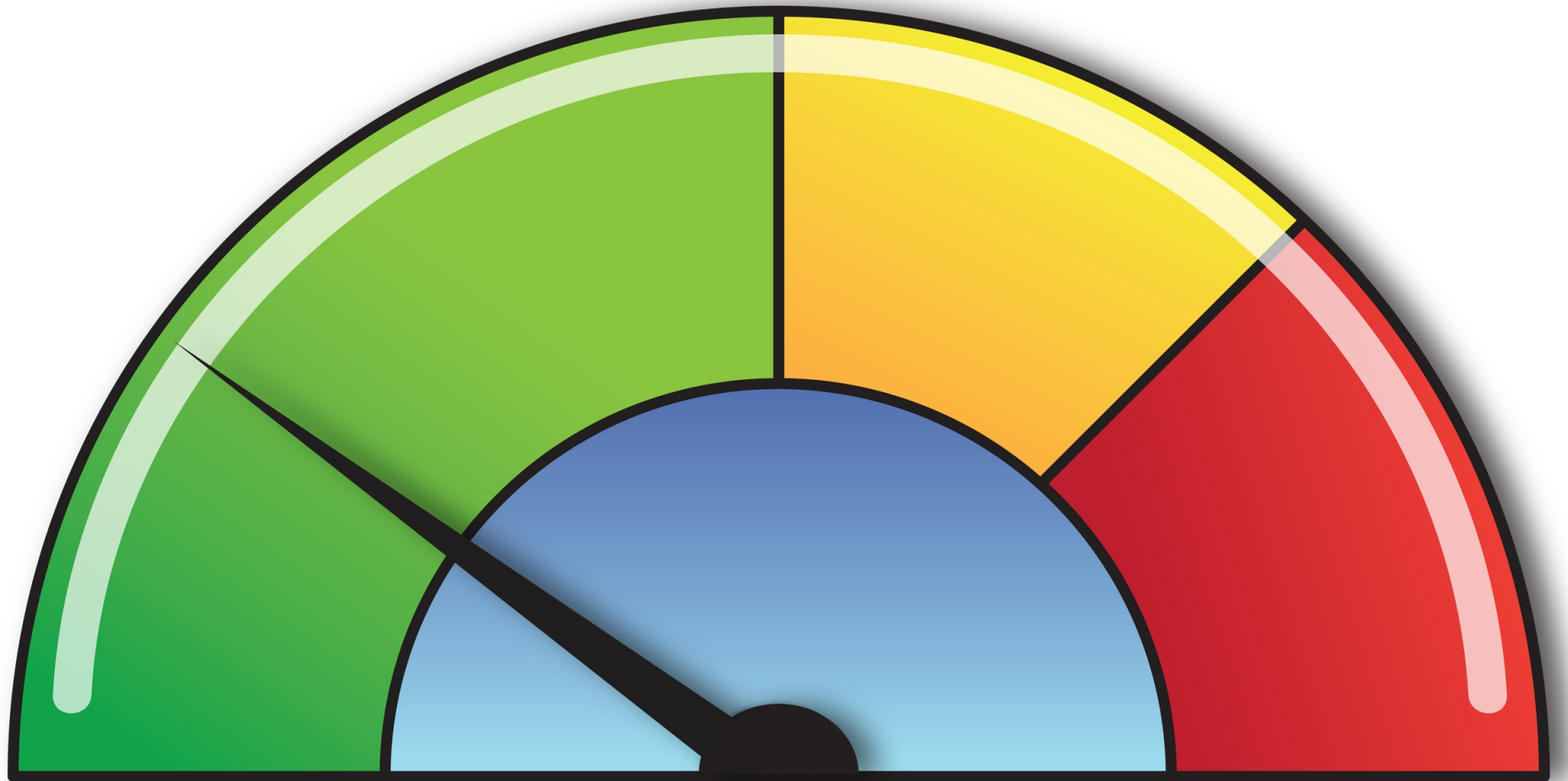
International Context

- Stakeholder concerned about ROI of higher education
- Assessment is becoming commonplace AND expected
- Student affairs units are expected to demonstrate value
- Student affairs units are expected to contribute to student learning and retention
- Student affairs units are not effectively telling their story

Implications

- **Must assess more often, more effectively, and more efficiently**
- **Impact on student experience and student success must be a priority**
- **Impact must be demonstrated AND the story must be told**

Moving The Needle



Ad hoc, erratic, and
haphazard
assessment

Engaged, systematic,
supported culture of
assessment



What is culture?



What is a culture of
assessment?

A **culture of assessment** is a set of pervasive actions and behaviors by staff across an organization (e.g., unit, division, etc.) that focuses on the collection, analysis, and use of data to make decisions regarding the accountability and improvement of programs and services.

