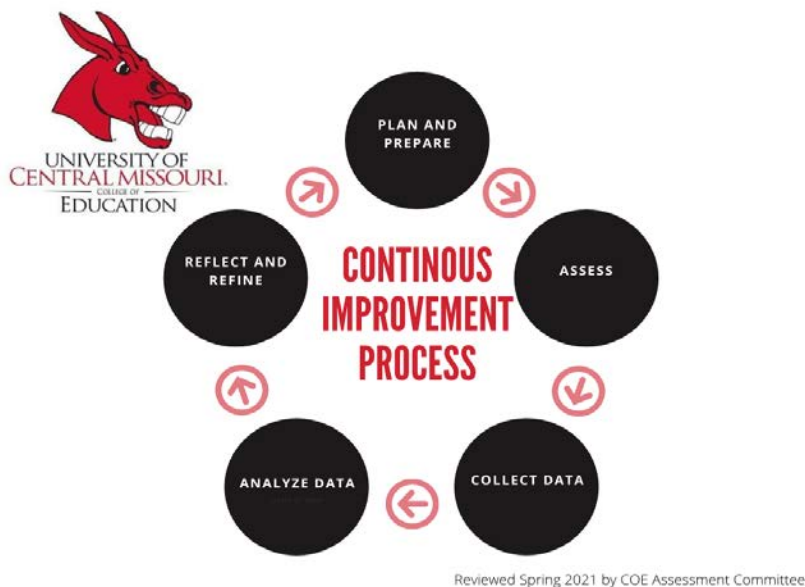


College of Education Quality Assurance & Assessment



Report: Culture of Assessment Survey Results

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Overview

The Culture of Assessment Survey comprises 33 structured and open-ended response items compiled by the COE Assessment Committee members in December 2020. The survey was used to identify faculty perceptions related to the current culture of assessment within the COE. A culture of assessment represents shared values, behaviors, and principles that 1) govern assessment and 2) facilitate communication among stakeholders. This culture also ensures that the environment is flexible enough to accommodate change. Survey results provided below will inform CAEP Accreditation processes, specifically "Standard 5. Provider Quality Assurance and Continuous Improvement", as well as assessment training options for faculty.

Results

The Culture of Assessment Survey was sent to all Professional Education Faculty (PEF) and COE members (N=159) of the COE in January 2021. The response rate was 28%. Demographic information of respondents (n=44) is displayed in Table 1.

Table 1

Culture of Assessment Survey Respondents' Descriptive Statistics (n=44)

Characteristic		n	%
Position	<i>Adjunct</i>	1	2.3%
	<i>Instructional Faculty</i>	10	22.7%
	<i>Tenure-Track</i>	11	25.0%
	<i>Tenured</i>	20	45.5%
	<i>Prefer not to identify</i>	2	4.5%
Years in Position	<i>1-5 years</i>	13	29.5%
	<i>6-10 years</i>	12	27.3%
	<i>11-19 years</i>	10	22.7%
	<i>20+ years</i>	8	18.2%
	<i>No response</i>	1	2.3%
Program Coordinator	<i>Yes</i>	18	41%
	<i>No</i>	26	59%
PEF Member	<i>Yes</i>	33	75%
	<i>No</i>	6	13.6%
	<i>I don't know</i>	5	11.4%
Work with Initial	<i>Yes</i>	28	63.6%
Teacher Certification	<i>No</i>	12	27.3%
	<i>I don't know</i>	4	9.1%

Assessing Assessment Activities. The first set of twenty survey items asked faculty to indicate their level of agreement about specific assessment activities using a 5-point Likert scale (i.e., 5 strongly agree to 1 strongly disagree). Table 2 on the following page which organizes results by faculty position and by descriptive statistics.

