

Review of the Culture of Assessment

Delivered For:



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Executive Summary

An evaluative snapshot of CSUCI's culture of assessment is provided based on multiple sources of evidence including survey data, community rubric ratings on a culture of evidence, and stakeholder interviews. Based on this review, CSUCI is just getting started in articulating and demonstrated a mature culture for continuous improvement, which includes competence in integrating DEI principles into assessment practice, utilizing evidence for planning and improvement, and learning how to learn as an organization.

Key recommendations for planning and implementation ahead of/concurrent with WSCUC TPR:

1. Focus on Strategic Leadership:

- Cultivate strategic thinking that aligns actions framed according to common institutional goals versus problem-directed decision making.
- Develop an alignment map of institutional initiatives to serve as a strategic filter and facilitate streamlined communication.
- Leverage institutional learning outcomes to drive alignment and coordination of assessment activities and cycles.
- Streamline communication within the organizing framework to enhance efficiency and effectiveness.

2. Elevate Assessment Leadership:

- Empower administrator to champion and guide assessment initiatives and be the rallying voice that pulls in authentic engagement.
- Require cabinet to provide visible and consistent support for assessment efforts across multiple spaces.
- Hire full-time assessment leader within Academic Affairs, with plans for defining/funding similar roles in other divisions.

3. Establish a Campus "Assessment" Entity:

- Consider branding the group to reflect its broader purpose and overcome resistance to language of traditional "assessment committee".
- Involve campus stakeholders from multiple functional/divisional areas who design collaborative space for crafting vision for continuous improvement through assessment, fostering widespread buy-in for assessment practice, and promoting distributed leadership.
- Explore planning for building division-level bodies aligned with the campus-level committee to enhance coordination.

Background

Purpose

In preparation for the reaffirmation of accreditation process for CSUCI, opportunities emerge for foundation building that can elevate CSUCI as a learning organization (an organization that is skilled at creating and applying knowledge and insights). This serves CSUCI to, though, and beyond reaccreditation. Dr. Michael V. Nguyen and Dr. Jennifer Mersman were contracted to provide a high-level review of the systems and processes that support and sustain a culture of assessment at CSUCI that would inform a plan of action ahead of, and concurrent with, the process of reaffirmation for accreditation. Components of this process include 3 phases:

Process Phase	Guiding Questions
PHASE 1 System Snapshot: summary report of findings	● <i>What is the health of our assessment culture, processes, and systems? How do we prepare to inquire and understand our culture of assessment in preparation for thematic pathway review?</i>
PHASE 2 Action Plan: proposed process for creating desired change	● <i>How can we create a shared understanding around key priority areas of improvement and foster commitment to self-reflection?</i>
PHASE 3 Facilitated Implementation: support and consultation for enacting plan	● <i>What are the main touchstones to track and celebrate achievement as we develop in our assessment and learning culture?</i>

Scope and Approach

This report is in response to the first guiding question above, while questions two and three frame subsequent work with the campus. The summarized findings and preliminary recommendations offered in this report are based on information: (1) provided by the vice provost's office (e.g., documentation, survey data), (2) collected by the consultants (participant rubric ratings and supporting evidence, survey data), and (3) gathered by consultants during conversations and interviews with stakeholders. This sampling of information across multiple sources and methods was synthesized to paint a picture of CSUCI's assessment culture, and while not comprehensive nor exhaustive, sufficiently triangulated on supporting themes for the conclusions.

*"The most serious mistakes are not being made as a result of wrong answers. The truly dangerous thing is asking the wrong question"*¹

- Peter Drucker

Embedded within a culturally grounded, inclusive approach is the practice of co-creating guiding questions with the communities and stakeholders that will be using the findings. In preliminary meetings with the Vice Provost, these guiding questions were sketched out and refined. In the consultants' session May 5 with the campus community, dialogue, and conclusions around the institutional culture of evidence were facilitated and subsequently incorporated into the guiding questions above.

What Makes a Good Culture of Assessment?

Against what criteria should components of an assessment culture be reviewed?

CRITERIA:

IN MATURE ASSESSMENT CULTURES:

DIVERSITY, EQUITY, AND INCLUSION (DEI) EMBEDDED THROUGHOUT ASSESSMENT PRACTICE¹

Co designing of assessment questions and articulation of intended outcomes, use of culturally appropriate language used in measures and reporting, and ensuring reporting is constructive and not extractive. Interrogating for: implicit bias, pace of work being set for stakeholder communities, and balance of representation.

CAPABILITY FOR USING EVIDENCE²

Being able to describe the impact you're having and why, use of data for ongoing planning and improvement, communicating

¹ Montenegro, E., & Jankowski, N. A. (2020). A new decade for assessment: Embedding equity into assessment praxis. *Occasional Paper*, 42, 1-26; Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally Responsive Evaluation. In K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), *Handbook of Practical Program Evaluation* (4 ed., pp. 281-317). Jossey-Bass.

² [WSCUC 2022 Standards](#); Creating a Culture of Evidence by B. Spurlock and A. Feder, 2012, Included with permission in M.Culp & Dungy (Eds.), *Building A Culture of Evidence* (p. 65). Washington, D.C: NASPA; Park, A. B., Hironaka, A. C., Carver, L. B., & Norstrum, L. (2013). [Continuous Improvement in Education](#). [White paper]. Carnegie Foundation for the Advancement of Teaching.

assessment findings to stakeholders, assessment efforts are initiated and owned by stakeholders, assessment findings linked to strategic planning.

VALUING LEARNING HOW TO LEARN³

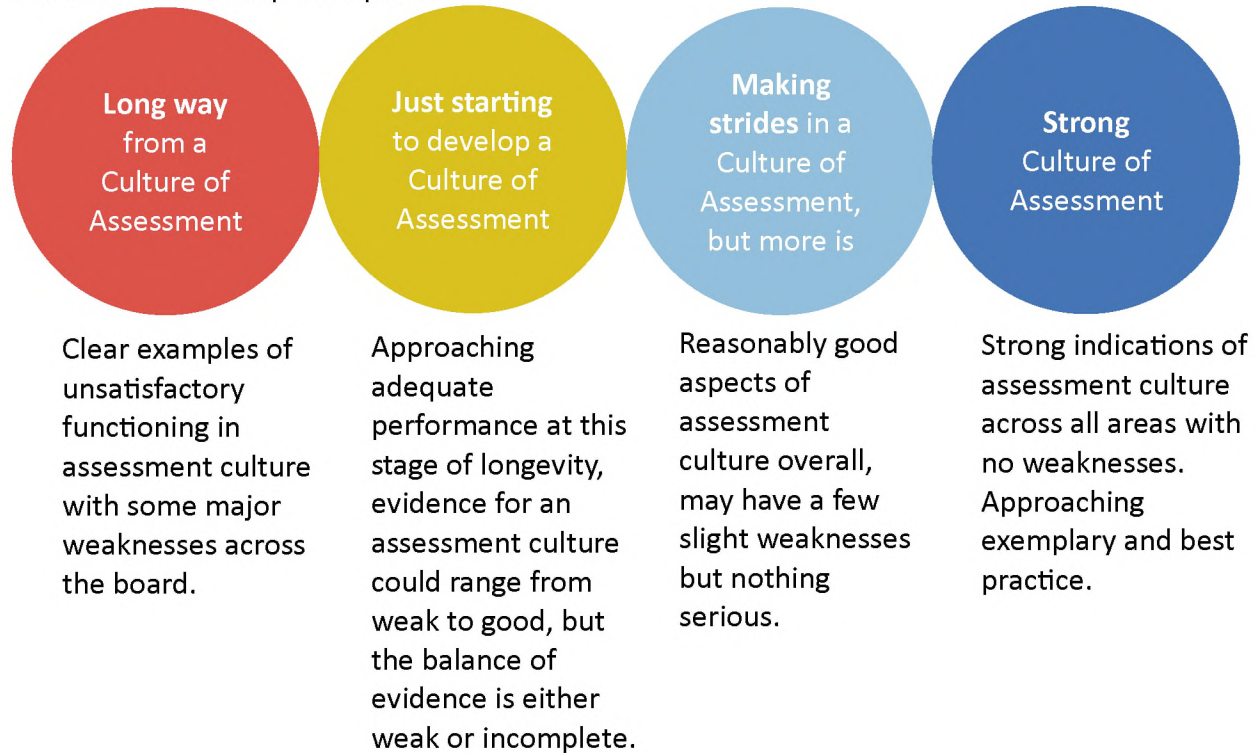
Going beyond the accreditation mandate of evidence-based decision-making for continuous improvement and becoming self-determinant in system improvement. This organizational learning includes: systematic problem solving, experimentation with new approaches, learning from experience and past history, learning from best practices of others, and quick and efficient transfer of knowledge throughout the organization.

³ Senge, P. M. (1997). The fifth discipline. *Measuring business excellence*, 1(3), 46-51. ; Garvin, D. A. (1993). Building a learning organization. *Harvard Business Review*, 78-91.

