

University of Rhode Island Assessment Climate Survey Report March 2022

Overview and Rationale

This report presents findings from the fifth round of a survey addressing department chairs' perspectives on URI program-level student learning outcomes assessment. We also place these findings in the context of past responses to provide a longitudinal perspective.

The purpose of the survey is to look at progress on the University's implementation of program-level student learning outcomes assessment and give guidance for future policies and practices. The perceptions of Chairs, Area Coordinators, Program Directors, and Section Heads (referred to in this report as "Chairs") were chosen as particularly useful sources of indicators of that progress because they play a bridging role between the expectations of the administration and the concerns and workload pressures of the faculty in their departments. The chairs also have a particular interest in the quality of assessment outputs, such as departmental program-level assessment results, and the teaching-learning mission-related outputs, as reported in Academic Program Review.

As an organization committed to developing the capacity to conduct and learn from program-level assessment of student learning outcomes, URI has invested resources and established policies for assessment. The Assessment Climate Survey gives us something with which to benchmark progress over time and from which to identify strengths and weaknesses in overall progress. These findings can inform policy and resource allocation decisions going forward. Despite the modest response rate (reducing chances for statistical significance) and chair position turnover across the five survey administrations, this information provides insightful trend information and feedback about the state of the institution with regard to program assessment of learning outcomes. Moreover, the individuals surveyed serve in a role that has a consistent set of expectations and demands, which makes triennial survey responses valuable regardless of the person currently in the position.

Conceptually, the design of the survey is based on a developmental framework for stages of URI's organizational capacity to do and value learning outcomes assessment: (1) denial ("It's a passing fad"); (2) external demand ("The administration says we must; give us the time and resources or do it yourselves"); (3) tentative commitment ("Leaders are committed and some of us are too"); (4) full-scale effort ("Most of us accept the necessity and there are policies and resources available to help"); and, (5) maintenance and refinement ("We see the value and regularly use the results at all organizational levels").¹

¹ For a detailed account of the theoretical underpinnings and intended uses of the survey, see: Stevenson, J.F., Finan, E., & Martel, M. (2017). Measuring assessment climate: A developmental perspective. *Research & Practice in Assessment*, 12 (Winter), 41-58. Available at <https://files.eric.ed.gov/fulltext/EJ1168688.pdf>

Method: What We Did

The survey content is organized into six major “domains”: (1) chairs’ personal attitudes toward assessment; (2) institution-wide faculty norms regarding the value of assessment (i.e., perceptions of colleagues’ attitudes); (3) leadership commitment, including both administration and a faculty peer leadership commitment sub-domain (the latter added in 2018); (4) infrastructure support for assessment (policies and structures to assist programs); (5) department-level implementation; and, (6) university-wide implementation, including general education. An additional item addresses chairs’ perception of how far URI has come in the development of a useful, sustainable assessment system using the five-stage model described above.

The items have been revised and augmented over time to remain relevant to the campus community as assessment-related issues have evolved (e.g., the implementation of general education assessment, the inclusion of graduate programs). The original 2009 survey consisted of 37 items; seven items were added to the 2012 version (total of 44 items); further enhancements were made to the 2015 version (total of 51 items); and updates to the 2018 version led to a total of 58 items, three of which are located in the new “Peer Leadership” sub-domain. The 53 structured items included in the 2021 version are organized by domain (see Table A1 for details of item content) and make use of a 5-point Likert rating (from “strongly disagree” to “strongly agree”). Two additional questions were added for the 2021 administration to understand the impact of the COVID-19 pandemic on program-level assessment reporting.

All URI department chairs, directors of department-equivalent academic programs, and others who function in roles equivalent to chairs (the latter group added in 2018) were invited via email to complete the survey using online survey software to provide anonymity. Survey administrations have taken place in Fall 2009, Fall 2012, Fall 2015, Fall 2018, and most recently in Fall 2021. The response rates were as follows: Fall 2009 – 59% (30 of 51); Fall 2012 – 59% (36 of 51); Fall 2015 – 57% (28 of 49); Fall 2018 – 47% (24 out of 51); and, Fall 2021 - 32% (35 out of 111).

It is important to note that the population this administration was expanded to include faculty that oversee assessment activities and are equivalent to department chairs but go by other, college-specific titles (e.g., section heads). Although the response rate was lower than in most prior years, the sample is more accurate.

The survey asked respondents two additional questions that help to clarify our sample (see Appendix A2). First, we asked, as we had in the past, whether they remembered taking the survey previously. Most respondents were confident they had not taken the 2009, 2012, or 2015 survey, and only 16% were sure they had taken the 2018 survey. Second, we asked if chairs oversaw degree programs that had their own special accreditation requirements from a professional organization, and 36% of them said this was true. For this latter item, we did look at contrasts to be reported later in the Results section.

This report presents the 2021 survey findings and examines changes over time at the item level and domain level.

Results: What We Found

Results for 2021²

The 2021 views of chairs will be examined briefly before addressing the comparisons over time.