Table 2***Comparison Survey Respondents' Average Level of Agreement on Assessment Activities (n=44)***

Survey Item		Responses by Faculty Status and Statistic					
		Instructor (n=10)	Tenure-Track (n=11)	Tenured (n=20)	Mean	Median	Mode
1	I evaluate the effectiveness of new teaching and learning processes in my degree program.	3.6	4.1	4.3	3.98	4	5
2	I help determine the performance standard for students who graduate from my degree program.	3.5	3.5	4.6	3.95	4	5
3	I teach courses that include key program assessments.	4.6	4.4	4.5	4.10	5	5
4	I make recommendations for new teaching and assessment methods to my program and/or school leaders.	3.3	3.8	4.4	3.98	4	5
5	I feel confident in revising rubrics, scoring guides and assessments as needed to improve the evaluation of students on skills and dispositions.	4.5	4.4	4.6	4.48	5	5
6	I can clearly communicate our program SLO's to stakeholders.	3.8	3.8	4.3	4.09	4	5
7	This institution uses student assessment in shaping academic planning and policymaking	4.3	3.5	3.9	3.80	4	3
8	Assessment instruments provide a better gauge of student learning than course grades	3.7	3.3	3.6	3.48	3.5	3
9	Faculty should spend more time assessing student learning.	3.2	3	2.9	3.02	3	3
10	Grading practices are increasingly influenced by results from new forms of student assessment.	3.6	3	3.4	3.33	3	3

Table 2 Continued							
		Instructor n=10	Tenure-Track n=11	Tenured n=20	Mean	Median	Mode
11	My program has standard criteria for student performance.	4.1	3.5	4.4	4.1	4	4
12	My program coordinates its student assessment activity with campus administrators.	3.8	3.2	4	3.6	4	4
13	My program collects information about employer needs for specific skills and knowledge among our graduates.	4.3	4.2	4.2	4.3	4	5
14	Assessment is an integrated part of my institution/school/college's daily practice.	4.1	4.3	4.3	4.1	4	4
15	Assessment data are systematically available to interested parties.	3.4	3.4	4	3.6	4	3
16	There is ongoing communication about assessment at my institution/school/college.	3.8	3.2	4.4	3.8	4	5
17	My institution/school/college's leadership devotes time to assessment planning and implementation.	3.5	3.3	4.1	3.7	4	4
18	There is shared understanding of the purpose of assessment at my institution/school/college.	4	3.2	3.5	3.5	4	4
19	Assessment activity is a top down initiative (emerging from central campus administrators, i.e., Provost, Associate Provost, etc.) at my institution/school/college.	3.1	2.7	3.8	3.3	3	4
20	Assessment activity at my institution/school/college emerges from faculty.	3.7	3.1	3.5	3.4	4	4

Note: Individual responses not included were from faculty identified as adjunct (n=1) and prefer not to respond (n=3)

Assessing Student Involvement in Assessment Activities. To understand faculty perceptions about student involvement in assessment activities, survey respondents selected CQI processes from a given list. These included: *“Planning of assessment”*, *“Design of assessment measures”*, *“Implementation of assessment”*, *“Analysis of assessment data”*, and *“Reflection on assessment results”*. All faculty members indicated that students are involved in reflecting on assessment results. Responses by tenured faculty indicated that they feel students are involved in all assessment activities, while there was some variance in this viewpoint based on other faculty positions. See Table 3 which organizes faculty responses by position.

Table 3

Respondents’ Perceptions about COE Student Involvement in Continuous Quality Improvement Processes (n=44)

Continuous Quality Improvement Process	Faculty Position		
	Instructor	Tenure-Track	Tenured
Planning for assessment	n=3		n=6
Design of assessment measures	n=3		n=6
Implementation of assessment	n=5	n=2	n=7
Analysis of assessment data	n=4	n=1	n=7
Reflection on assessment results ^a	n=8	n=5	n=13
None of the Above		n=3	n=5
Not aware of any student involvement		n=1	
Skipped		n=1	n=1