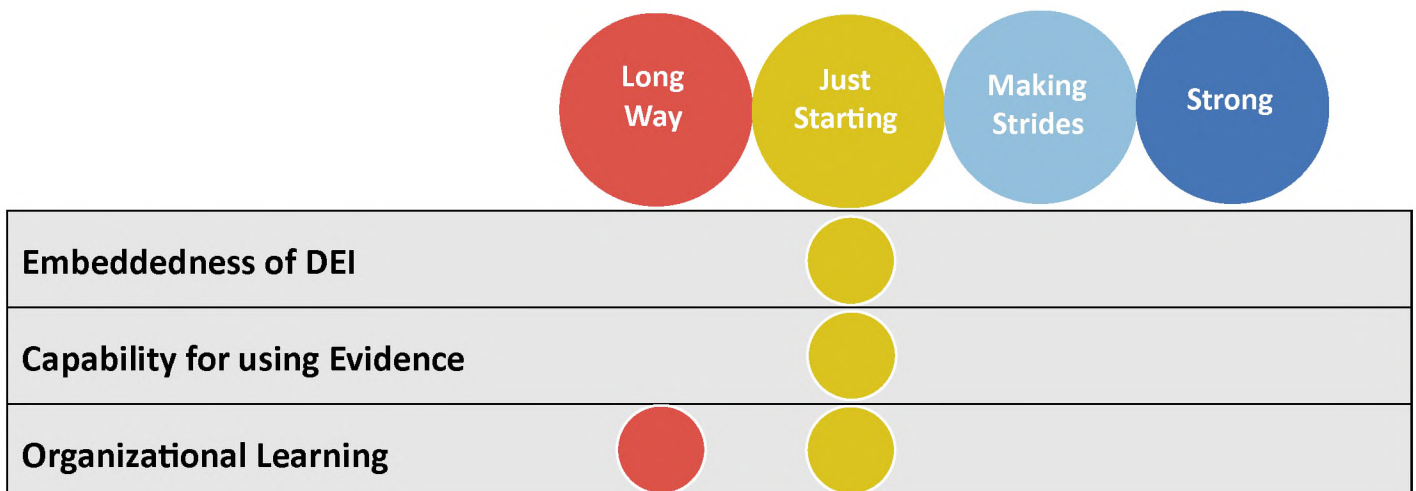
Summary Snapshot

Assessment Culture Rubric

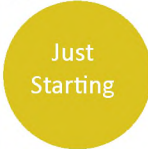
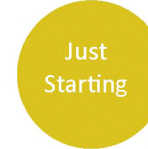
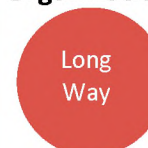
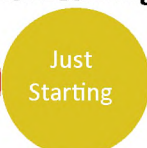
The following rubric was developed as a framework for synthesizing evidence for how good a system is in its culture of continuous improvement. Multiple sources of data and information were reviewed to inform these ratings and are summarized throughout the report and in the appendices. Raw data and un-summarized information were not included in this report but can be made available upon request.



CSUSCI Rating in Assessment Culture Maturity



Sample Evidence to Support Ratings

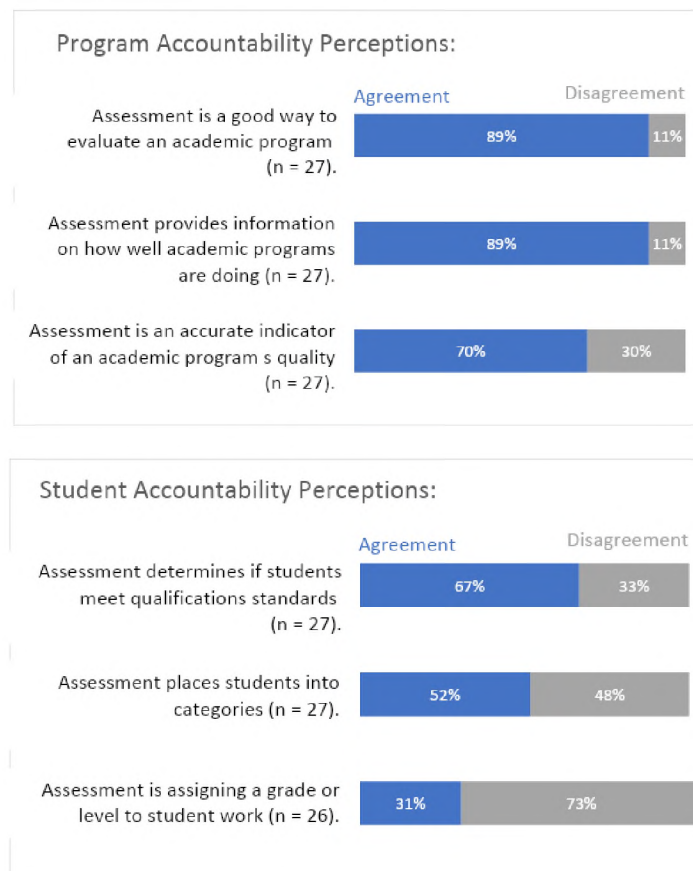
<p>DEI</p> 	<p><i>“We have the rhetoric down but walking the walk inconsistently.”</i></p> <ul style="list-style-type: none"> – Commitment to DEI, accepting status as access school, DEI/implicit bias trainings. – Becoming reflective about what a Hispanic <i>Serving</i> Institution actually looks like beyond Hispanic <i>enrolling</i>. – Unknown how students’ wants/needs are being addressed (e.g., new programs) – Culture of connection (hidden culture) may prohibit equitable inclusion (e.g., lack of formal/explicit manuals and SOPs) – Desire for more resources, trainings, and tools for doing assessment in an equitable way (e.g., rubric to assess our assessment) – Need for inclusive & distributed leadership and direction in architecting a sustainable culture for continuous improvement. Those tasked with directing assessment activities not looped in with leadership and messaging.
<p>Capability for Using Evidence</p> 	<p><i>“We have a great desire to collect and analyze data and bringing people together and sharing the data. We are not as agile at closing loop and what it means.”</i></p> <ul style="list-style-type: none"> – Good assessment work happening in pockets that needs to get scaled and integrated. – Solid resource in IR – Development is needed for articulating meaningful assessment questions and outcomes. – Room for improvement in implementing assessment plans, using evidence for improvement, and integrating/aligning assessment into policies and procedures. – Data rich/insight poor. – Instability in leveraging relational networks due to changes in personnel impacts the trust and engagement with data/evidence. – Oversimplification of nuanced evidence, or pressure for real-time data prevents accurate understanding of what is working/not working.
<p>Organizational Learning</p>  	<p><i>“There is a desire for us to see ourselves, the question is what do we prioritize to do about it once we’ve seen it?”</i></p> <ul style="list-style-type: none"> – Consensus that there is a culture of justification and not a culture of learning and improvement. – Disconnect from operations to overarching mission, strategy, and goals. – Opportunity to use ongoing reporting to inform practice annually and increase investment rather than longer cycles of program review with nothing done in between. – People feel like they’re doing the right things but less able to evidence <i>why</i> they are doing them and <i>what</i> they are accomplishing through them.