We checked to see if there were differences in the perceptions of these two groups (those with externally accredited programs vs. those with non-accredited programs) and found significant differences in agreement on three items:

- There was a significant difference in perception of whether there are models for what is expected in an assessment report between accredited and non-accredited programs ($t(14.018) = -2.257, p < .05$). Accredited programs were less likely to agree that there are models for what is expected in an assessment report than non-accredited programs.
 - While there is an accredited reporting template, the Assessment Office website does not currently include example accredited reports. This resource, along with informational sessions targeting accredited program chairs and directors, will be offered moving forward.
- There was a significant difference in perception of whether there is a policy-setting committee to guide assessment at URI between accredited and non-accredited programs ($t(26.256) = -2.995, p < .05$). Accredited programs were less likely to agree that there is a policy-setting committee to guide assessment at URI than non-accredited programs.
 - The Learning Outcomes Oversight Committee (LOOC) was established in 2007 as a joint Faculty Senate and Provost Office committee with the purpose of promoting, supporting, and ensuring effective assessment as an integral part of the student learning experience at the URI. LOOC policy (2010) established the biennial program assessment reporting cycle that accredited programs follow. All new programs must submit an assessment plan to LOOC for review and approval, and LOOC is also responsible for giving official positive recognition all non-accredited programs who have received “Advanced” scores on their program assessment reports by URI’s faculty peer reviewers. Once new programs are approved by the Faculty Senate, accredited programs have limited interaction with LOOC.
- There was a significant difference in perception of whether departments make effective use of results in URI’s academic program review process between accredited and non-accredited programs ($t(16.197) = -2.567, p < .05$). Accredited programs were less likely to agree that their departments make effective use of assessment results in URI’s academic program review process than non-accredited programs.

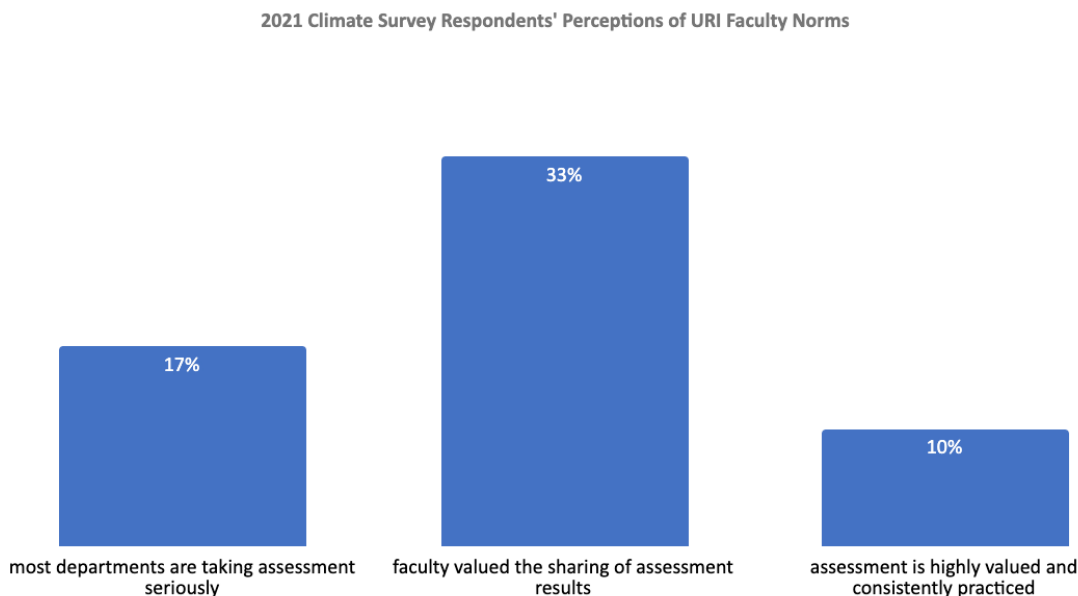
² The sample used for this report (n=31) is slightly smaller than the total number of responses we received (n=35); faculty who served in roles that were “functionally equivalent” to a department chair were invited to respond in 2018 and 2021 in order to capture a more realistic picture of academic program leadership roles and titles that can vary college to college and may not have the title of “chair.” This group (n=4) was not included in this report in order to fairly compare samples from the past that did not include the expanded sample.

- This finding may be due to respondents not fully understanding the question, or that accredited programs have such external demands already that the university annual program review process is less consequential. Follow up conversations with accredited programs will occur over the year.

How did chairs perceive the assessment program in 2021? Table A1 reports this year’s responses to the assessment climate items. Responding chairs were reasonably certain that program-level learning outcomes assessment is now a standard expectation for all degree programs at URI – 65% agreed that “it is here to stay.” They were also relatively positive about its value within their own programs –71% agreed that assessment for majors is very important, and 90% agreed that it is valuable to continue checking to improve the “skills and attitudes” of those we graduate. Some believed this should be the job of the administration rather than faculty (50%). Forty-five percent acknowledged that their faculty have useful discussions about their aspirations for their students in the context of assessment.

However, with regard to chairs’ perceptions of faculty norms across the campus, only 17% of respondents agreed that most departments are taking assessment seriously, 33% thought that faculty valued the sharing of assessment results, and only 10% thought that assessment has become a “highly valued, consistently practiced” aspect of URI’s culture (Figure 1).

