

University of Rhode Island Assessment Climate Survey Report October 2019

EXECUTIVE SUMMARY

Overview and Rationale

The purpose of the survey is to look at progress in the University's implementation of program-level student learning outcomes assessment and give guidance for future policies. Chairs' perceptions were chosen as a particularly useful indicator.

Survey content is organized into six major domains: (1) chairs' personal attitudes toward assessment; (2) institution-wide faculty attitudes/norms regarding the value of assessment; (3) leadership commitment, including peer leader commitment; (4) infrastructure support for assessment; (5) department-level implementation; and (6) university-wide implementation. A final item addresses chairs' perception of URI's progress towards developing a useful, sustainable assessment system.

The survey was administered as an online survey to all URI department chairs (and the directors of department-equivalent academic programs) in Fall 2009, Fall 2012, Fall 2015, and Fall 2018. Currently it consists of 56 5-point rating items and one open-ended question. The response rate in 2018 was 47%, somewhat below the average for past administrations (58%).

Key Findings

There is evidence of forward progress in chairs' views: the value of assessment for their own departments remains high; infrastructure support, in the form of policies and structures to support assessment efforts, is going steadily up; university-wide faculty attitudes towards assessment have risen significantly; and university-wide implementation of program assessment activities has also risen significantly. Significant item-level changes are consistent with those trends.

There is reason to continue to focus on enhancing forward movement: Leadership Commitment remains the lowest domain score and has not changed significantly from past administrations. A new Peer Leadership Commitment sub-domain received somewhat more positive ratings (mean = 3.2) than Administrative Commitment (mean = 2.7) in 2018.

Chairs' modal view of URI's current stage in the establishment of program-level assessment is "External Demand", with administrative leaders requiring faculty compliance (endorsed by 51% in 2018). The stage denoted "Tentative Commitment" received the second highest endorsement (47%).

While infrastructure support for assessment (enabling viable assessment reporting) and perceived peer norms (indicating general faculty supportiveness) are continuing to move steadily forward, leadership commitment to motivate assessment as an internally useful process remains a stumbling block for chairs' views of overall progress.

Recommendations

Recommendations based on these findings include the need to provide:

- (1) more resources to chairs and faculty with assessment-related duties;
- (2) greater recognition and reward for faculty peer leaders who demonstrate and promote the value of program-level assessment; and,
- (3) visible and explicit incorporation of program-level assessment goals, results, and impacts into program review, strategic planning, and external promotion of our quality.

University of Rhode Island Assessment Climate Survey Report

Overview and Rationale

This report presents findings from the fourth 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. Chairs' perceptions were chosen as a particularly useful indicator 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 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 over the four survey administrations, this information provides insightful trend information and feedback about the state of the institution with regard to program assessment of learning outcomes.

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

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 faculty peer

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>

leadership commitment (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 2018 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"). The structured items are followed by three demographic questions and one open-ended request for qualitative comments about the survey and/or the program's assessment experiences.

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. Previous surveys were administered in Fall 2009, Fall 2012, Fall 2015, and most recently in Fall 2018. The response rates were as follows: Fall 2009 – 59% (30 of 51); Fall 2012 – 59% (36 of 51); Fall 2015 – 57% (28 of 49); and, Fall 2018 – 47% (24 out of 51).

This report presents the 2018 survey findings and examines changes over time at the item level and domain level.

Results: What We Found

The 2018 views of chairs will be examined briefly before addressing the comparisons over time.

Results for 2018²

First, we want to note two things about our 2018 respondents, based on two supplemental items (see Appendix Table A2). We asked if chairs oversaw degree programs that had their own special accreditation requirements from a professional organization, and 41% of them said this was true. 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) but did not find any significant differences