Findings Across Sources of Evidence

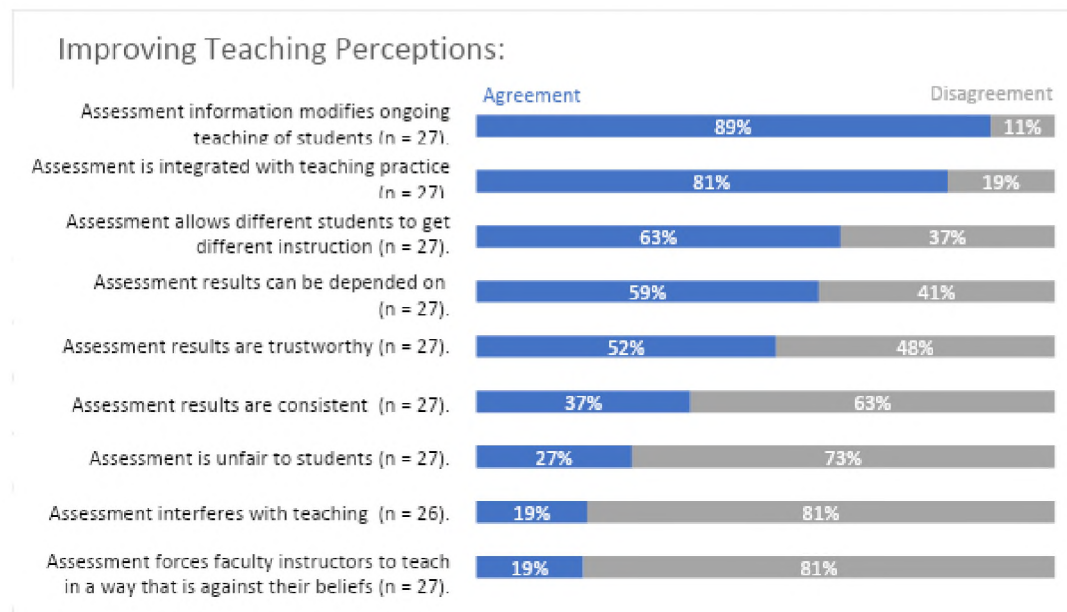


Surveys

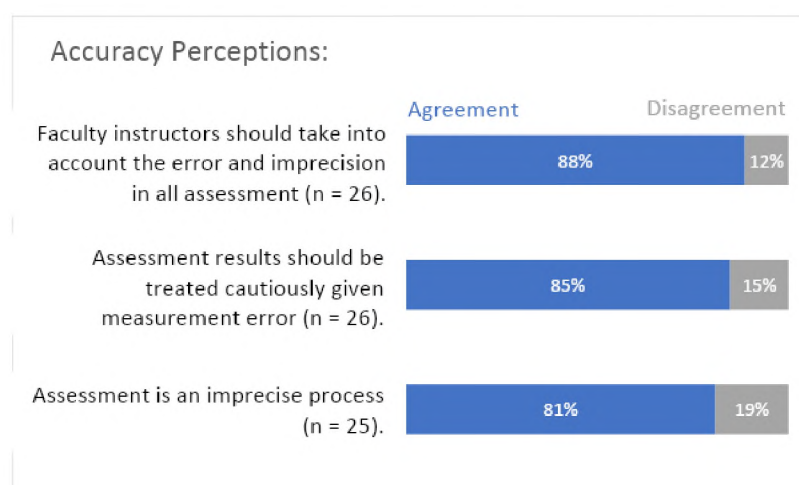
Results on the assessment perceptions survey administered by the Vice Provost showed solid agreement around assessment as **accountability for programs**, *but less agreement for assessment for accountability for student learning*.



While there was agreement around positive effects for assessment in improving teaching, there was also **concern for the trustworthiness, consistency, and fairness** for student learning.

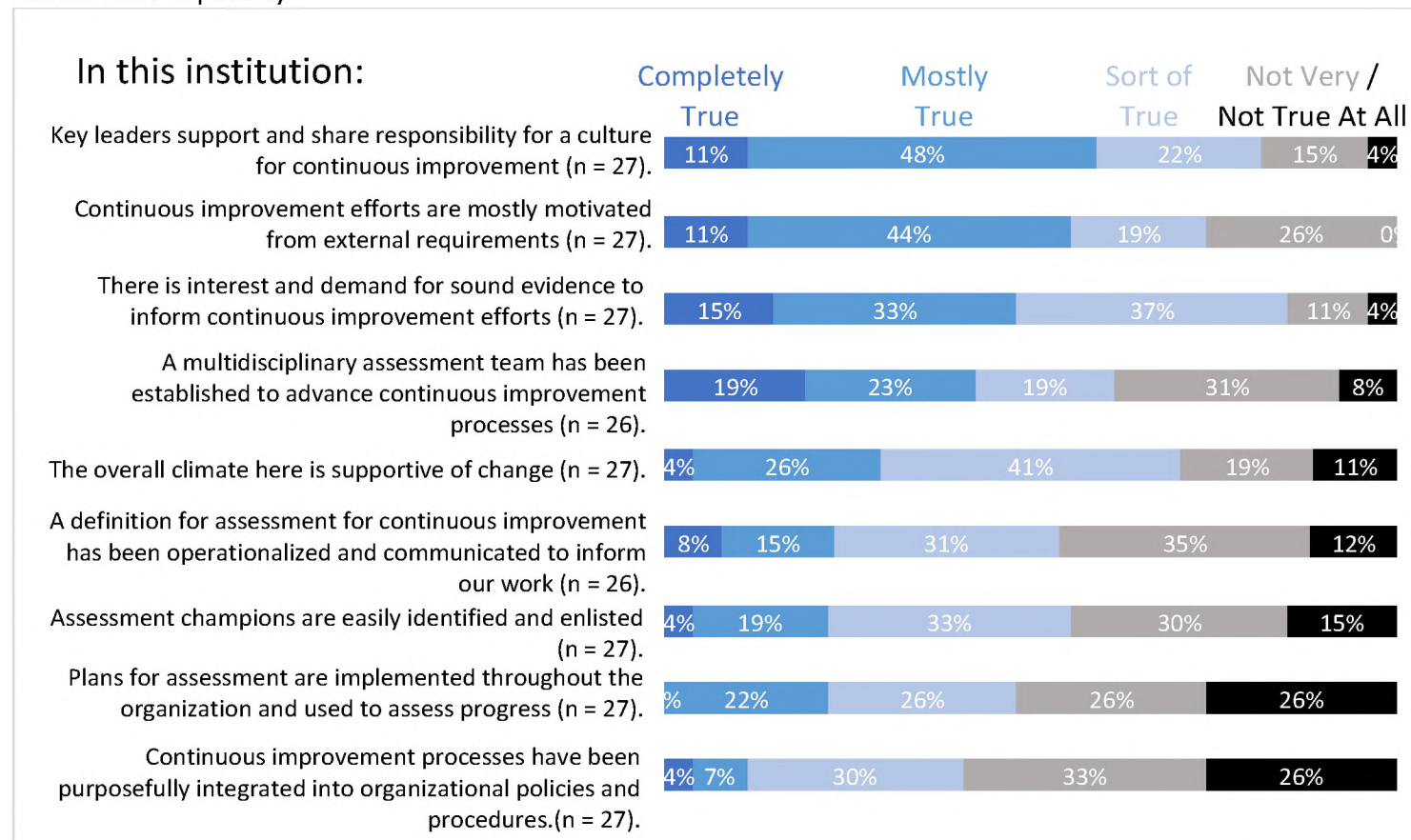


This issue with trustworthiness was also substantiated in accuracy perceptions.



Assessment seen as a necessary process for accountability, but less understanding around the use of assessment for, as, and of learning. Accuracy perceptions are most relevant to assessment of learning (using evidence of learning to assessment achievement against outcomes or standards). Given the agreement around using assessment to modify ongoing teaching (89%) and integrating into teaching practice (81%) there is good opportunity to move into the space of using assessment for learning (formative assessment), and assessment as learning (empowering learners to use evidence to monitor their own learning and adapt their own strategies for acquiring knowledge, understanding, and skills).

Assessment Capability



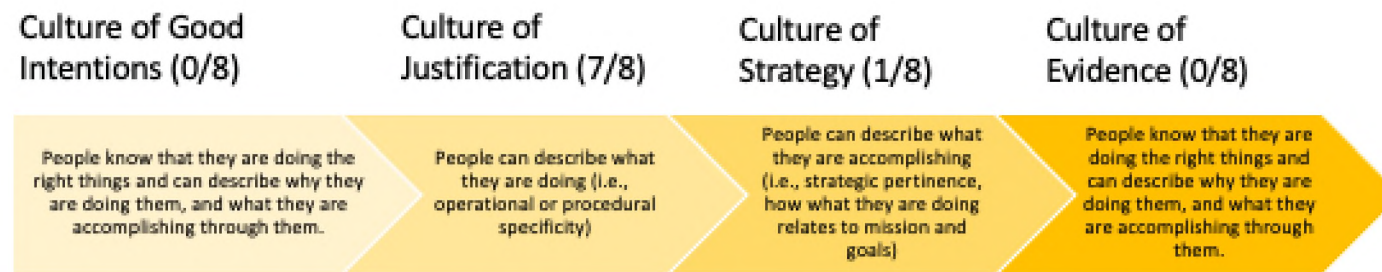
A survey developed by the consultants was administered to invitees ahead of the introductory session held of May 5. Results indicate that the importance of assessment is understood and communicated, as well as the use of data to drive decision making. Opportunities for growth include articulating a shared meaning around the practice of assessment, supporting assessment champions, implementing assessment plans, and aligning policies and procedures.

Culture of Evidence Group Ratings:

During the May 5 session with approximately 45 campus stakeholders, participants engaged in dialogue around the extent to which the institution uses data and information to demonstrate that programs, processes, and services are contributing to student learning and institutional goals. Participants used a Culture of Evidence Rubric to structure discussion around rationale, strengths, and strategies for improvement (See [Appendix 1](#) for all comments).

7/8 groups rated the institution as having a Culture of Justification: people can describe what they are doing, *but not necessarily what they are accomplishing*.

How well are we able to describe what we are doing and why?



AREAS OF STRENGTH

Commitment to Diversity, Equity, and Inclusion (DEI):

- President verbalizes our identity as an access school and the importance of DEI and practices that fit within that identity.
- Emphasis on DEI work through various initiatives, such as TLI opportunities and increased trainings on implicit bias.

Interdisciplinary Collaboration:

- Collegiality across disciplines and intermixing of offices.
- Culture of connections and communication, facilitated by tools like Teams.
- Shift in hiring faculty with a focus on hiring individuals with diverse backgrounds and experiences.

Growing in Data-Informed Decision Making:

- Emphasis on the use of data for program development and decision making.

- Centralization of evidence by Institutional Research (IR)
- More comfort in asking “how do we know” and saying we don’t know

Engagement and Motivation:

- Engaged and motivated faculty body.
- Growing desire to see ourselves
- Campus community actively involved in various initiatives (IEAT/P, Critical learning collectives, data focus, ADV, campus climate).