Figure 1. 2021 Climate Survey Respondents’ Perceptions of URI Faculty Norms



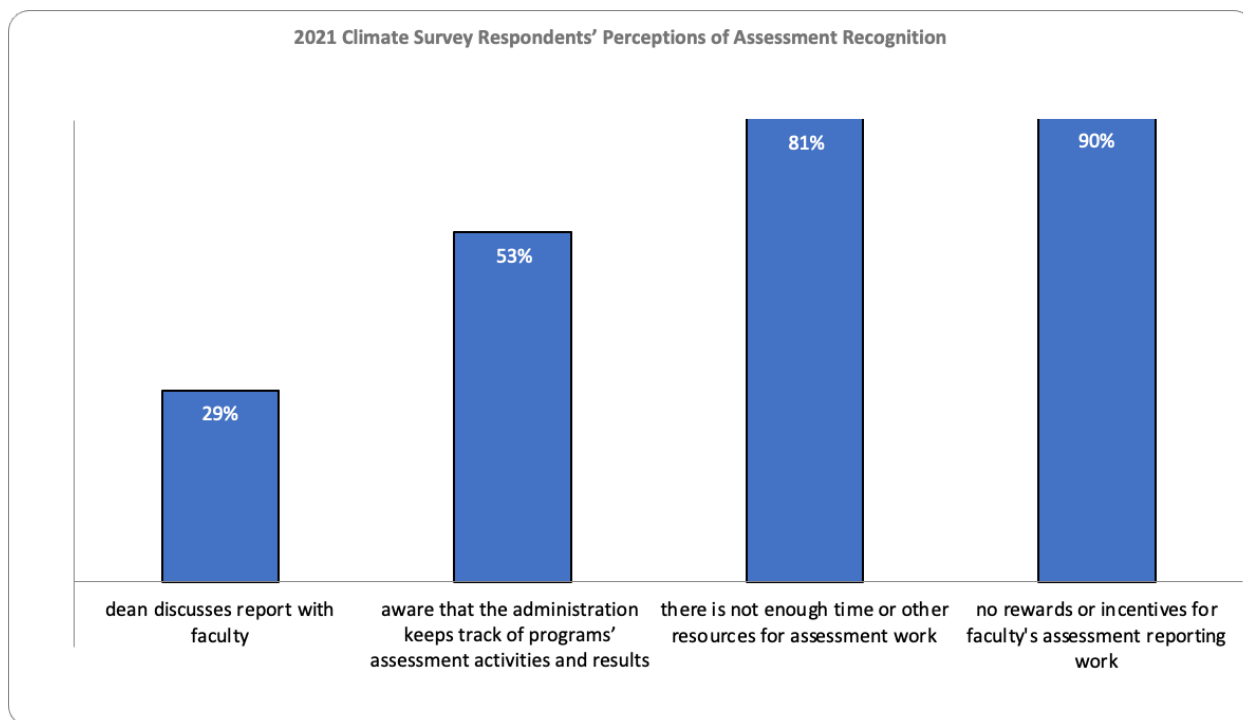
Perception of leadership commitment was varied. The sense of administration support for assessment was relatively high (43% agreement for “Provost” and 63% for “our college dean”), yet only 32% agreed that faculty leaders convey positive views of assessment.

In terms of more tangible forms of program assessment efforts, few chairs thought the university administration was engaged with and recognized assessment work, and many felt there was not enough time, rewards, or incentives (Figure 2). Twenty-nine percent (29%) agreed that their dean actually discusses their report with them; 90% saw “no rewards or incentives” for the assessment reporting work faculty do; 81% said there is not enough time or other resources for this work; however, 53% were aware that the administration keeps track of programs’ assessment activities and results; while only 26% knew that there is formal recognition for excellence in this work (e.g., recognition by the Learning Outcomes Oversight Committee and the Faculty Senate for excellent report assessment reporting).

On the other hand, the chairs recognized that there are a variety of instrumental forms of assistance: an office on campus to provide assistance (80%), clear policy to guide expectations (71%), and models of well-done reports (52%).

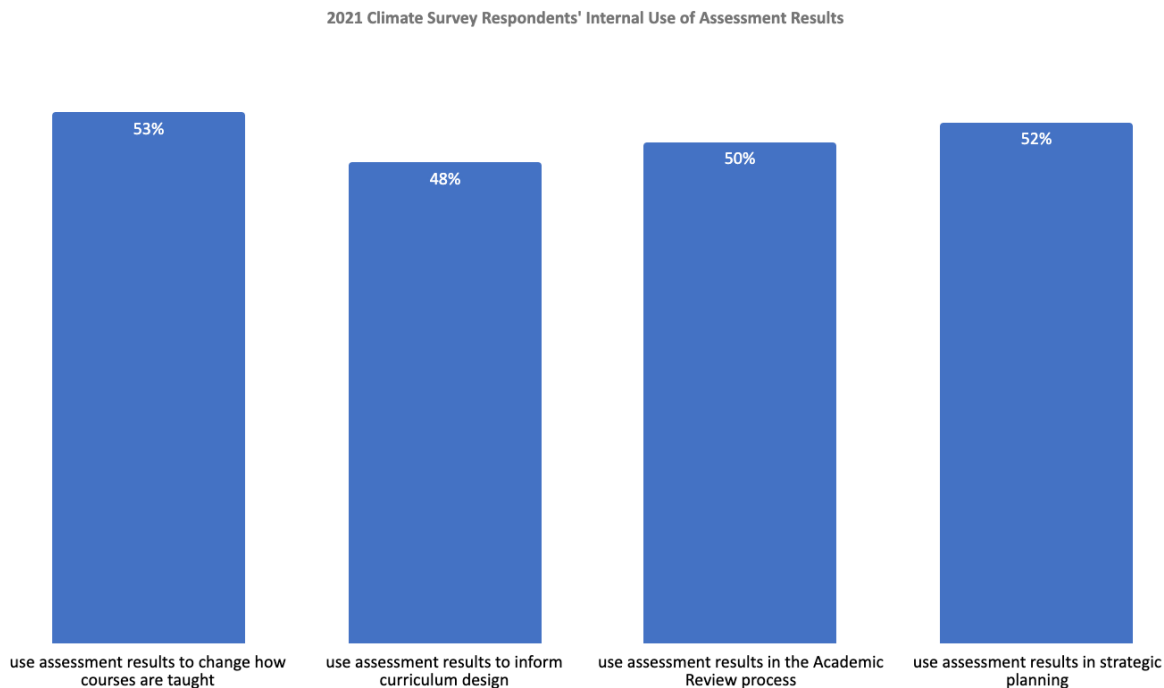
Most departments are now actively and routinely doing the required reporting at both undergraduate and graduate levels: 74% of undergraduate degree programs and 73% of graduate degree programs said they had a “workable assessment plan”, and 65% of undergraduate and 59% of graduate programs had said they had reported in the past two years (even though the vast majority of programs have submitted an assessment report during this time frame).