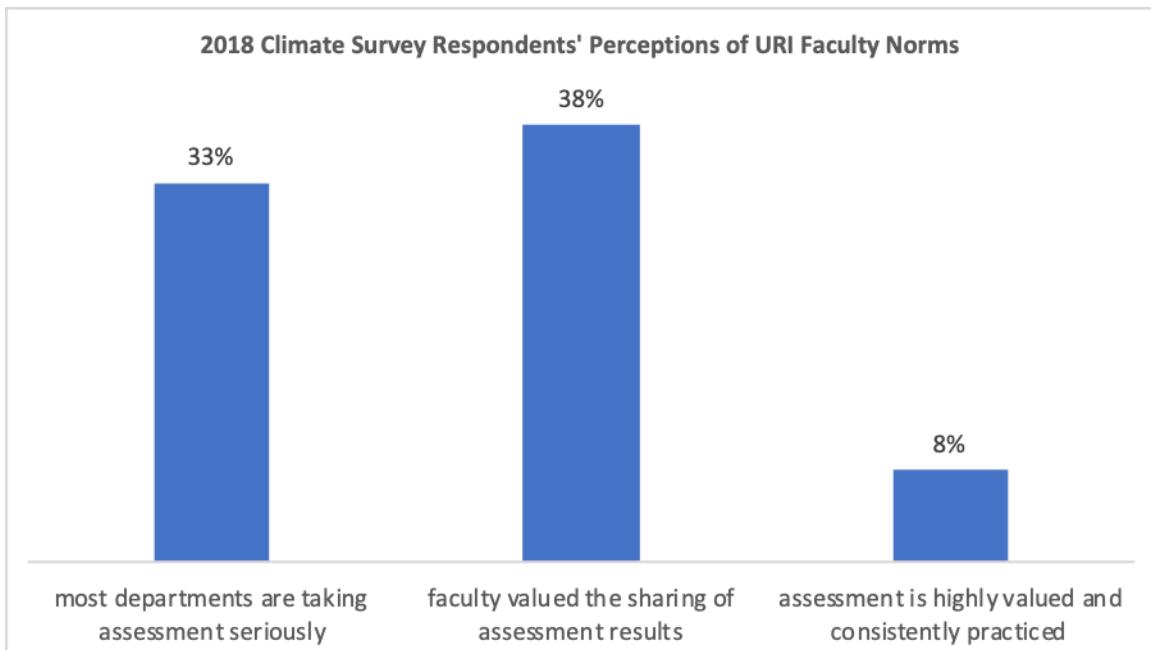
² The sample used for this report (n=24) is slightly smaller than the total number of responses we received (n=26); faculty who served in roles that were "functionally equivalent" to a department chair were invited to respond in 2018 in order to capture a more realistic picture of academic program leadership roles and titles that can vary college to college and may not have the title of "chair." This group (n=2) was not included in this report in order to fairly compare samples from the past that did not include the expanded sample.

so we are reporting here on the whole sample of chairs. We also asked, as we had in the past, whether they remembered taking the survey previously. Most respondents were confident they had not taken the 2009 or 2012 survey, and only 39% were sure they had taken the 2015 survey.

Now we turn to the responses to the assessment climate items (see Table A1). 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 – 63% agreed that assessment for majors is very important, and 92% agreed that it is valuable to continue checking to improve the “skills and attitudes” of those we graduate. Few believed this should be the job of the administration rather than faculty (13%). Fifty-seven 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 about a third of respondents in 2018 (33%) agreed that most departments are taking assessment seriously, 38% thought that faculty valued the sharing of assessment results, and only 8% thought that assessment has become a “highly valued, consistently practiced” aspect of URI’s culture (Figure 1).

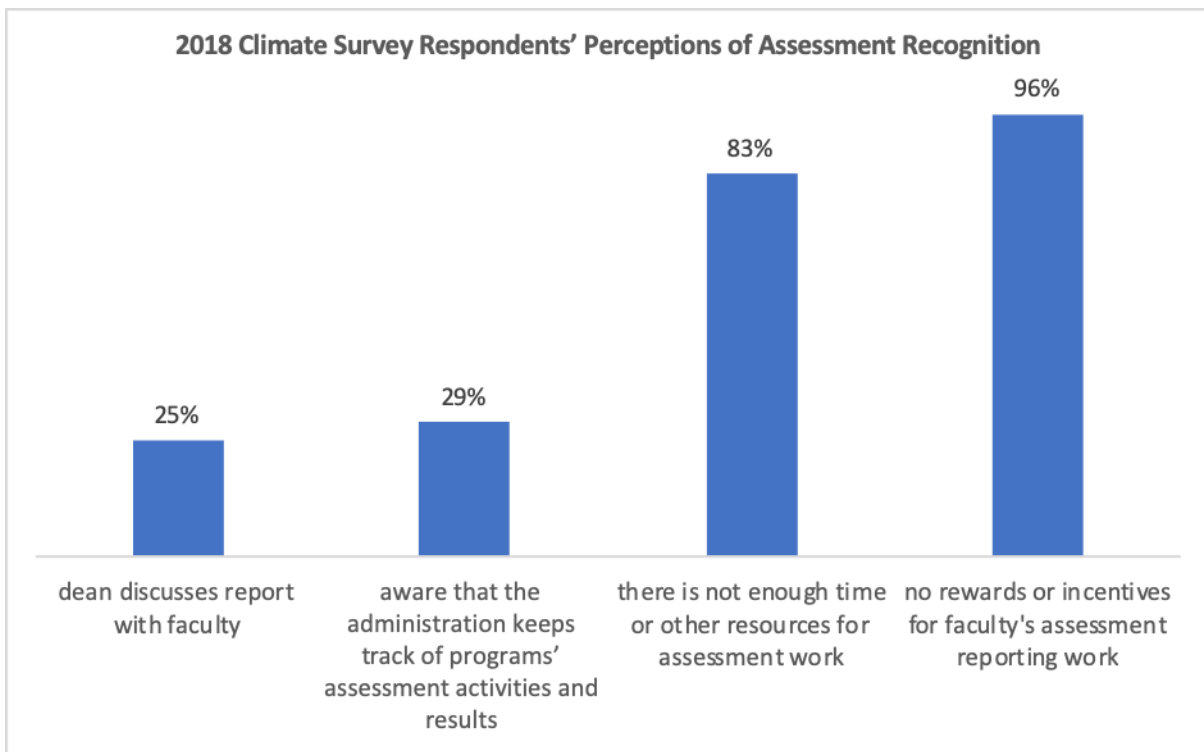
Figure 1. 2018 Climate Survey Respondents’ Perceptions of URI Faculty Norms