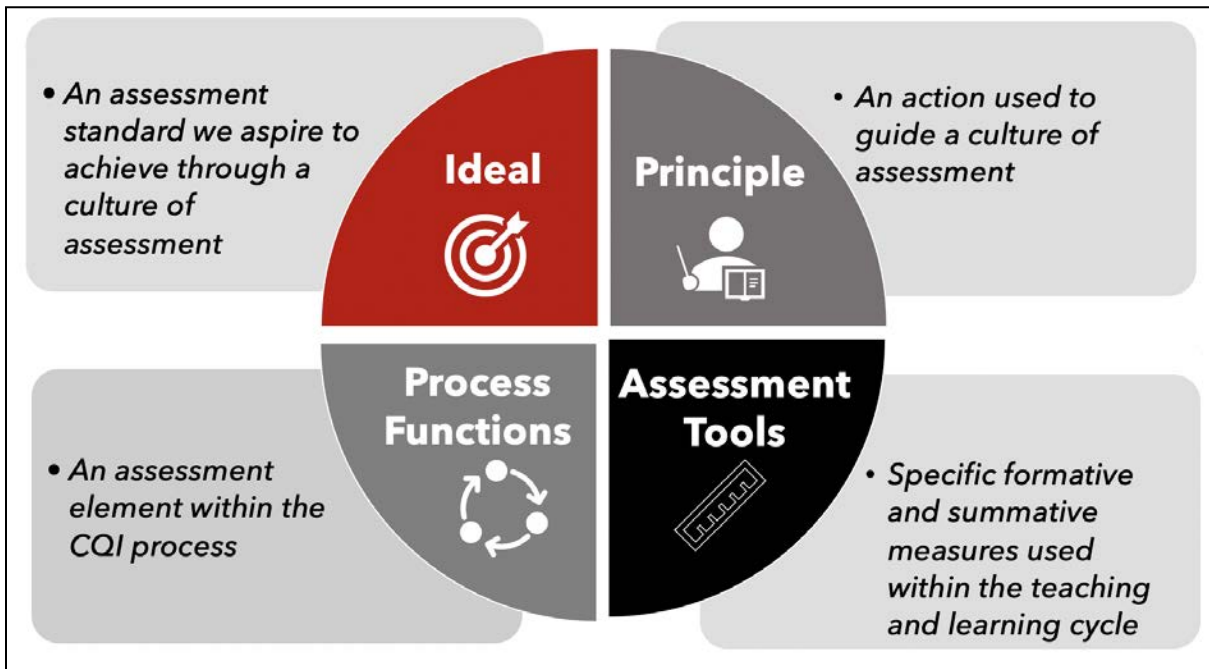
Note: Individual responses not included were from faculty identified as adjunct (n=1) and prefer not to respond (n=3)

^aEach category of faculty indicated that *“Reflection on assessment results”* was the assessment activity with the most student involvement

Assessing Faculty Perceptions about Shared Principles of Assessment. With regards to faculty perceptions about the establishment of shared principles that govern assessment across the campus, college and school, the majority of faculty (55%) indicated a belief that shared principles governing assessment *are being* established. A small number of responses indicated two opposing viewpoints: 16% of faculty indicated they believe shared principles guiding assessment *are currently* established and 14% indicated that principles *are not* established. About 15% of respondents gave no response about their knowledge of shared principles governing assessment practices.

When asked an open-ended question regarding what might be the general principles governing a culture of assessment at the institution and college level, a mix of responses

(n=22) demonstrated faculty hold various conceptions about elements within a culture of assessment. Faculty responses were coded and categorized. Themes emerged from faculty responses mapping onto four different elements and three main shared principles for establishing and sustaining a culture of assessment. In addition, a few statements indicated



that faculty were uncertain. See Figures 1 and 2 below.