Figure 2. 2021 Climate Survey Respondents’ Perceptions of Assessment Recognition



Chairs’ reported internal use of program assessment findings is encouraging (Figure 3), with 53% of respondents said they have changed how courses are taught; 48% used assessment results to inform their curriculum design; 52% used assessment in strategic planning; and, 50% felt they were making effective use of their reports in the Academic Review process – which is concerning given the valuable contribution program assessment reports can make to Academic Review.

Figure 3. 2021 Climate Survey Respondents’ Internal Use of Assessment Results

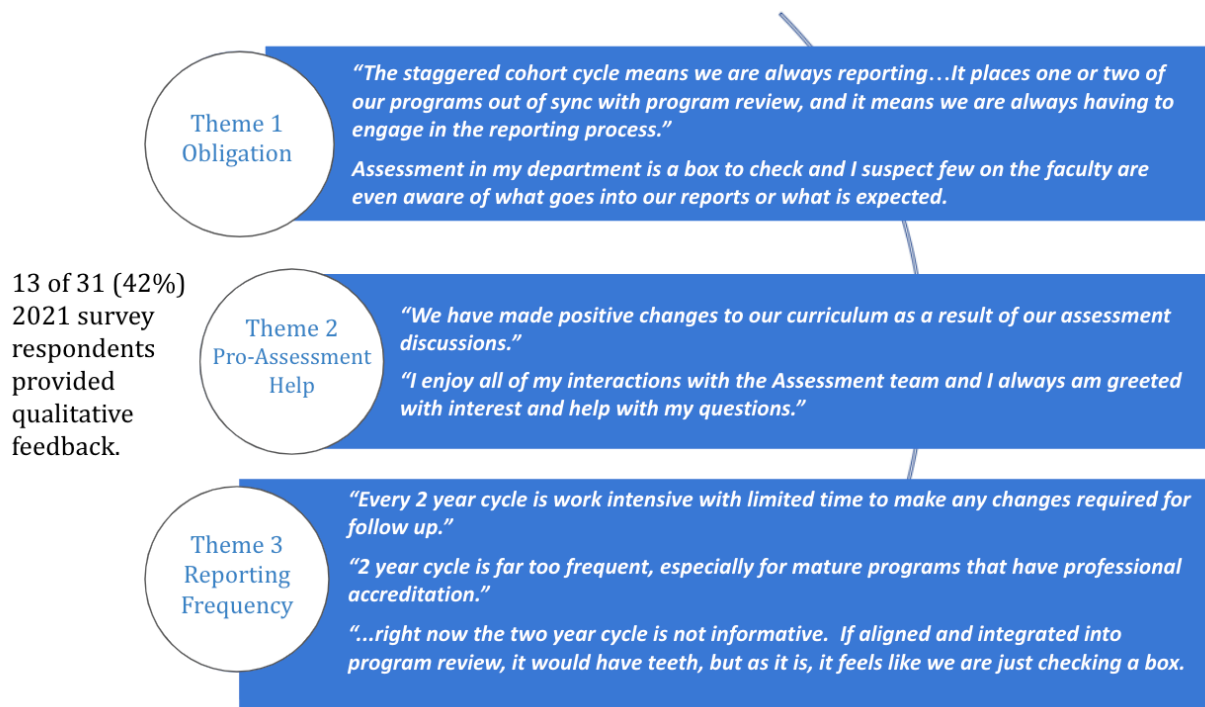


Just over half (52%) of respondents supported their department’s role in general education assessment, but only 40% agreed that general education addresses meaningful goals (down from 57% in Fall 2018). Although the results of Phase I General Education assessment, piloted in Spring 2018, has not had time to be fully implemented, 43% believed that general education assessment is now occurring on a “regular basis.”

Unfortunately, the perspective on institution-level growth in assessment is not as positive. We asked the chairs to indicate where, in the “stage of development of learning outcomes assessment” they think URI is (see Figure 6 below). In 2021, nearly half of chairs (48%) viewed URI’s current stage as a “tentative commitment”, with administrative leaders committed and some faculty ready to follow. Close behind, “external demand” followed, with administrative leaders requiring faculty compliance to meet that demand (36%). Few (13%) believed the university is in the stage of “full scale effort.”

Overall, these responses suggest that in some ways program-level learning outcomes assessment is now well established, both within departments and within the institutional support structures, yet there continues to be a strong sense that program assessment is not being done enthusiastically, rather that it is an obligation that falls on a work intensive timeline. While limited in number, the qualitative comments summarized below bolster this conclusion (see Figure 4).