(Henning, 2016)

A **culture of assessment** is a set of shared values and beliefs that inspire an ongoing embedded practice of data collection and analysis that informs decision-making for the purpose of continuously improving programs and services at all levels of the organization.

(Leary, in press)

Characteristics of Cultures of Assessment

- Recognition that assessment is a commitment of accountability to our stakeholders but also a commitment to continuous improvement.
- A commitment to student affairs practice that we called positive restlessness and a commitment to continuous innovation.
- Institutions with a culture of assessment are self-critical.
- There is data-driven decision making.
- Assessment needs to be conducted across the institution.
- Multiple forms of assessment contribute to a culture of assessment.

Characteristics of Cultures of Assessment

- Learning outcomes need to be identified and measured.
- While someone needs to be in charge, all student affairs staff members should pitch in when it comes to assessment.
- Results are communicated and acted upon.
- Discretionary resources are used to seed assessment projects.
- Assessment findings are rewarded with resources.
- Formal events are used to celebrate and discuss assessment results.

(Shuh, 2013)



3 Domains

- Foundation
- Implementation
- Support

5 components

Foundation



mission centered



GROUNDED

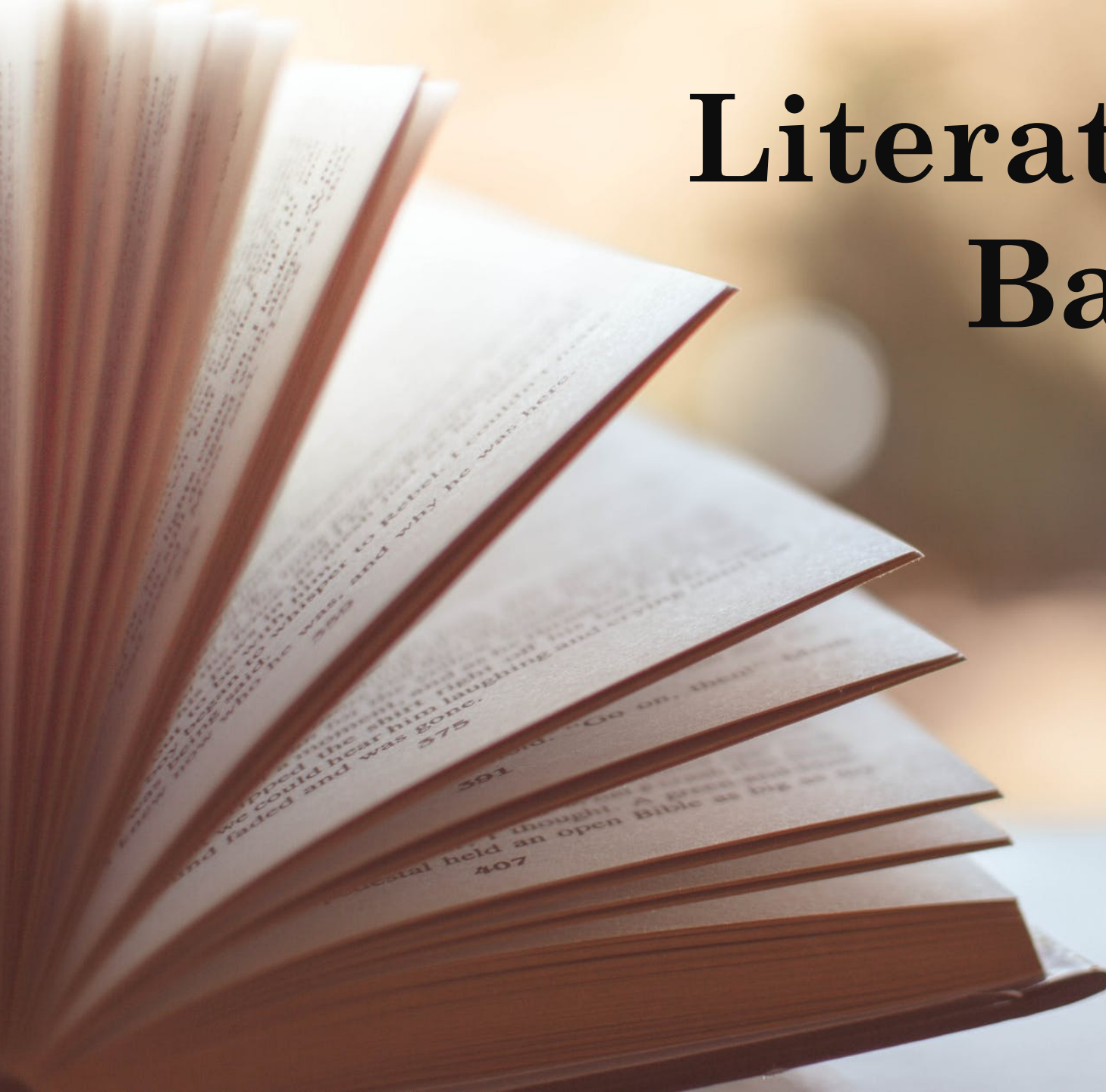
Outcome
Directed





culture specific

Literature Based



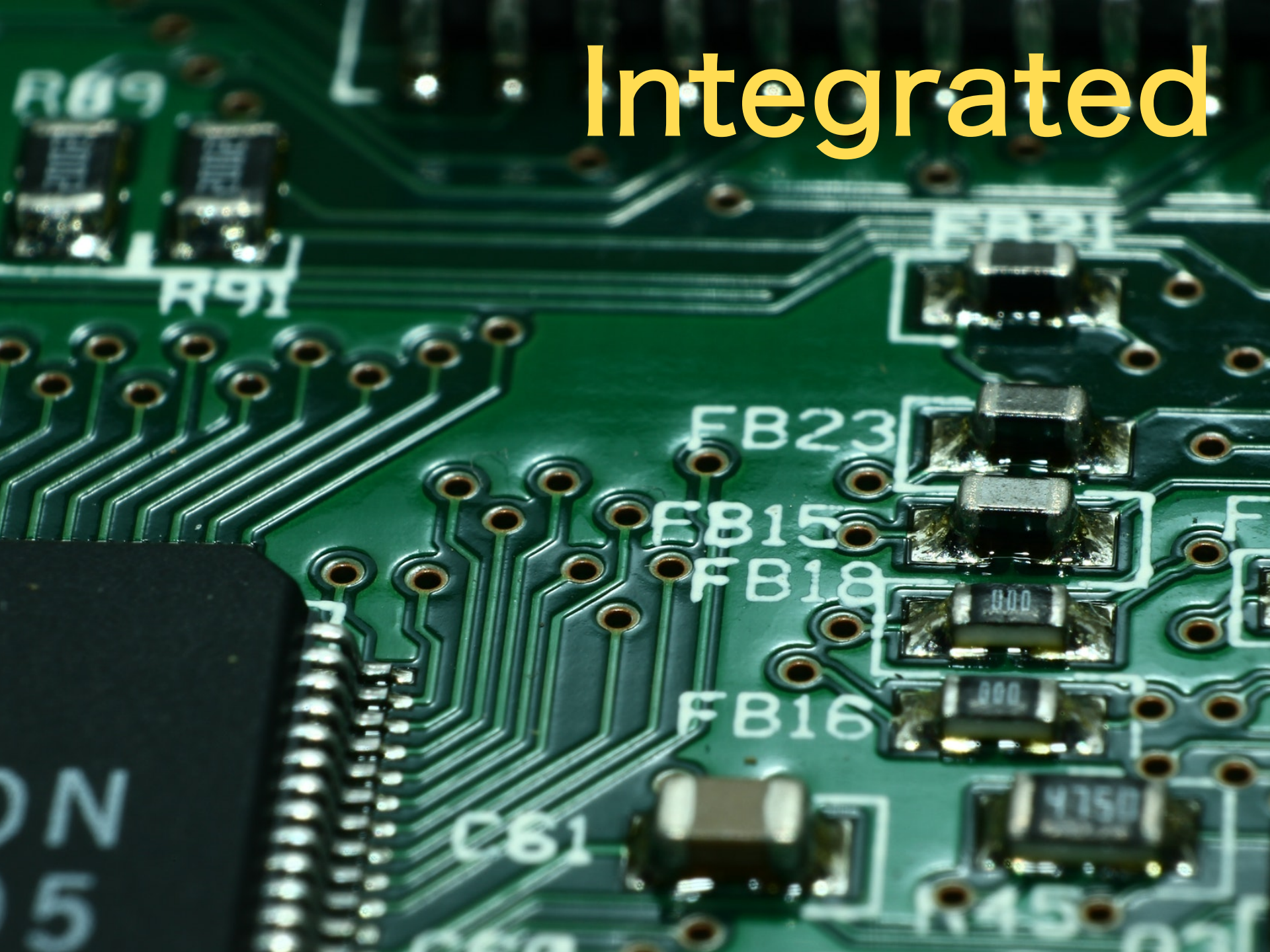
Implementation

Accountability



Improvement

Integrated

A close-up photograph of a green printed circuit board (PCB) populated with various electronic components. The board features intricate white conductive traces and numerous circular through-holes. Several surface-mount components are visible, including resistors and capacitors, some of which are labeled with white text. A large black integrated circuit (IC) is partially visible on the left side of the frame. The overall image is a detailed view of a complex electronic assembly.