Figure 1. Elements to Establish & Sustain a Culture of Assessment

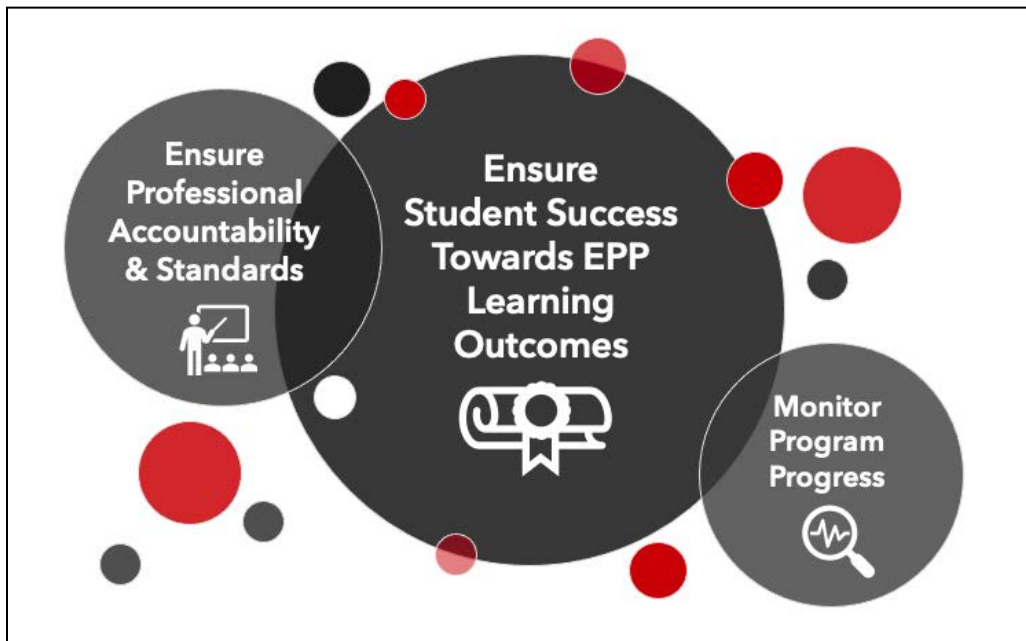


Figure 3. Identified Shared Principles of Assessment

Assessing Factors and Challenges Contributing to the Development of a Culture of Assessment. To assess the factors and challenges contributing to the culture of assessment, faculty were provided a list of possible factors: “Leadership”, “Faculty involvement”, “Resources (financial, staff, etc.)”, “Student participation”, “Access to assessment data and information”, “Systematic use of assessment data” and “other”. “Faculty Involvement” was viewed as the most influential factor for encouraging the culture of assessment, and access to assessment data, student participation, and resources were the most frequent challenges identified. Figure 3 organizes themes from the responses.