Figure 4. Major Themes Identified in Qualitative Feedback



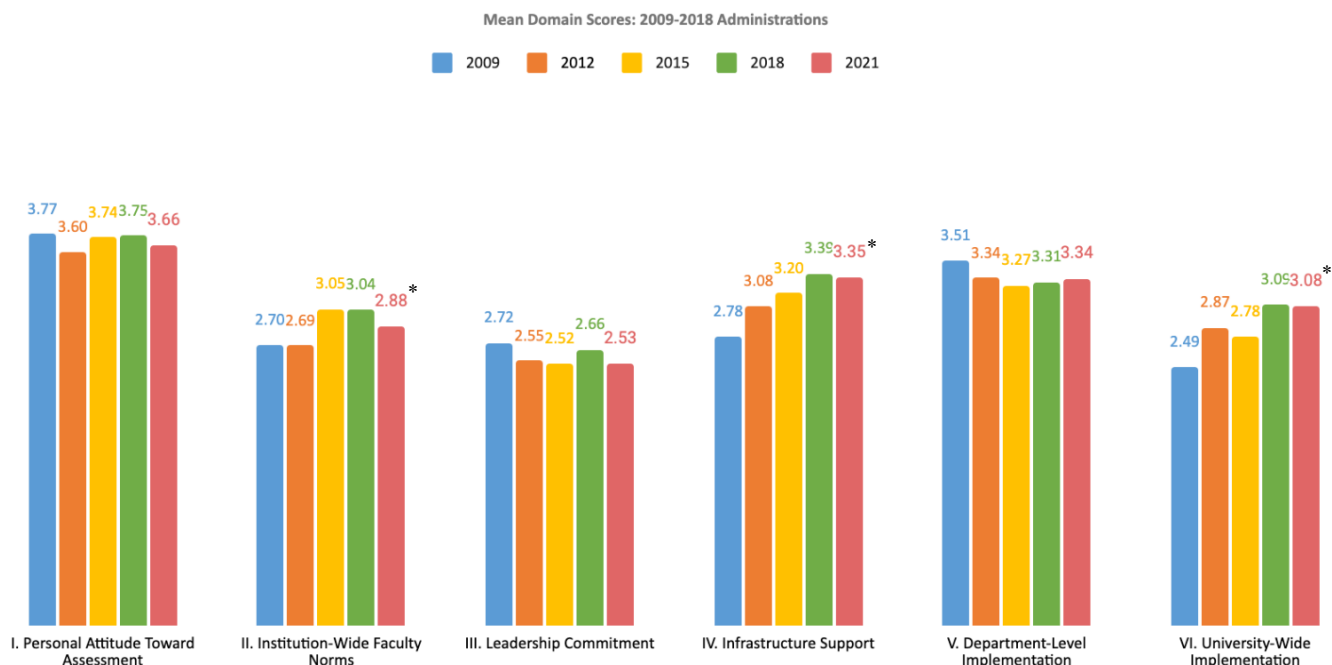
Patterns Over Time: 2009-2021

To examine the ways in which chairs’ perceptions may have changed over time, we combined the items within each domain to create broader and more stable ways of characterizing chairs views. The domain scores are based on averages (scoring from 1 = strongly disagree to 5 = strongly agree) with negatively worded items reversed (as noted in Table A1). Only those items which have been present across all five time points are included, so these scores are somewhat different from what would be obtained by averaging all of the current items in a domain. We analyzed the mean domain scores across the five survey administrations (see Figure 5), and used significance testing to examine the differences over time. See Appendix tables A3 and A4 for additional statistical evidence regarding the domain level, including Cronbach’s Alpha reliabilities and inter-scale correlations for the 2021 data, and the ANOVAs to check for significant changes over time.

Looking at the overall levels for the domains covered by the survey (Figure 5), chairs expressed relatively positive personal views of the value of assessment and reported relatively high levels of implementation and use in their own departments. These views stayed much the same over time. Items within those domains reflected those positive views. There is general agreement that assessment of learning outcomes for majors is important and that faculty need to keep checking to improve chances for students to graduate with the skills and attitudes to which the faculty aspire. Most chairs agreed that assessment is here to stay. Although there has been a decline in

reported use of assessment for departmental strategic planning, faculty continued to have discussions about how their students are doing, prompted by assessment activities and findings.

Figure 5. Mean Domain Scores: 2009-2021 Survey Administrations



* p<0.05

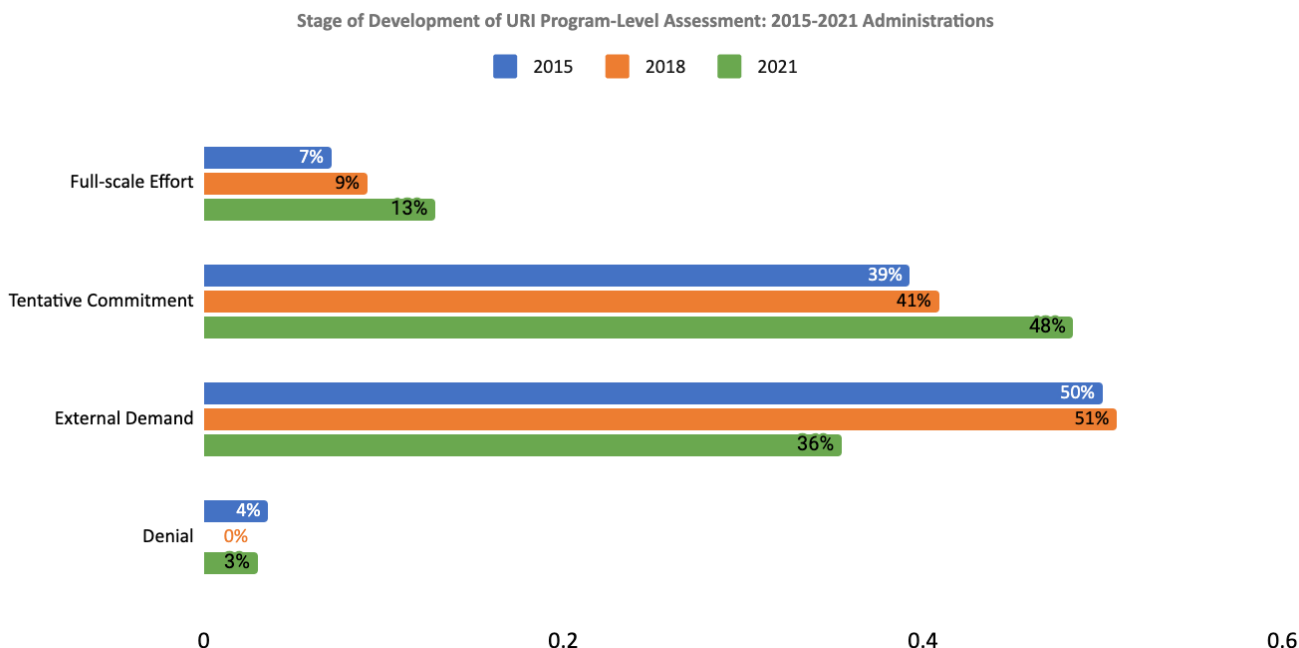
Perceived administrative leadership commitment, unfortunately, remains low over time (12 years), and a hoped-for trend upward is disconfirmed by this year’s results. Item results substantiate this pattern, with continuing concern about the lack of resources, time, rewards, incentives, as well as a lack of a disincentive for noncompliance and failing to do assessment.