Perception of leadership commitment was varied. The sense of administration support for assessment was relatively high (63% agreement for “Provost” and 74% for “our college dean”), yet only 35% 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). Only 25% agreed that their dean actually discusses their report with them; 96% saw “no rewards or incentives” for the assessment reporting work they do; 83% said there is not enough time or other resources for this work; only 29% were aware that the administration keeps track of programs’ assessment activities and results; and only 33% knew that that there is formal recognition for excellence in this work (e.g., annual Faculty Senate recognition for excellent reports).

Figure 2. 2018 Climate Survey Respondents’ Perceptions of Assessment Recognition

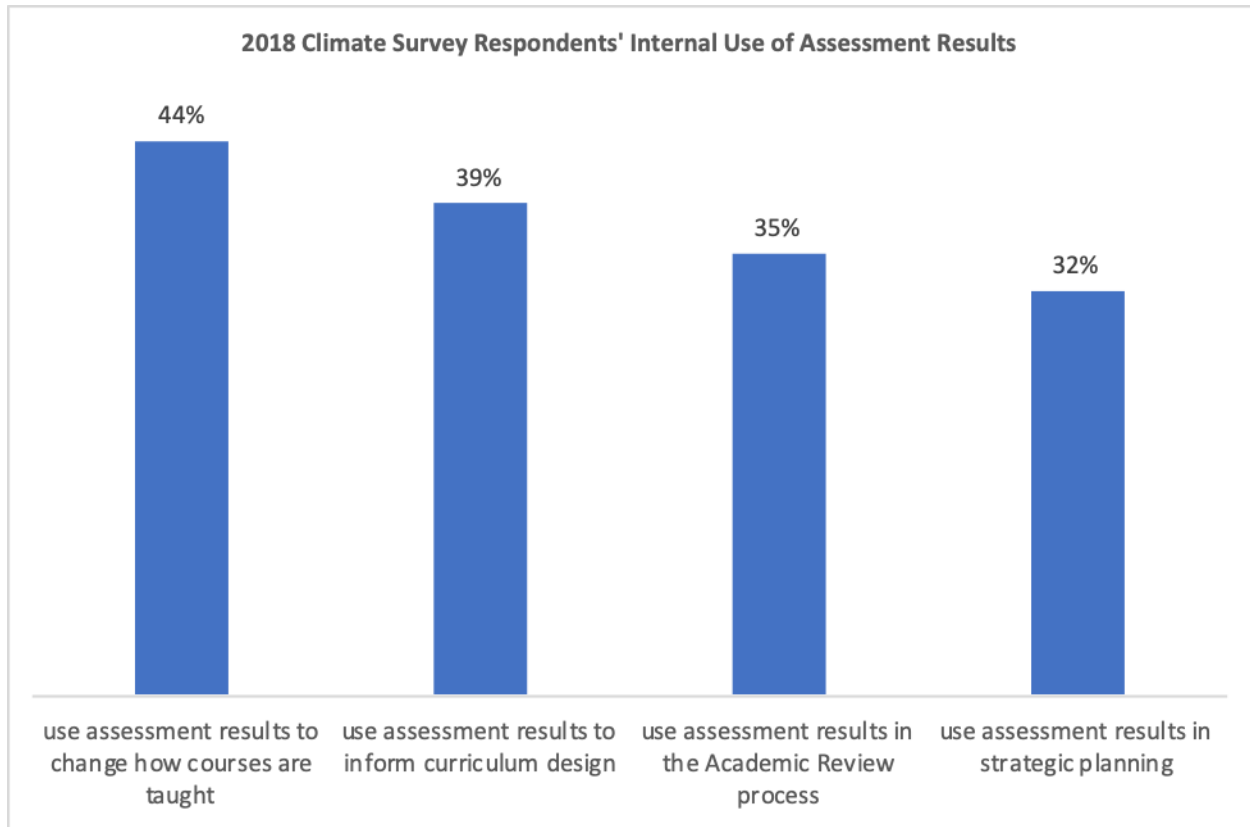


On the other hand, the chairs recognized that there are a variety of instrumental forms of assistance: clear policy to guide expectations (57%); models of well-done reports (57%); an office on campus to provide assistance (78%); and, a policy-setting committee with faculty representation and leadership (74%).

Most departments are now actively and routinely doing the required reporting at both undergraduate and graduate levels: 68% had a “workable plan” for undergraduate degree programs (60% for graduate programs) and 91% had reported in the past two years