ROOM FOR IMPROVEMENT

Lack of Alignment with Mission/Goals:

- No time to think about the purpose of the work
- Difficulty relating daily work to mission/goals
- Work not intentionally connected to larger strategy, mission, or goals
- Lack of knowledge of and connection to broader institutional goals and ILOs
- Reactive approach rather than a strategic one

Disconnect and Lack of Recognition:

- Pandemic contributing to a disconnect from knowing what works or successes are happening
- Campus is not well-known or recognized within the CSU (California State University) system
- Promotional materials do not reflect the true identity of the institution
- Disorganized with too many hoops and lacking policy/structure
- Hidden culture and secrete ways of doing things
- Lack of transparency

Turnover and Staffing Issues:

- High turnover rate of administration and staff

Accessibility of Assessment and Evidence:

- Need easier ways to collect and institutionalize data collection

SUGGESTED STRATEGIES (Selected. See full list in [Appendix 1](#))

1. Tools/Software for Assessment Data Collection and Dissemination that can be used across entire institution.
2. Acknowledge and celebrate assessment work and assessment champions (e.g., through events like Assessment Day).
3. Develop and promote Institutional Learning Outcomes (ILOs) as an alignment tool.
4. Align and utilize existing reports (annual reports from units and chairs) to reinforce regular and quality reporting.
5. Create and engage dashboards to articulate and answer more meaningful questions.
6. Scale evaluation and assessment capability by training a dedicated team for evaluations.
7. Improve consistency through policies, manuals, and structure.
8. Develop website and list serve capability to facilitate communication, collaboration, and information sharing related to assessment activities.

Stakeholder Interviews

From May 5 through July 12, 2023 the consultants interviewed 19 campus stakeholders about observations, history, and future of developing an assessment culture at CSUCI.

Table 1: List of Interview Participants

5/5/23	Geoff Buhl, Math Department Chair Theresa Avila, Assistant Professor Art Bill Degraffenried, Interim AVP Faculty Affairs
5/5/23	Kristin Linton, Associate Professor Health Science, Academic Assessment Director
6/20/23	Lorna Gonzalez, Director Teaching and Learning Innovations
6/20/23	Eboni Ford Turnbow, VPSA Dottie Patten AVP Strategic Operations & ASI, Inc.
6/20/23	Stacy Anderson, Program Chair and Faculty of English Department
6/20/23	Amber Sanchez, Senior Data and Research Analyst Jordan Kristin, Data Scientist Matthew Zivot, Director Institutional Research
6/22/23	Richard LeRoy VP University Advancement Barbara Rex AVP Budget/Planning and Interim CFO Lauri Nichols AVP for Administrative Services and HRO
6/22/23	Veronica Guerrero, AVP of High Impact Practices and Experiential Education
6/27/23	Sue Andrzejewski, Dean of MVS School of Business & Economics
6/27/23	Dennis Downey, Professor of Sociology and former Department Chair
6/28/23	Lina Neto, AVP of Academic Programs and Continuous Improvement

Interview participants were asked to briefly describe assessment practice within their specific areas, followed by discussion around:

- What is supporting and connecting assessment work at the institutional level?
- Which efforts would be worth continued focus in order to cultivate assessment culture?
- What practices with respect to assessment culture should be stopped?

Findings from these interviews are provided in [Appendix 2](#) and themes from these interviews are summarized below.

STRENGTHS

Data Focus and Access to Data: The President is data driven. There is access to quality data with the re-centralization of IR, IR's capacity, partnership, trust-building, and collaboration. People are willing to come together and share and discuss data.

Existing Structures for Learning and Sharing: There are areas where robust assessment is happening, and ripe pockets to draw from, highlight and recognize. Structures such as cohort models, inquiry projects, workshops, and faculty learning communities contribute to fostering collaboration, professional development, and learning. This is an area that can be strengthened, leveraged, and scaled. Key considerations in leveraging these strengths include using evidence for understanding and improvement.

CHALLENGES

Faculty Engagement: Challenges in getting faculty to engage in assessment activities, including the need to demonstrate the value and benefits of assessment. Burn out from post-pandemic, tighter budgets, and shifts in administration have affected trust and buy-in. There is not a centralized mechanism for inclusion into the visioning and implementation of assessment. *"We need to connect inquiry and rigor into examining our impact— faculty wouldn't write a paper and say 'trust me, it is good or worthy'; No. So they shouldn't [say] that for assessment".*

Communication and Trust: Issues with communication, transparency, and trust between administrators and faculty, impacting decision-making and shared understanding. Decision making seen as sometimes opaque and exclusionary. Strategic imperatives are being created with little input from campus stakeholders which hinders buy-in and accountability. *"We all hear slightly different versions of the same thing and we're not marching in same direction. I don't see alignment."*

Leadership Issues: There is contradiction in what is espoused as important and what is truly valued by leadership. Lack of strategic thinking and belief in the benefits of authentic assessment undermines unified effort toward specified direction as well as

stakeholder engagement in the practice. *“DEIA work is at the core of [assessment culture] ...the embracing of diversity and inclusive mindset is a foundation we need to operate from.”*

STAKEHOLDER RECOMMENDATIONS

Assessment Capability, Support, and Coordination

1. Commit to an institutional assessment body that is collaborative and inclusive to promote shared language of assessment, develop a learning community, and promote discussion of big ideas of assessment.
2. Embed assessment responsibilities into job descriptions and build into the institutional culture that to a certain extent, assessment is part of everyone’s job.
3. Use aligning GE with UC’s as an opportunity to embed assessment into existing practice, not as an added initiative.
4. Implement a user-friendly, centralized, unified assessment platform for the institution with clear expectations for regular usage by faculty and staff. Consider leveraging existing platforms for this systemization such as EAB or Canvas.
5. Create centralized support for assessment and assessment training (e.g., articulating meaningful assessment questions, developing learning outcomes, using a rubric for assessing assessment practices for being equitable and inclusive).
6. Implement inclusive outcome assessment that goes beyond institutional indicators of retention and graduation rates to support comprehensive understanding of program success reflective of diverse needs and circumstances of students.
7. Improve clarity and alignment regarding Institutional Learning Outcomes (ILOs).
8. Identify, support, and leverage expertise in assessment and inquiry within each program or unit to promote assessment practices, e.g., efforts in curriculum design, the scholarship in teaching and learning, etc.
9. Introduce an accountability structure that holds departments responsible for reporting and consequences for non-compliance.
10. Provide stipends for professional development and implementation efforts.
11. Implement assessment plans in all programs and units.

Faculty Engagement and Support

1. Involve faculty and staff in the development of strategic initiatives and plans.
2. Implement faculty-led assessment workshops to gain buy-in.
3. Implement processes to foster a sense of community, support, and shared purpose among faculty members.
4. Advocate for small, incremental actions and continuous assessment rather than overwhelming data collection.
5. Address faculty resistance to annual reports by highlighting the value of self-reflection and how it can benefit their teaching.
6. Provide incentives, personal rewards, and creating a positive learning environment to promote faculty engagement.
7. Align tenure and promotion system to engaging in post grad outcomes.
8. In light of budget constraints, consider alternative compensation methods, such as paying faculty during spring break for deliverables.
9. Incorporate assessment and self-reflection into promotion and tenure criteria for new faculty.

Leadership, Transparency, and Communication

1. Do not divorce assessment culture from wider culture which needs development in transparency, trust, communication, and consensus. Encourage and highlight leaders across campus who focus on building trust and relationships to cultivate connections.
2. Articulate a collective and inclusive vision of assessment (that includes but is not limited to learning outcomes) and facilitate conversations among deans and middle-level leadership to embrace and achieve it.
3. Leverage Provost's senior leadership council for capability building and crafting and rolling out the vision for assessment.
4. Set expectation that cabinet and institutional leaders will be more involved in the assessment process.
5. Confidence in the work being done should be built and shared with the campus community highlighting success stories, testimonials, and experiences with assessment.
6. Institute regular reporting by divisions to the president regarding their assessment activities and outcomes to demonstrate their commitment to carrying out assessment initiatives.