The other three domains showed significant change in a positive direction over time. Perceptions of broad institutional norms supportive of assessment went up significantly from 2009 to 2021 ($F(4,148)=2.75$; $p=.030$). Chairs also reported that there was significantly more structured support for program-level assessment at the University ($F(4,147)=3.06$; $p=.019$), including the work of the Assessment Office and the policy-setting role of the Learning Outcomes Oversight Committee (LOOC). University-wide implementation also showed significant increases over time ($F(4,146)=4.27$; $p=.003$). It is also important to note that the peer leadership subdomain, which was added during the Fall 2018 administration and captures the role that respected faculty colleagues in leadership roles may play in shifting views of assessment, showed improvements in chairs’ perceptions of peers who have demonstrated ways to use assessment for positive

change (68% up from 50% in 2018) and in personal benefitting from hearing stories of successful assessment from other programs (42% up from 35%).

For the past four rounds of the survey, we have asked the chairs to indicate URI’s “stage of development of learning outcomes assessment.” Figure 6 indicates that there was very little change between the 2015 and 2018 survey years, but in 2021, chairs’ views of URI’s current stage increased to “tentative commitment,” with committed leaders and faculty moving toward commitment, while “external demand”, with administrative leaders requiring faculty compliance to meet that demand, dropped significantly.

Figure 6. Stage of Development of URI Program-Level Assessment: 2015-2021 Administrations



What We Think This Means for URI

First, some caveats: As we noted at the outset, there are important limitations in the sample. The population base was increased to more accurately capture the perspectives of faculty in department-/program-equivalent positions who are responsible for assessment activities. At the same time, the response rate was lower than in previous years, limiting confidence in generalizability and reducing chances for statistical significance. There has been high turnover in those responding to the survey across the four survey administrations, so these are not “longitudinal” patterns of change, rather, a series of “cross-sectional” slices of how faculty in the administrative role of department chair have viewed assessment over time. The survey tool also

underwent some minor wording changes in items over time, which may have influenced responses. Despite these legitimate concerns, we believe the patterns in the data offer genuine insights into how URI is doing and what might be fruitful avenues for improving the value of program-level learning outcomes assessment.

As we have seen here and reported in the past, patterns suggest that although there have been significant gains over time in areas including awareness of relevant policies and the practical help that is available, there is not a comparable sense that the administration genuinely values this work and will provide the recognition, time and resources, and incentives to demonstrate their valuing. However, the current results do add some very good news: chairs' perceptions of peer norms rose substantially in 2015 and have stayed at that improved level in 2018 and 2021 (Appendix Table A1). And although the perception of university-wide implementation was initially the lowest domain score, it has risen along with peer norms.

Thus, we know that our current efforts to engage and support the quality and utility of assessment are working (e.g., clear policies regarding expectations and substantial technical resources, accessible support and consultation, and feedback) and are having had a measurable impact over time. Chairs continue to see the value for their own departments and have come to recognize the increasingly positive views on the part of their peers across the institution. In this most recent round of our survey, those perceptions are now accompanied by the sense that URI is moving in a positive direction toward more complete implementation of our vision for assessment as a tool for student learning improvement, including its role in general education. We now also recognize the significant influence peer leaders may be able to exert, and we hope to further develop this aspect of positive assessment climate moving forward.

Although we may wish to congratulate ourselves for all of this good news, it is also important for us to recognize the risks inherent in the current situation, as reflected in both the quantitative and qualitative evidence presented here: Will chairs continue to exhort their colleagues to comply with the demands of a policy that seems to have little direct benefit in terms of either internal or external recognition? If these perceptions are inaccurate, what can we do to overcome the cynicism they imply? Will genuine program improvements accrue (with University-wide benefit), as faculty reflect on meaning in their assessment results, or will pro-forma reports languish on digital shelves? How can we energize this process beyond all of the strong technical support and resources already being provided? Although it makes sense to continue with what is working and expand where we can on those successes, it is necessary to ask whether there is a way to alter the underlying, change-resistant conviction among chairs that administrative support for program-level efforts to improve success is falling short.

Here are three recommendations to consider as we go forward:

1. Challenge administrators at all levels to be creative in finding ways to recognize the ever-increasing workload for chairs/directors and faculty in functionally equivalent roles whose job it is to ensure assessment is being done, and provide more financial and personnel resources to departments to respond to the demands of the role, both with salary supplements, time reallocation, and additional staff support to assist them. Make participation in program-level

assessment one of the explicit elements of the duties of all faculty so that it is more effectively compensated, and provide more ways for chairs to engage their faculty through special recognition, release time, workload credit, and professional development funds.

2. Promote models for excellent use of assessment, and identify and recognize the faculty peer leaders who have demonstrated those successful uses. Look for means to emphasize the value for students, faculty, and programs, rather than the obligation to meet external requirements enforced by the administration. Continue to enhance support for rewarding these accomplishments via the “scholarship of teaching and learning.”