Collaborative

transparent





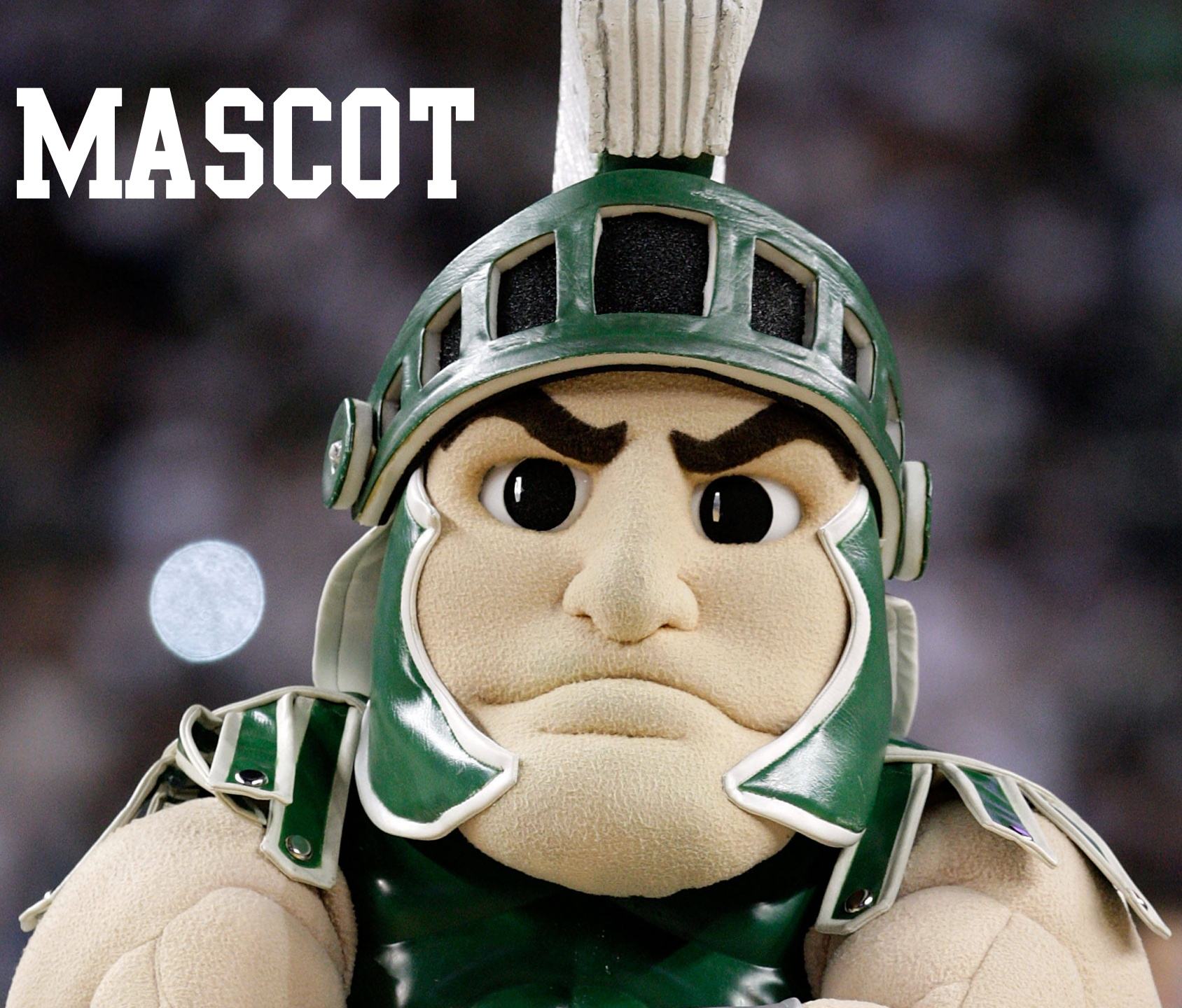
Ongoing
&
Never
Ending

Support



Vocal Unyielding Leadership

MASCOT



Infrastructure



**capacity
building**



Robust Resources



Foundation

Mission Centered
Goals Grounded
Outcomes Directed
Culture Specific
Literature Based

Implementation

Accountability & Improvement
Collaborative
Integrated
Transparent
Ongoing & Never Ending

Support

Vocal, Unyielding
Leadership
Champion
Infrastructure
Capacity Building
Robust Resources

Assessment isn't an activity.

It's a state of mind.



E₁

V₄

A₁

L₁

U₁

A₁

T₁

E₁

R₁

N₁

D₂

A₁

A₁

L₁

B₃

C₃

F₁

S₁



Wrap Up



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