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# Assessment of Campus Climates

Considerations for leaders and managers

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## Intended Outcomes:

- broadly appraise the current culture of assessment.
- examine the process to consider for a project.
- plan for responding to ad hoc and immediate data requests.



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

Henning, 2014, Assessing a Culture of Assessment Workbook, Presented at University of Puget Sound, October 20, 2014.



# Existing Data Sources:

Clery Reports

Utilization Info

Conduct

EBI

Institutional Research

ACHA-NCHA

Safety Surveys

Alcohol and Other Drug  
Assessments

Diversity Assessments



<b>Barriers to Assessment</b>	<b>Properties</b>
<b>Leadership</b>	Lack of leadership around assessment, vision unclear, value of doing assessment unclear.
<b>Time</b>	Competing priorities; added responsibility; unsure how to reallocate responsibilities; a feeling of being overwhelmed when trying to approach doing this.
<b>Resources</b>	Professional development; time; rewards for engaging in...assessment; access to expertise, tools and resources.
<b>Knowledge and skills</b>	Do not know what assessment is or how to do it; do not know how to compose outcomes; do not know how to select and implement evaluation methods; anxiety over not knowing creates more anxiety.

**Bresciani, M.J.; Moore Gardner, M., Hickmott, J. (2009). Demonstrating student success: A practical Guide to outcomes-based assessment of learning and development in student affairs. Sterling, VA: Stylus , p. 137**



<b>Barriers to Assessment</b>	<b>Properties</b>
<b>Coordination of process</b>	No central person to coordinate divisional efforts or to coordinate committee.
<b>Conceptual framework for assessment</b>	Having to overcome tradition and/or historical definitions of assessment; addressing student affairs' role in assessing student learning and development; unclear connection of process to academic processes and accreditation processes; unclear expectations for engaging in assessment.
<b>Collaboration with faculty</b>	Faculty do not collaborate with student affairs staff and vice versa; faculty involvement is limited.

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<b>Barriers to Assessment</b>	<b>Properties</b>
<b>Trust</b>	Varying levels of conceptual understanding for assessment across various levels of leadership; varying expectations across various levels of leadership; how will evidence be used? Who will see evidence? Varying degree of expectations for role of student affairs professional in evaluating student learning and development.
<b>Managing expectations</b>	Acknowledging what the goals of the program may be versus a) how a program can actually deliver those goals b) the capacity of the practitioners to deliver the goals c) the knowledge of the practitioners to be able to deliver those goals d) therefore determining what the actual outcomes really are; clarifying the difference between passion for what the outcomes should be and what they really are.

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# An Assessment Project

- Start with the end in mind.
- What will you do with the information?
- Rewarding efforts.
- Dealing with unfavorable results.





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# An Assessment Project

Define the problem

Internal and External Pressures

***Not Alone***

TOGETHER AGAINST SEXUAL ASSAULT



# An Assessment Project

Determine where to get the information

The current focus is on students. What about employees—faculty and staff?



# An Assessment Project

Determine the best assessment methods

The Not Alone report puts surveys in the spotlight.

What is right for your campus based on where you are or what information you seek?



# An Assessment Project

Determine whom to study

Population? Sample?

Consider participation incentives, low response rate, and generalizing.



# An Assessment Project

Determine what instruments will be used

Currently available tools:

- Example Survey from Not Alone
- **Safety Survey**- WSU Social and Economic Sciences Research Center
- Tools developed on campus
- Other methods—PDSAs, interviews, focus groups



# An Assessment Project

Determine the implications

- How can we use the information to improve practice?
- Who could be affected? How?
- How might finding and decisions be interpreted by stakeholders?



# An Assessment Project

## Report the results effectively

Students might want info 140 characters at a time, trustees may not.

How can we prevent misinterpretation of data?

Avoid tl;dr



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# Responding to Immediate Requests







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# Thanks!

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