for undergraduate programs (67% for graduate programs). However, internal use of those reports is not as high (Figure 3): 44% had changed how courses are taught; 39% used assessment results to inform their curriculum design; only 32% used

assessment in strategic planning; and only 35% felt they were making effective use of their reports in the Academic Review process.

Figure 3. 2018 Climate Survey Respondents’ Internal Use of Assessment Results



Despite their relatively positive views of the role of assessment for their own majors, chairs did not perceive program-level assessment as uniformly implemented across the university: just over one-quarter of respondents believed programs are making use of assessment (undergraduate programs, 30%; graduate programs, 26%); 13% believed departments discuss their assessment ideas with other departments; and only 9% believed assessment is used in university-level strategic planning.

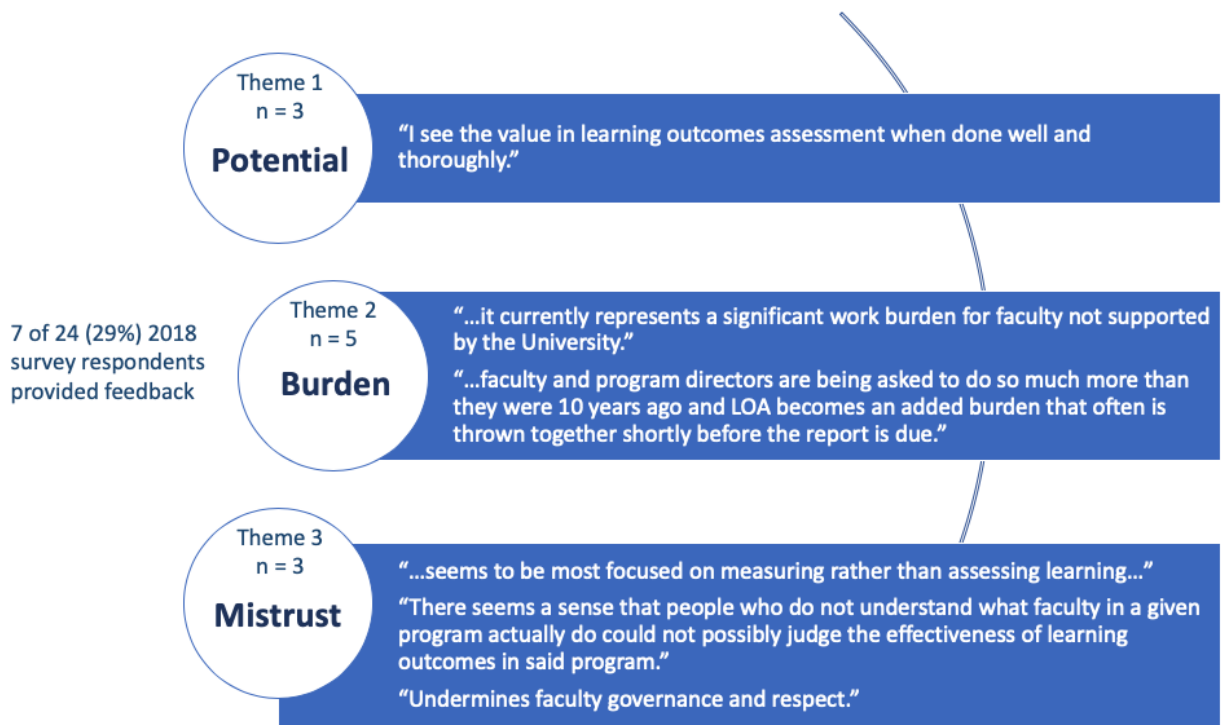
There is relatively positive news, however, about the perception of general education assessment: 50% supported their department’s role in general education assessment, and 57% agreed that general education addresses meaningful goals. Only 43% believed that general education assessment is now occurring on a “regular basis,” which is reasonable because the Phase I General Education Assessment Pilot recently concluded in Spring 2018.