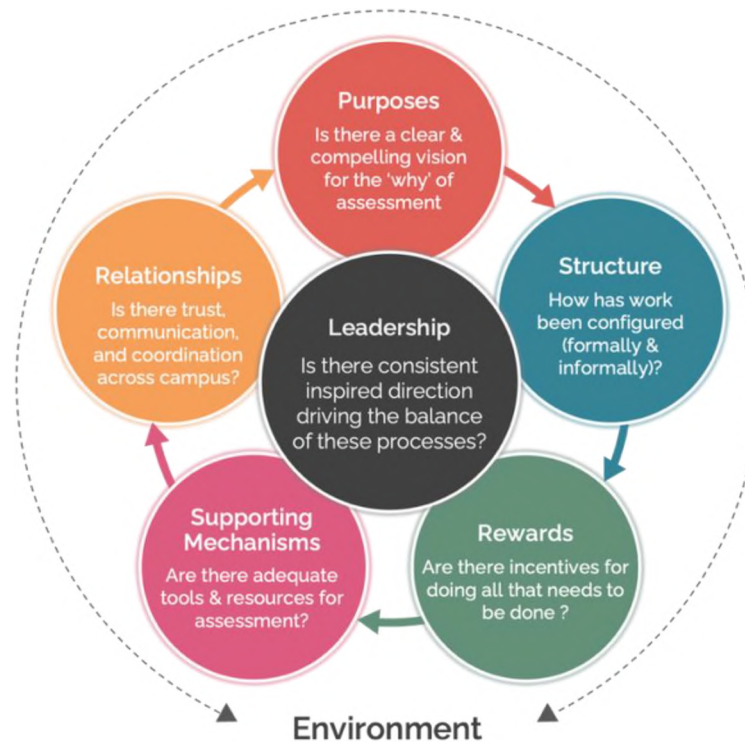
7. Structure work (schedule and meeting agendas) to take the time to reflect on deeper questions raised by the data and engage in thoughtful discussions to address them.
8. Create mechanisms to seek diverse campus input that goes beyond the loudest voices.
9. Emphasize the value proposition and post graduate outcomes.
10. Encourage the ongoing utilization of data for local improvement efforts rather than solely relying on end-of-year reports.
11. Increase awareness of the consequences of not prioritizing assessment: Clearly communicate the potential negative impacts of neglecting assessment efforts to the campus community.
12. Address challenges related to fear, distrust, and mindset change resulting from the enrollment crisis.

Diagnosis and Paths Forward

Context

The campus [climate survey](#) from 2022 provides a broader context to consider this current snapshot of assessment culture within CSUCI. Conclusions from that climate survey reveal that campus stakeholders care about the future of CSUCI and are treated with respect. Yet, they also report being overwhelmed in their workload. Additionally, many disagree that executive leadership 1) effectively communicates goals and strategies, and 2) provides guidance to ensure follow through on major initiatives. Issues of lacking strategic alignment, effective communication, and sense of overwhelm were touched upon in a variety of ways throughout the interviews we conducted.

In the next section we offer strategies to address these areas of concern organized according to a diagnostic model for organizational performance. We have structured these components to apply specifically to a **culture of assessment for continuous improvement**. Note that the core component is **Leadership**, around which all the other components are held in balance.



Leadership: Does leadership provide an inspired direction and effective support for a culture of continuous improvement?

While the president is hailed as having a strong data-focus and IR is commended in their support and capability as an office, there is a sense that a unified understanding of assessment for continuous improvement needs to be cultivated. Focus on well-articulated assessment questions, assumptions around inquiry versus justification, and embedding principles of DEIA in assessment practice are ripe areas for development but must be modelled by leadership. Leaders need to be willing and committed to do the things they are asking of their people. There is no more powerful way to motivate and influence behavior than to visibly demonstrate and behave what you are asking of others. **How are those who are in positions of power modelling a spirit of curiosity and learning around evidence?**

Recommendations

1. **Executive Leadership:** Involve cabinet members in assessment capability development, sense-making sessions around evidence, and opportunities to demonstrate that they are learners along with the campus community. Fold updates from campus assessment community into leadership agendas (cabinet, division, unit level) to promote understanding and visibility. Establish a bidirectional throughline between front line, middle management, and executive leadership on assessment vision and communications.
2. **Campus Leadership:** Leverage Provost's senior leadership council for capability building and crafting and rolling out the vision for assessment. Facilitate conversations among deans and middle-level leadership to collectively embrace and articulate a vision of assessment. Institute/re-institute assessment committee with inclusive campus representation from all areas (not just academic affairs) to design vision for assessment culture and shared language (discussed in Purposes below).
3. **Elevate Faculty/Staff Leadership:** Consider shoring up and building out role of faculty director and formalize connections within other divisions to promote coherent approach. Improved cohesion amongst those leading and coordinating assessment efforts improving sense of concerted effort. Transform pockets of assessment practice from what "they all are doing" into what "we all are doing".

Purposes: Is there a clear and compelling vision of a culture for continuous improvement

Commitment to the university and region is strong, and there is solid agreement around value statements, open access, and social mobility. **However, a shared understanding of the meaning and practice of assessment does not exist.** There is a shared understanding of the need to prepare for Thematic Pathway Reaffirmation (TPR), but the executive and distributed leadership that drives and underscores its importance has not crystalized. While there is a strong value for being data-driven, this orientation does not in and of itself *guide people to action and improvement*. As mentioned in one interview, "Assessment is not only about data. Information comes from many places, and it is about using it to check our assumptions about the best ways to serve students and demonstrate how we're doing that."

There is a perception of misalignment between the espoused importance of continuous improvement and the actual value executive leadership places on outcome assessment and strategic planning. Many stakeholders also mentioned that purpose and direction setting by top leadership is largely occurring behind closed doors. There is a desire for being more transparent and inclusive of campus input, especially compared to what campuses much larger than CSUCI have been able to achieve in this area.

Recommendations:

1. **Cross divisional assessment “committee”:** Create (or resurrect) an entity designed to get groundswell in mapping out a collective vision for a sustainable culture of assessment that withstands role changes. There is capability for this. As one person noted, “shared vision and goals do exist at the one-on-one level, when we work together as people”. Invite people who are invested in assessment and continuous improvement to be the co-architects of the vision. Campus leadership must empower these conversations and contribute, but the vision cannot be top down. This entity would collectively determine the lexicon for assessment and promote shared language and understanding. This language should be contextualized to the culture of CSUCI and does not need to use traditional assessment terms. For example, what would it look like to have faculty and administration to be speaking the language of *teaching and learning* compared with the language of assessment and reporting? This committee could be charged with building ILOs in a collaborative, campus wide fashion to improve buy-in, understanding, and alignment with the ILOs. Diverse representation from across divisions is key. Where more localized organization in assessment is required, consider sub-entities by division (e.g., Academic Affairs Assessment team, Student Affairs assessment team, Operations Assessment team).
2. **Intentional clarity of communication and action:** Develop buy-in from top leadership into shared language of assessment to curtail mixed messages. Close the gap between what you say and what you do. Budgets are the ultimate indicator of this and will reflect if the messaging around assessment is rhetoric or authentic. Communicate around the resources allocated toward assessment. Streamline the amount of communication going out to campus around assessment for continuous improvement.
3. **Alignment and Integration:** Be explicit about connecting initiatives and purposes. Align with what is already happening as opposed to creating something new which contributes to overwhelm and contributes to assessment being seen as an add-on. Map, align, collapse, and integrate. Utilize mechanism at the institutional level (e.g., strategic plan, ILO’s) as a point of intersection for an alignment map. Promote strategic filters to focus existing work so that efforts can be connected and synergized. Synchronize key reporting and assessment cycles to capitalize on overlapping evidence collection.

Structure: How well is the organization configured to promote a culture for continuous improvement, formally and informally?

1. **Learning Communities:** As a shared language and vision for assessment takes shape, connections between existing structures can be strengthened and leveraged. Teaching and Learning Innovations (TLI) and Faculty Inquiry Projects (FIPS) are regarded as successful exemplars for building community and meaningful engagement.
2. **Job Descriptions:** Be strategic in the crafting and funding of assessment roles. Include assessment skills (curiosity, planning, using evidence, DEIA, strategic thinking) in campus job descriptions as a key competency for serving campus stakeholders, particularly students.

Rewards: Do rewards and recognitions support and motivate the vision for an assessment culture?

The campus was described as relational and striving to preserve the feel of a small liberal arts college. In fostering a culture of continuous improvement, it is vital to highlight and share innovative initiatives and accomplishments in growing assessment capability amongst colleagues and across campus in all divisions.

1. **Acknowledge and reinforce:** Nurture goodwill, innovation, and trust by formally recognizing and valuing efforts made by faculty and staff, *particularly* in areas that are not the campus tent-poles of assessment (program review and accreditation). Strategies: assessment fellows, showcases, newsletters, brown bags where VPs are introducing and reinforcing accomplishments and importance. Inversely, refrain from publicly disparaging assessment related endeavors. Reward and reinforce reflection and meaning making and position it in equal importance to data driven decision making.
2. **Create community:** Highlight and share assessment practices, struggles, and wins in learning communities to support colleagues and inspire and motivate others to engage in meaningful work. Set expectation to create spaces for colleagues (both within and across divisions) to regularly gather (in person) to connect and learn from each other in their assessment practice. This supports the essence of assessment which is learning and growth. Growing capability involves discomfort and vulnerability, which require constant reinforcement and encouragement that **people do not have to be an expert in assessment to engage in assessment.**

Supporting Mechanisms: Are there processes, tools, and resources available to support an assessment culture?