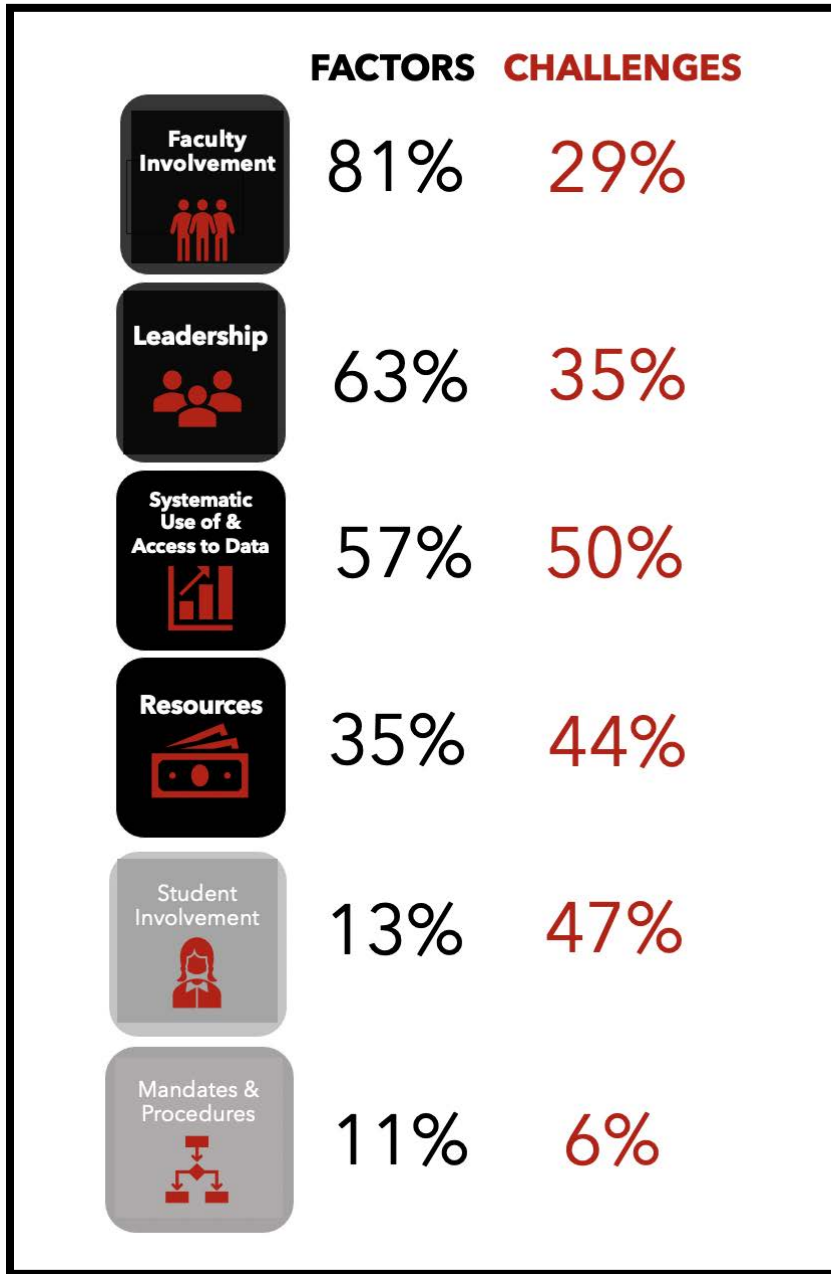


Figure 3. Faculty Rankings of Factors viewed as both Aiding and Challenging the Development of a Culture of Assessment

Summary of Results with Implications

Survey completers represented a cross-section of Professional Education Faculty roles: coordinators/non-coordinators, instructional, tenure-track and tenured faculty. In general, strong positive ratings about current College assessment activities indicated that faculty are passionate about ensuring program quality and student learning. Tenured faculty means were higher than instructor means on items about the culture of assessment; which makes sense given the length of time tenured faculty have been involved on campus and that instructional and adjunct faculty involvement in assessment varies by program.

Faculty responses also indicated challenges exist with developing and sustaining a culture of assessment. Challenges identified were institutional assessment structures and systems, including access to valid and reliable data, communication, consistent training, technology utilized, and leadership. Differences were evident in perspectives about the “drivers” of College assessment policies and practices between HLC, CAEP, DESE and quality improvement practices. Differences were also evident in faculty perceptions about course grades versus student learning assessments and the role of students in assessment processes. Lastly, changes in leadership and assessment activities both at the University and College levels have also challenged the purpose, process, and communication. Despite the noted challenges shared via open-ended survey items, the survey results give a sense of hope that assessment activities are improving, with the understanding there continues to be a need and focus for ongoing improvement.

Recommendations

The survey results are a first snapshot of the assessment culture. The survey should be conducted each year to monitor changes and make improvements to cultivate a strong, positive culture of assessment. The following action items may be considered as areas of improvement identified by the faculty who responded to the survey.

- **CQI Process**

- Create consistent and stable leadership groups and support structures that include needed stakeholders (i.e., faculty, students, PK-12 partners, etc) in the College assessment process
- Create a consistent timeline, training process, and communication structure for assessment activities
 - Investigate HLC and CAEP requirements/expectations of the student role in assessment; clarify this role for faculty, as faculty responses on student involvement in the assessment process may have been more related to curriculum course revisions rather than the overarching CQI process
 - Clarify the current Missouri state educator assessments and how these are used (MoSPE standards, MEES, etc.) to appropriate faculty
 - Consider the role of instructional and adjunct faculty in college assessment processes and clarify this for all faculty. Orient instructional

and adjunct faculty, as appropriate, to relevant assessment processes (e.g., if they are teaching a course with a key assessment, how does their course fit into program SLOs, etc.)

- **Technology Implementation**

- Monitor program coordinator questions and gather feedback related to assessment technology (Nuventive), as begin to utilize the new assessment system

- **Provide Professional Development to Increase Knowledge and Fidelity of Assessment Practices**

- Assessment overview for instructional and adjunct faculty
- Relationship between standards and SLOs
- Using rubrics to balance course grades/assignments and demonstration of SLOs
- Differences between course assessments, SLO assessments, and course grades
- Reflecting on data for program improvement
- New program coordinator assessment training, possibly through University assessment office, to include Nuventive, purpose of assessment, communication lines, etc.

Acknowledgements

We thank the faculty who took the time to complete this survey. It came at a busy and strenuous time. Your feedback and responses were carefully reviewed and reflected upon.