3. Recognize that URI’s central educational mission is most clearly represented by our ability to deliver on our curricular promises across the students’ experience in a degree program, and incorporate program-level assessment goals, results, and impacts into program review, strategic planning, and external promotion of our quality.

These recommendations are intended to provide a stimulus for continued discussion. Giving them substance would require follow-up planning across relevant actors (e.g., LOOC, college deans, Provost, Faculty Senate) to create more concrete steps, identify responsible parties, and set timelines for action. We hope the data presented here give voice to both the gains we have made and the need for continuing attention – essential to honoring the time and thoughtful responses contributed by respondents over the past 12 years.

APPENDIX A

Table A1. Assessment Climate Survey Item Responses: 2009-2021 Survey Administrations

SURVEY ITEMS	% Agree + Strongly Agree				
	Fall 2009 n=30	Fall 2012 n=36	Fall 2015 n=28	Fall 2018 n=24	Fall 2021 n=31
I. Personal attitude toward assessment (2021 Alpha = 0.831)					
1. Assessment of learning outcomes for our majors is very important.	76.7	66.7	60.7	62.5	71.0
2. Assessment of learning outcomes does not yield useful results. ^R	--	--	25.0	33.3	48.4
3. General education outcome objectives are complementary to our objectives for the major.	46.7	61.1	60.7	50.0	35.5
4. Assessment should be the job of the administration, not the faculty. ^R	16.7	25.7	21.4	12.5	50.0
5. Assessment of student learning outcomes is here to stay.	66.7	51.4	71.4	65.2	64.5
6. I support my department's participation in the assessment of the general education program.	--	--	50.0	50.0	51.6
7. We faculty need to keep checking ourselves to improve the chances that our students graduate with the skills and attitudes we believe they need.	93.1	80.6	96.4	91.7	90.3
II. Perceived campus norms (2021 Alpha = .460)					
8. Most departments here are now taking assessment seriously.	36.7	38.9	28.6	33.3	16.7
9. Most faculty on this campus believe assessment is unrelated to genuine concern for student learning. ^R	55.2	61.1	46.4	37.5	20.0
10. Many faculty resist assessment because they fear negative assessment findings that could damage individuals or programs. ^R	63.3	63.9	21.4 ^{3a}	29.2	32.3
11. At this institution, faculty highly value transparency, including open disclosure of our students' learning outcomes.	23.3	22.2	32.1 ^a	37.5	33.3

^{3a} Indicates significant difference between previous survey year mean (p< .05, two-tailed).

SURVEY ITEMS	% Agree + Strongly Agree				
	Fall 2009 n=30	Fall 2012 n=36	Fall 2015 n=28	Fall 2018 n=24	Fall 2021 n=31
12. The faculty at this institution are committed to the goal of having every student at the university graduate with abilities and values consistent with our university's mission and strategic plan.	43.3	51.4	57.1	54.2	76.7
13. At this institution, assessment of student learning outcomes has become a highly valued, consistently practiced, aspect of our culture.	6.7	5.7	14.3	8.3	10.0
III. Perceived leadership commitment (2021 Alpha = .735)					
14. All levels of the administration (i.e., Provost, Deans) support assessment.	46.7	38.9	42.9	62.5	43.3
15. Our college dean recognizes and supports the value of assessment.	83.3	63.8	50.0 ^a	73.9	63.3
16. Our college dean discusses our departmental assessment reports with us.	--	--	21.4	25.0	29.0
17. There are no rewards or incentives for chairs/directors or graduate program directors to participate in assessment (e.g. workload credit). ^R	73.3	91.7	85.7	95.8	96.8
18. There are no rewards or incentives for faculty to participate in assessment (e.g. annual review recognition). ^R	76.7	91.7	75.0	91.7	90.3
19. There is neither enough time nor enough resources provided for those who are asked to do the work of assessment for their program. ^R	70.0	83.3	64.3	83.3	80.6
20. The administration keeps track of programs' assessment activities and results.	26.7	42.9	21.4 ^a	29.2	53.3
21. Programs that excel at assessment are formally recognized at the institution-wide level.	--	--	3.6	33.3	25.8
22. Departments that choose not to assess their programs will experience negative consequences from within the University.	65.5	50.0	35.7	41.7	27.6
IIIA. Peer leadership commitment (2021 Alpha = .723)					
23. Some department chairs and program directors have demonstrated ways to use assessment for positive change.	--	--	--	50.0	67.7

SURVEY ITEMS	% Agree + Strongly Agree				
	Fall 2009 n=30	Fall 2012 n=36	Fall 2015 n=28	Fall 2018 n=24	Fall 2021 n=31
24. I have benefitted from hearing stories of successful assessment from other programs.	--	--	--	34.8	41.9
25. For the most part, faculty in leadership positions convey a positive view of program assessment.	--	--	--	34.8	32.3
IV. Structured support for assessment (2021 Alpha = .912)					
26. Faculty and chairs have easily accessible opportunities to learn about how to conduct useful assessment.	40.0	33.3	35.7	43.5	51.6
27. Expectations for what is to be done and reported for program assessment are clear.	23.7	27.8	21.4	34.8	41.9
28. A clear policy for a 2-year cycle of assessment reporting is now in place.	--	47.2	53.6	56.5	71.0
29. There is adequate training provided for those who are asked to do the work of assessment.	13.3	25.0	25.0	34.8 ^a	45.2
30. There are models for what is expected in an assessment report.	34.5	31.4	42.9	56.5	51.6
31. The two-year reporting cycle works well for my department.	--	25.0	7.1	21.7	25.8
32. Departments receive useful feedback on our assessment reports.	--	33.3	21.4	39.1	32.3
33. There is an office on campus that provides assistance of many kinds for assessment.	56.7	75.0	78.6	78.3 ^a	80.0
34. There is a helpful website on campus addressing assessment progress and expectations.	30.0	41.7	46.4	56.5	48.4
35. There is a policy-setting committee to guide assessment on this campus.	30.0	47.2	35.7	73.9 ^a	37.9
V. Level of achievement within department (2021 Alpha = .900)					
36. My department has workable assessment plan(s) for our undergraduate program(s).	--	55.6	71.4	68.2	74.2
37. My department has workable assessment plan(s) for our graduate degree program(s). (Please skip if not applicable for your department.)	78.6	11.4	71.4	60.0	72.7