1. **Assessment Leadership:** Assessment support is under-resourced. Consider full buyouts and intentional full-time focus in planning and implementation of assessment tasks. Fund leadership training that goes beyond task-based assessment function. Leadership is needed to create and sustain the conditions that reinforce engagement. This leadership development needs to be crafted with the personnel responsible so they can take ownership, not handed to them in a performance management manner. Beyond the coordination of assessment function, assessment leadership development would tap into the values of the campus community leveraging and embedding the principles of DEIA.
2. **Assessment Training:** Several people mentioned that while there are trainings to help build competency in assessment, these efforts are not aligned with an integrated vision for what competency in assessment should like at the institution, division, and department level. Training needs could be strategically aligned with needs outlined by assessment committee, assessment leaders, and community. Articulate the sequence of intended outcomes for assessment training and developing leadership to guide delivery and track progress. Explicit needs-based professional development in assessment will model good assessment practice to campus.
3. **Assessment Platform/Technology:** Leverage Canvas as a common platform for assessment to gain momentum and consistency. Faculty familiarity with platform will assuage resistance in learning new technology. Consider other existing platforms that can be assessment adjacent (e.g., EAB) for tracking numbers.

Relationships: Is there trust, communication, and cooperation amongst campus stakeholders around the practice of assessment?

Stakeholder interviews revealed that campus has historically been and must continue to be relational. As new administrators have come in, leaders in these roles are encouraged to take the time to build the relationships and rapport necessary for assessment. Interviewees expressed a need for relationship building and preserving a sense of “we-ness” –that we are in it together, but post pandemic has significantly impacted this valued sense. **Continued investments in time in energy into existing structures for learning communities (mentioned above) is critically important.** Cultivating a mindset for assessment, communicating consistency and care for its practice, and supporting commitment over compliance are principles best supported and lived out in community. While each division creates these mechanisms for themselves, leadership at all levels of the campus should be encouraged that relationship is the key to combat overwhelm.

Next Steps

Appendix 1: Responses from Culture of Evidence Rubric Exercise

Table	Rating	Rationale	Strength	Growth	Strategy	Barriers	Action
1	Culture of Justification	No time to think “why” we are doing what we are doing Most people can describe what they are doing Hard to relate daily work to mission/goals	Climate survey *Critical Learning Collectives (Kaia has led this). President explicitly verbalizes our identity Use data to come up with new programs	Either more people or more focused work. When everyone does everything, there is no authority on what we could be doing Reduce manual work and increase automation Meetings only way to disseminate information, hard to pass along information otherwise	Create/purchase one tool that facilitates assessment data collection and dissemination Focus on the most important actions (falafel & shawarma)	Faculty don’t want to learn another tool Administration things it’s too expensive No time to train others to use tool	Lift up School of Education as experts to advocate and teach Financial incentives
2	Split between Culture of Justification and Strategy	While there is description and understandings of what individuals are doing operationally, it is not always intentionally discussed/stated how the work is connected to larger strategy, mission or goals.	Variety of successful projects (good work) & initiatives are happening! Commitment to DEI Work Collegiality across disciplines TLI opportunities Offices intermixed across disciplines	1) Culture of evidence, and 2) there needs to be opportunities for success/projects to be shared & highlighted that are directly connected do strategic initiatives + mission pillars in campus wide events	Social interactions + campus engagement for student life on campus including night and weekend events or food or transportation. Defining assessment and work in progress or already done.		Staff/Faculty research and creative work symposium connected to initiatives and mission

		Pandemic also added to disconnect from knowing what works/success is happening that is now reviving—culture of care for students			Reward assessment champion		
3	Culture of Justification			Lack of data about graduate success	ILO's Assessment Day		
4	Culture of Justification	People don't know ILO's or mission statement Student-centered but that's all of mission statement Reactionary vs. strategic	Campus Climate Survey CLC's or CFGs (Critical Learning Collectives or Critical Friends Groups) Accepting status of access school & practice that fit that; Pres. Yao verbalizes this New academic programs being brought on, but did we ask students what they want?	More people Do less things/be laser focused A lot of duplication Blurred lines of responsibility Bandwidth, automation (assessment software, Watermark, Koala, Canvas, Curriculumlog, others) Asana→ Communication→ meetings (too few vs. too many); open door policy vs. creating meetings to communicate	One assessment tool/software for all of CI	Faculty don't want to learn another tool Cost Training How well will it interface with other software systems	Lift up SOE (COE?) as examples (use of Watermark) Create incentives (financial or otherwise) for faculty to learn new system
5	Culture of Strategy	CCE strategic plan w/yearly accomp & assessments CME same IEAP	There is now more institutional structure & growing support-though never it seems	Haven't had open IR office that believed in sharing data—worry when we were small at			

			<p>enough to offer the ongoing support necessary to document work done. Need easier ways to institutionalize data collection</p>	<p>sharing inappropriately Internal vs. external Classified confidential public training Development of LMS level data Need data dictionary</p>			
6	Culture of Justification	<p>Young campus, not on people's radar; not known for things we do; known as a "new school" – not recognized in CSU Promotional material 0 reflect CI truly (i.e., close to the beach) Disorganized—too many hoops on this campus in every area Hidden culture of how things are done Lacks policy/structure Secrete culture—based on who you know/relationships Turnover rate of administration and staff Lack of transparency</p>	<p>Engaged, motivated faculty body Shift in hiring HnG faculty Trainings increased—implicit bias Must have training DEI before hiring committee We are trying to PLA with more long term Community/respect</p>	<p>Building structure policies, procedures → creates accessible manuals</p>	<p>Annual chairs reports—will they be used in an institutional way for data—we may be more invested in writing the report Dashboards—prompt to answer more meaningful questions—data pre-populated for chairs to reflect on Team on campus that dedicates to the evals of departments versus leaving it to chairs to reflect on Policies, manuals, structure in place Website accessible list serve capability</p>		

7	Culture of Justification	<p>HSI identity</p> <p>More areas do an annual report (# of student outcomes)</p> <p>Strategic vision in A & S [or Ads?]</p> <p>IR pulls a lot of this evidence re-centralized</p> <p>Interdivision-ality</p> <p>IEAT/P Enrollment & Admissions</p>	<p>Centralized IR</p> <p>There actually is more communication happening on our campus</p> <p>Culture of connections—even if not universal</p> <p>Tools (e.g., Teams)</p> <p>Desire to see ourselves (see IEAT/P, Critical learning collectives, data focus, ADV, campus climate)</p>	<p>Fleshing out Strategic Directives (calling what we can't do); bridge plan to get us through WASC; follow through on making changes based on the date we have</p> <p>Campus operational efficiency</p>			
8	Culture of Justification	<p>Looking t DFWI, retention, etc.</p> <p>ushed by concern about enrollment</p> <p>We now ask the question, “how do we know” & people are more comfortable saying they don't know</p>	<p>IR</p> <p>Culture of Data (used to be culture of anecdote)</p>	<p>Assessment: Better measures of learning outcomes, what do our grads know, closing the loop</p> <p>Document yearly, not waiting until Program Review (and doing nothing in between)</p> <p>Capacity building resources</p>			

Appendix 2: Summarized Findings from Stakeholder Interviews

	Strengths	Weaknesses	Recommendations
Staff	<ul style="list-style-type: none"> • Departmental Programming and Support: There are various forms of programming and support for assessment and continuous improvement. This includes designing learning experiences for faculty, providing consultations on classroom assessments, working with programs on equity gap data and course re-design, and being involved in program assessment discussions. • Faculty Engagement and Inquiry: Faculty members are encouraged to view their teaching as a site for inquiry and engage in action research. Department supports faculty fellows in their inquiry cycles and holds an annual inquiry summit where faculty present their projects. The focus is on fostering a culture shift towards continuous improvement. • Equity and Assessment: Department collaborates with IR to address equity gaps through data analysis. They have designed a website with resources targeting 	<ul style="list-style-type: none"> – Limited Measurement of Impact: The department acknowledges challenges in measuring the impact of their initiatives. While participant satisfaction is measured, assessing actual classroom impact remains a challenge, indicating a need for more robust evaluation strategies. – Inconsistent Calibration of Instruments: The use of assessment instruments is inconsistent, dependent on who is running the learning experience. We could enhance effectiveness of our efforts by calibrating and standardizing these instruments to ensure consistent measurement. – Lack of Resources and Time: Limited resources, time, and competing priorities affects the ability to engage faculty and provide dedicated time and space for collaborative continuous improvement efforts. The burden placed on program chairs without 	<ul style="list-style-type: none"> ▪ Design learning experiences for faculty on classroom assessment and various types of assessments. ▪ Offer drop-in consultations for faculty on their classroom assessments and others. ▪ Support programs in examining equity gap data and facilitate course re-design for gateway courses. ▪ Continue to engage faculty in equity inquiry projects and continuous improvement cycles for teaching. ▪ Measure the impact of faculty development programs through questionnaires and pre-post assessments. ▪ Address barriers such as lack of time, space, leadership, and competing priorities to advance continuous improvement efforts.

