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Assessment of Campus Climates

Considerations for leaders and managers

Kelly Schrader, The Evergreen State
College

schradek@evergreen.edu



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



Barriers to Assessment	Properties
Leadership	Lack of leadership around assessment, vision unclear, value of doing assessment unclear.
Time	Competing priorities; added responsibility; unsure how to reallocate responsibilities; a feeling of being overwhelmed when trying to approach doing this.
Resources	Professional development; time; rewards for engaging in...assessment; access to expertise, tools and resources.
Knowledge and skills	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



Barriers to Assessment	Properties
Coordination of process	No central person to coordinate divisional efforts or to coordinate committee.
Conceptual framework for assessment	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.
Collaboration with faculty	Faculty do not collaborate with student affairs staff and vice versa; faculty involvement is limited.

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Barriers to Assessment	Properties
Trust	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.
Managing expectations	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



Responding to Immediate Requests





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Thanks!

Kelly Schrader, The Evergreen State College

schradek@evergreen.edu

[@njwestcoaster](#)



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