SURVEY ITEMS	% Agree + Strongly Agree				
	Fall 2009 n=30	Fall 2012 n=36	Fall 2015 n=28	Fall 2018 n=24	Fall 2021 n=31
38. Our majors are aware of our department’s learning objectives.	50.0	37.1	17.9	30.4	35.5
39. My department has conducted and reported one or more rounds of assessing learning outcomes for our undergraduate major(s).	73.3	88.6	89.3	91.3	64.5
40. My department has conducted and reported one or more rounds of assessing learning outcomes for our graduate major(s). (Please skip if not applicable for your department.)	--	--	61.9	66.7	59.1
41. My department uses assessment results in strategic planning.	53.3	38.9	39.3	31.8	51.6
42. Faculty in my department have discussions about our students and our hopes for them in the context of assessment.	50.0	47.2	57.1	56.5	45.2
43. My department has changed our curriculum design (requirements, courses, course content, etc.) in response to assessment results.	60.0	41.7	28.6	39.1	48.4
44. My department has made changes in how courses are taught (pedagogy) and what is covered in them on the basis of assessment results.	--	--	39.3	43.5	53.3
45. My department makes effective use of assessment findings in the University's academic program review process.	--	--	--	34.8	50.0
VI. Level of achievement university-wide (2021 Alpha = .786)					
46. A majority of <u>undergraduate</u> majors across the campus have now gone through at least one cycle of assessment – reporting - program revision (sometimes termed “closing the loop”).	33.3	50.0 ^a	37.0	30.4	--
47. A majority of <u>graduate</u> majors across the campus have now gone through at least one cycle of assessment – reporting - program revision.	--	--	32.0	26.1	--
48. Departments share ideas with other departments/programs for meaningful, manageable assessment.	--	--	10.7	13.0	23.3
49. Strategic planning at the university level uses assessment results.	7.1	11.4	3.6	8.7	10.3
50. Learning outcomes for degree programs are aligned with the broader missions of colleges and the institution.	--	--	28.6	39.1	31.0

SURVEY ITEMS	% Agree + Strongly Agree				
	Fall 2009 n=30	Fall 2012 n=36	Fall 2015 n=28	Fall 2018 n=24	Fall 2021 n=31
51. Our general education program has clear, measurable outcome objectives.	17.2	11.4	14.3	43.5	33.3
52. University-wide objectives for students' learning outcomes are specified, measured, and reported on a regular basis.	3.3	0.0	10.7 ^a	42.9 ^a	43.3
53. General education addresses important learning goals at this institution.	--	64.7	46.4	56.5	40.0

Table A2. Additional information about 2021 respondents

1. Some or all of the degree programs I oversee have their own special accreditation requirements from a professional organization. (n =31)

YES 35.5%	NO 64.5%
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2. This survey was previously administered to department chairs/directors in October 2009, October 2012, October 2015 and October 2018. Do you believe you took the survey at any of those times?

	YES	NOT SURE	NO
2009	0.0%	20.0%	80.0%
2012	0.0%	27.6%	72.4%
2015	0.0%	37.9%	62.1%
2018	17.2%	41.4%	41.4%

Table A3. Assessment Climate Domain Scales Properties and Correlations for 2021 Sample (n=31)

Scale		No. of Items	Mean	S.D.	Alpha	Inter-scale Correlations					
						IN	LC	PLC	SS	DA	UA
PA	Personal Attitude Toward Assessment	7	3.66	0.793	0.831	.334	.519*	.831*	.724**	.593**	.622**
IN	Perceived Institution-wide Norms	6	2.88	0.585	0.460	-	.679*	.459**	.411*	.304	.445*
LC	Perceived Administrative Leadership Commitment	9	2.53	0.603	0.735		-	.693**	.627**	.563	.530**
PLC	Perceived Peer Leadership Commitment	3	3.24	0.857	0.723			-	.817**	.763**	.666**
SS	Structured Support for Assessment	10	3.35	0.894	0.912				-	.563**	.690**

Scale		No. of Items	Mean	S.D.	Alpha	Inter-scale Correlations					
						IN	LC	PLC	SS	DA	UA
SS	Structured Support for Assessment	10	3.35	0.894	0.912				-	.563**	.690**
DA	Level of Departmental Achievement	10	3.34	0.760	0.900					-	0.324
UA	Level of University-wide Achievement	8	3.08	0.772	0.786						-

* p<0.05

** p<0.01

Table A4. Significance of Change Over Time

Scale		2009	2012	2015	2018	2021	F	df	p<
PA	Personal Attitude Toward Assessment	3.77	3.60	3.74	3.75	3.72	.305	4	n.s.
IN	Perceived Institution-wide Norms	2.70	2.69	3.05	3.04	2.91	2.751	4	.030
LC	Perceived Leadership Commitment	2.72	2.55	2.52	2.66	2.63	.618	4	n.s.
SS	Structured Support for Assessment	2.79	3.08	3.20	3.39	3.41	3.060	4	.019
DA	Level of Departmental Achievement	3.51	3.34	3.27	3.31	3.41	.426	4	n.s.
UA	Level of University-wide Achievement	2.49	2.87	2.78	3.09	3.08	4.206	4	.003