	<p>specific equity gaps, offer workshops on equity-minded teaching, and partner with external organizations focused on equity in education.</p>	<p>adequate training or support inhibits progress.</p> <ul style="list-style-type: none"> – Need for Cultural Shift: We need leadership support, increased faculty participation, and a more unified approach to promote this cultural shift across the institution. Clear communication is also needed. 	
Staff/Admin	<ul style="list-style-type: none"> • Providing reports and dashboards: reports and dashboards that enable access to data and critical questioning for decision-making. • Improvement in data quality: The validity and quality of data have significantly improved over time due to advancements in data collection and storage, providing more accurate and reliable information. • Identifying areas for improvement: IR identifies areas where data analysis can uncover problems or opportunities for improvement, enabling targeted interventions and enhancements in courses, support services, and program effectiveness. 	<ul style="list-style-type: none"> – Evolution of question quality: While question quality has improved in groups working closely with IR, there is room for improvement in the larger campus culture. New groups often lack the ability to ask relevant and meaningful questions. – Relational aspects of data culture: The success of a data culture relies on people trusting and engaging with the data. Changes in personnel can impact the cultural infrastructure and hinder progress. – Challenges with real-time data and reporting: The desire for real-time data poses challenges in reporting and communication. The current data infrastructure 	<ul style="list-style-type: none"> ▪ Take the time to reflect on deeper questions raised by the data and engage in thoughtful discussions to address them. ▪ Move beyond traditional measures of success, such as retention and graduation rates, and consider other factors that reflect the diverse needs and circumstances of students. Measure and evaluate outcomes beyond mere retention to capture a comprehensive understanding of program success. ▪ While real-time data can be helpful, be cautious about using it for communication and reporting purposes due to its constantly changing nature ▪ Work towards improving the quality of questions asked by different groups on campus. While

	<ul style="list-style-type: none"> • Collaboration and trust-building: IR has collaborated with different departments and committees and has fostered effective use of data. assessment. • Expanding the scope of measurement: Efforts are made to measure factors beyond traditional metrics, such as student well-being and career outcomes. 	<p>may not support timely and meaningful reporting, leading to confusion and a lack of accurate representation of the system.</p> <ul style="list-style-type: none"> – Meaningful use of data: There is a need to improve the understanding and use of data across the campus. This includes educating department chairs and assessment coordinators and focusing on the meaning and assumptions underlying the data. – Balancing administrative tasks and strategic thinking 	<p>some groups have shown improvement, efforts are needed to ensure this improvement reaches the larger campus culture.</p> <ul style="list-style-type: none"> ▪ Align tenure and promotion system to engaging in post grad outcomes
Faculty	<ul style="list-style-type: none"> • Student success work • Undergraduate student research • Diversity, equity, and inclusion (DEI) efforts • Hispanic Serving Institution • Development and progress in centers • Existence of shared vision and goals at the individual and committee level 	<ul style="list-style-type: none"> – Nonexistent academic policy – Lack of infrastructure for setting outcomes – Limited or nonexistent Institutional Learning Outcomes (ILOs) – Lack of structure and control in program and curriculum development – Political tensions and emotional conflicts surrounding assessment discussions. – Insufficient training and guidance for assessment procedures – Loss of institutional knowledge due to undocumented processes 	

		<ul style="list-style-type: none"> – Lack of leadership and clarity from administrators – Shift away from effective shared governance. – Lack of alignment and transparency in budgeting and decision-making – New leadership needing justification for existing practices. – Resistance to shared governance in executive leadership. – Disparity in objectives between high-level executives and faculty – Inadequate allocation of resources towards student success despite acknowledging its importance – Premature advancement without considering developmental appropriateness of recommendations. 	
Faculty	<ul style="list-style-type: none"> • Leveraging specific tasks and existing platforms (Canvas Outcomes) for assessment. • Good pockets of support and willingness to work with those interested. • Availability of support from partners (program review coordinator and IR team) 	<ul style="list-style-type: none"> – Poor communication, particularly around important events and updates – Resistance and lack of interest from some individuals regarding assessment work. – Insufficient capacity and overwhelming workload for the IR team. 	<ul style="list-style-type: none"> ▪ Need for basic implementation of outcomes in Canvas and meeting people where they are at in terms of assessment. ▪ Improve alignment and clarity regarding Institutional Learning Outcomes (ILOs).

		<ul style="list-style-type: none"> – Lack of inclusion of assessment personnel in conversations and alignment around messaging. – Instability in administration with changing supervisors and inconsistent visions. 	<ul style="list-style-type: none"> ▪ Build into culture and job descriptions that assessment is part of everyone's job.
Faculty	<ul style="list-style-type: none"> • There are a lot of good examples of assessment-adjacent work that is happening—there are opportunities to acknowledge and leverage where it is already happening 	<ul style="list-style-type: none"> – Lack of communication and transparency from administrators, impacting program review, branding, and institutional goals. – Insufficient focus on consensus-building and relationship cultivation in the culture of assessment. – Difficulty in defining institutional identity and positioning. – Changing faculty engagement levels and disengagement due to task-based approaches. – Implementation challenges resulting from disjointed decision-making processes. – Lack of support and funding for innovative initiatives. 	<ul style="list-style-type: none"> ▪ Leaders (in assessment and otherwise) focus on building trust and relationships to cultivate connections. ▪ Capability building and training in developing learning outcomes. ▪ Do not divorce assessment culture from wider culture which needs development in transparency, trust, communication, and consensus. ▪ Leverage and communicate expertise in assessment, inquiry, and practice. E.g., Efforts in curriculum design, the scholarship in teaching and learning.
Administration	<ul style="list-style-type: none"> • Starting to build faculty trust. • Starting to show how assessment is not a huge data collection activity that opens up vulnerabilities but can be in smaller bite sizes. 	<ul style="list-style-type: none"> – Resistance and Fear: There resistance and fear among faculty when it comes to assessment and data. Evidence can challenge faculty assumptions and contribute to a reluctance to 	<ul style="list-style-type: none"> ▪ Implement assessment plans in all programs and units. ▪ Advocate for small, incremental actions and continuous assessment rather than overwhelming data collection.

	<ul style="list-style-type: none"> • Mitigating mixed messages between what my charge is and mixed messages sent by executive leadership. • Cultivating the understanding that sharing experiences and learning from each other is as paramount as data collection 	<p>delve deep into data and assessment processes.</p> <ul style="list-style-type: none"> – Faculty Engagement: There is a challenge to getting faculty to engage in assessment activities, such as developing assessment plans and submitting annual reports. The speaker emphasizes the need to show faculty the value and benefits of assessment, including self-reflection and helping students. – Faculty workload and contractual issues: Faculty members feel overworked and believe that assessment is not part of their contractual obligations. There is a need to address these workload concerns and establish a clear understanding of how assessment fits within faculty responsibilities. – Communication and Trust: There is a lack of shared understanding, communication processes are not well-established, and faculty feel disenfranchised from decisions strategic initiatives that come down from leadership. Building 	<ul style="list-style-type: none"> ▪ Address faculty resistance to annual reports by highlighting the value of self-reflection and how it can benefit their teaching. ▪ Incorporate assessment and self-reflection into promotion and tenure criteria for new faculty. ▪ Involve faculty and staff in the development of strategic initiatives and plans. ▪ Identify assessment champions within each program or unit to promote assessment practices. ▪ Consider alternative compensation methods, such as paying faculty during spring break for deliverables, to address budget constraints.
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		<p>trust between administration and faculty is seen as essential.</p> <ul style="list-style-type: none"> – Leadership Issues: Executive leadership described as having good ideas but lacking the ability to justify them. There is impatience, a lack of communication, and a need for better decision-making processes. – Enrollment and Charting Our Course: Concerns and faculty opposition related to enrollment strategies and the Charting Our Course initiative. Faculty buy-in, shared governance, and effective communication are needed to address these issues. – Assessment Implementation: need to have assessment champions within each program, creating learning communities, and exploring cost-effective approaches such as utilizing spring break for assessment activities. 	
Administration	<ul style="list-style-type: none"> • Data-driven approach and extensive access to data and data collection for biannual reporting • Vision for improvement: There is a vision to shift from a labor- 	<ul style="list-style-type: none"> – Lack of collective understanding: Although the division collects a large amount of data, there is a lack of clarity on how to use it collectively. 	<ul style="list-style-type: none"> ▪ Centralized platform and accountability: Implementing a centralized institutional platform, such as the EAB system, with clear expectations of usage and a

	<p>intensive process to a more streamlined approach using the EAB system. Department-level trainings are being conducted to teach staff members how to effectively use the system.</p>	<p>Some staff members are more adept at using data than others, and there is uncertainty about what actions to take based on the collected data.</p> <ul style="list-style-type: none"> – Limited expertise: About a third of the staff members have not worked intimately with data, so there is a lack of expertise in data analysis and utilization. – Changes in focus and leadership: Changes in divisional leadership over the years have resulted in shifts in the focus of assessment efforts. The transition from qualitative assessment to quantitative data collection has posed challenges for staff members in understanding and utilizing the collected data effectively. – Resource limitations: Limited financial resources and staffing constraints have hindered the division's assessment efforts. The lack of dedicated personnel to regularly monitor and analyze data has been a challenge. – Lack of institutional culture of assessment: Divisions have different perspectives on what 	<p>systematic location for data collection could be beneficial. Introducing an accountability structure that holds departments responsible for reporting and consequences for non-compliance could help drive assessment efforts.</p> <ul style="list-style-type: none"> ▪ Detailed department meetings: Conducting detailed meetings with departments to understand their specific needs and preferences for data analysis would facilitate the expansion of assessment culture. Ensuring that the system is user-friendly and designed in a way that encourages its regular use by staff members is essential. ▪ Leadership involvement: The cabinet and institutional leaders should be more involved in the assessment process. Clear messaging from the president emphasizing the importance of assessment and operational changes at the divisional level would encourage staff members to prioritize assessment efforts. ▪ Demonstrating progress: Divisions should regularly report their assessment activities and
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		assessment means and how to use data. Not all divisions have been held to the same standard of collecting assessment data, leading to inconsistencies and a lack of accountability.	outcomes to the president and demonstrate their commitment to carrying out assessment initiatives. This would help gain support and reinforce the importance of assessment throughout the institution.
Administration	<ul style="list-style-type: none"> • Faculty learning communities and summer programs have been successful in building a sense of community and promoting faculty engagement. • Cohort models, inquiry projects, and workshops on teaching practices and assessment have proven effective in fostering collaboration and professional development. 	<ul style="list-style-type: none"> – Challenges include resource constraints, staff shortages, and an enrollment crisis. These challenges often divert attention and resources from assessment efforts. – There is a need to prioritize assessment and create a supportive environment that values and rewards assessment practices. – Under-resourced and stretched staff; lack of engagement and demoralization 	<ul style="list-style-type: none"> ▪ Provide incentives, personal rewards, and creating a positive learning environment to promote faculty engagement. ▪ Implement processes to foster a sense of community, support, and shared purpose among faculty members
Administration	<ul style="list-style-type: none"> • Data-driven approach: The president and the IR team prioritize data analysis to assess outcomes, student progress, and address areas that require further attention. • Talent and collaboration: The IR team is commended for their impressive skills and the 	<ul style="list-style-type: none"> – Uncertainty about evidence-based improvements on the instructional side and identifying gaps in additional support for students. – Lack of coherence and buy-in: Some faculty members may not fully understand the value and scope of assessment, and there is 	<ul style="list-style-type: none"> ▪ Confidence in the work being done should be built and shared with the campus community. ▪ Leverage cross functional teams to enhance collaboration and reduce silos. ▪ Establish benchmarks and measure learning outcomes. ▪ Promote a culture of assessment beyond learning outcomes and

	<p>collaboration between IR and multiple levels of the institution.</p> <ul style="list-style-type: none"> • Breaking silos and cross-divisional collaboration: Efforts have been made to eliminate silos and establish teams focused on addressing student needs. • Clear vision and communication: The president effectively communicates a clear vision of the work that needs to be done and ensures alignment with priorities. 	<p>a need to touch enough people to create coherence and alignment.</p> <ul style="list-style-type: none"> – Lack of consistent engagement: limited engagement from the broader campus community. There is a desire to increase engagement and understanding of the purpose and impact of their work. – Need for a broader culture of assessment: The culture of assessment should extend beyond learning outcomes and be embedded in all aspects of the institution. There is a need to educate and involve individuals who may not traditionally consider assessment within their scope. – Building the value proposition and post-graduate outcomes: There is a desire to develop and promote the value proposition of the institution, especially in terms of inclusiveness, post-graduate outcomes, and success stories. 	<p>embed assessment into all aspects of institution.</p> <ul style="list-style-type: none"> ▪ Increase campus engagement and inclusion going beyond the loudest voices. ▪ Emphasize the value proposition and post graduate outcomes. ▪ Highlight success stories, testimonials, and experiences.
Administration	<ul style="list-style-type: none"> • IR: Increased transparency and accessibility of data and dashboards for the campus. 	<ul style="list-style-type: none"> – Underutilization of collected data within specific areas. – Data often used for individual papers, conferences, or funding proposals rather than being 	<ul style="list-style-type: none"> ▪ Encourage the ongoing utilization of data for local improvement efforts rather than solely relying on end-of-year reports.

	<ul style="list-style-type: none"> • Active engagement with the campus community and willingness to discuss data and improve data collection methods. • Efforts to develop a culture of assessment through initiatives like CI@CI. • Encouragement for all divisions to have some level of understanding and relevant language for accreditation purposes. • Focus on utilizing data for student benefits and keeping student perspectives and outcomes at the forefront of assessment efforts. 	<p>institutionally shared or used for improvement.</p> <ul style="list-style-type: none"> – Disjointed use of data in mission-based centers with a lack of long-term consistency and limited utilization for local improvement. – Challenges in obtaining faculty buy-in and participation in assessment initiatives. – Communication and accountability challenges, including issues with filter, overload, and engagement with assessment-related information. – Perception that assessment is not a continuous priority and lack of a unified voice and alignment among leadership and divisions. – Consequences for not prioritizing assessment may not be clear to the campus. – Challenges faced by the assessment office in building social capital, overcoming fear and distrust, and adapting to a changing mindset and approach due to growth and enrollment crisis. 	<ul style="list-style-type: none"> ▪ Increase awareness of the consequences of not prioritizing assessment: Clearly communicate the potential negative impacts of neglecting assessment efforts to the campus community. ▪ Address challenges related to fear, distrust, and mindset change resulting from the enrollment crisis.
Administration	<ul style="list-style-type: none"> • In our school we are establishing cadence for regularly looking at and reflecting on the data we 	<ul style="list-style-type: none"> – Need for a clear vision for assessment culture and prioritization: Campus culture 	<ul style="list-style-type: none"> ▪ Use aligning GE with UC's as an opportunity to embed assessment, not as an added initiative

	<p>collect and using a strategic approach for engaging faculty around quant/qual assessment data</p> <ul style="list-style-type: none"> • The president is leaning into assessment and is data driven. • Willingness to come together and share data 	<p>lacks a clear vision and prioritization regarding assessment.</p> <ul style="list-style-type: none"> – Workshops and meetings feel overwhelming without clear expectations from executive leadership. – Desire to collect and analyze data, but a weakness in closing the assessment loop and taking meaningful action based on findings. – Fellows and learning communities that get more involvement than the same people 	<ul style="list-style-type: none"> ▪ Have a more centralized support for assessment like a rubric for assessing assessment practices for being equitable and inclusive. ▪ Develop a calendar, structure, or series of assessment tools to commit to being standard for a defined period of time. ▪ Commit to an institutional/collaborative assessment body so assessment can happen in a more coordinated fashion, place to discuss the big ideas of assessment. ▪ Leverage Provost's senior leadership council for capability building and crafting and rolling out the vision for assessment. ▪ Facilitate conversations among deans and middle-level leadership to collectively embrace and articulate a vision of assessment (by Jessica, Provost, external consultants)
Administration	<ul style="list-style-type: none"> • There is robust assessment happening in externally accredited (but not highlighted in campus community) 	<ul style="list-style-type: none"> – Lack of campus wide commitment to assessment outside of externally accredited programs 	<ul style="list-style-type: none"> ▪ Faculty-led workshops to gain buy-in ▪ Faculty engagement and rewards for being engaged in assessment. ▪ Embed assessment responsibilities in job descriptions and provide

	<ul style="list-style-type: none"> • There is a lot of crystallized effort around WASC (but lacks buy-in and winning hearts) • There are leaders who are skilled at and care about doing assessment (but they are over-taxed and not supported by executive leadership) 	<ul style="list-style-type: none"> – Executive leadership does not believe in assessment or strategic thinking 	<ul style="list-style-type: none"> stipends for professional development implementation efforts. ▪ Assessment platform that offers consistency to assessment efforts
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“We’re on the cusp of losing good will. Need to show people that their input is valued. We hear from leadership, ‘we’ve got this under control-we’re working on this’ does not pull people in.”

“There are a lot of people on campus that are charged with doing assessment that don’t know what assessment is.”

“Lot of same people doing the work. There’s exhaustion. There is also duplication of work. It’s hard to know where your lane is.”

“Communication and approach [around assessment leadership] can be massaged a little bit. It is very overwhelming.”

“Assessment is not only about data. Information comes from many places, and it is about using it to check our assumptions about the best ways to serve students and demonstrate how we’re doing that.”

“If we’re going to get a culture of assessment, we have to start with consensus around what we’re trying to accomplish.”

“Maybe the messaging isn’t about a culture of assessment. Let’s talk about a culture that is organized to do what we need to do for students. If we start with culture of assessment that may not be able to get us where we need to be.”

“DEIA work is at the core of this the embracing of diversity and inclusive mindset is a foundation we need to operate from.”

“We all hear slightly different versions of the same thing and we’re not marching in same direction. I don’t see alignment.”

“We need a structure that brings together administration with faculty leadership and commit to that structure.”

“We have a lot of data; we don’t need to start from scratch...pick something and refine around the edges.”

“It’s hard to be an administrator here.”

“We need to connect inquiry and rigor into examining our impact—a faculty wouldn’t write a paper and say, ‘trust me, it is good or worthy’, No. So, they shouldn’t do that for assessment.”