Finally, 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 2018, over half of chairs (51%) viewed URI’s current stage as “external demand”, with administrative leaders requiring faculty compliance to meet

that demand, followed by “tentative commitment,” with committed leaders and faculty moving toward commitment (41%). Very few (9%) 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, and yet there is a strong sense that program assessment is not being done enthusiastically or receiving recognition for its value to the institution. The qualitative comments help to bolster this conclusion (see Figure 4).

Figure 4. Major Themes Identified in Qualitative Feedback

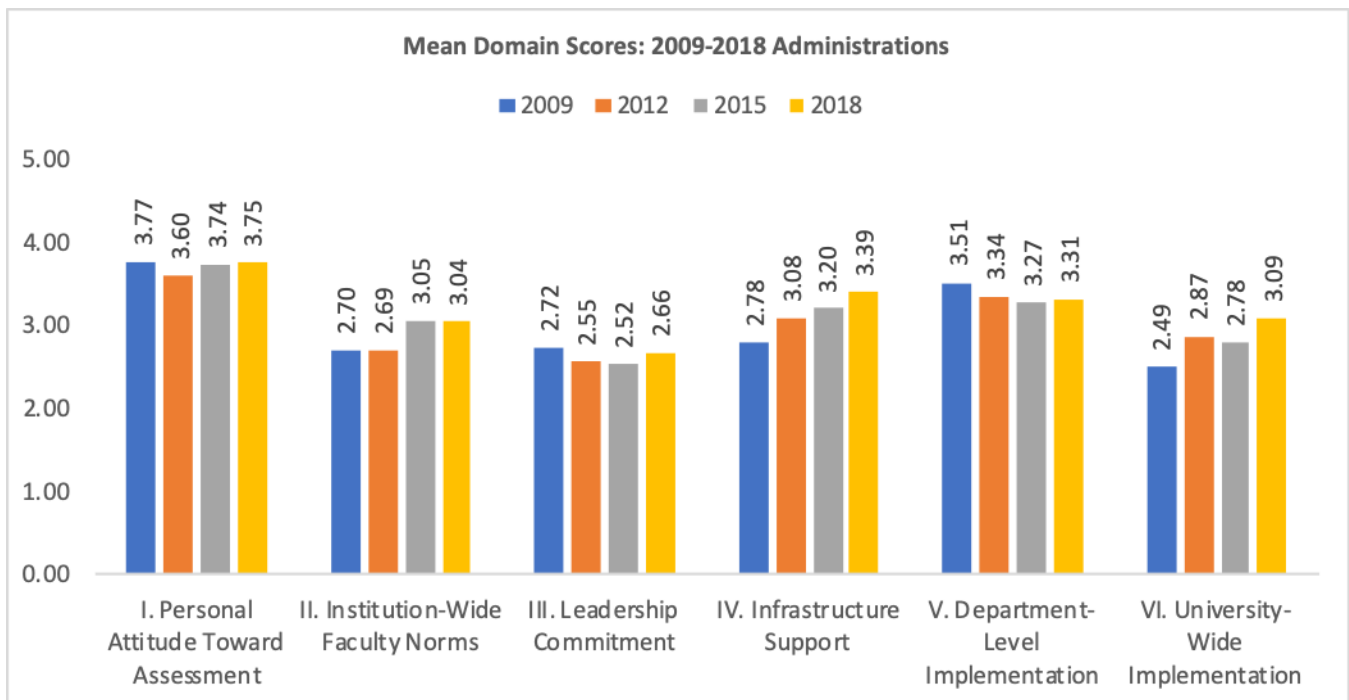


Patterns Over Time: 2009-2018

To examine the ways in which chairs’ perceptions may have changed over time, we analyzed the mean domain scores across the four survey administrations (see Figure 5). 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 four 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. 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 2018 data, and 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 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: 2009-2018 Survey Administrations

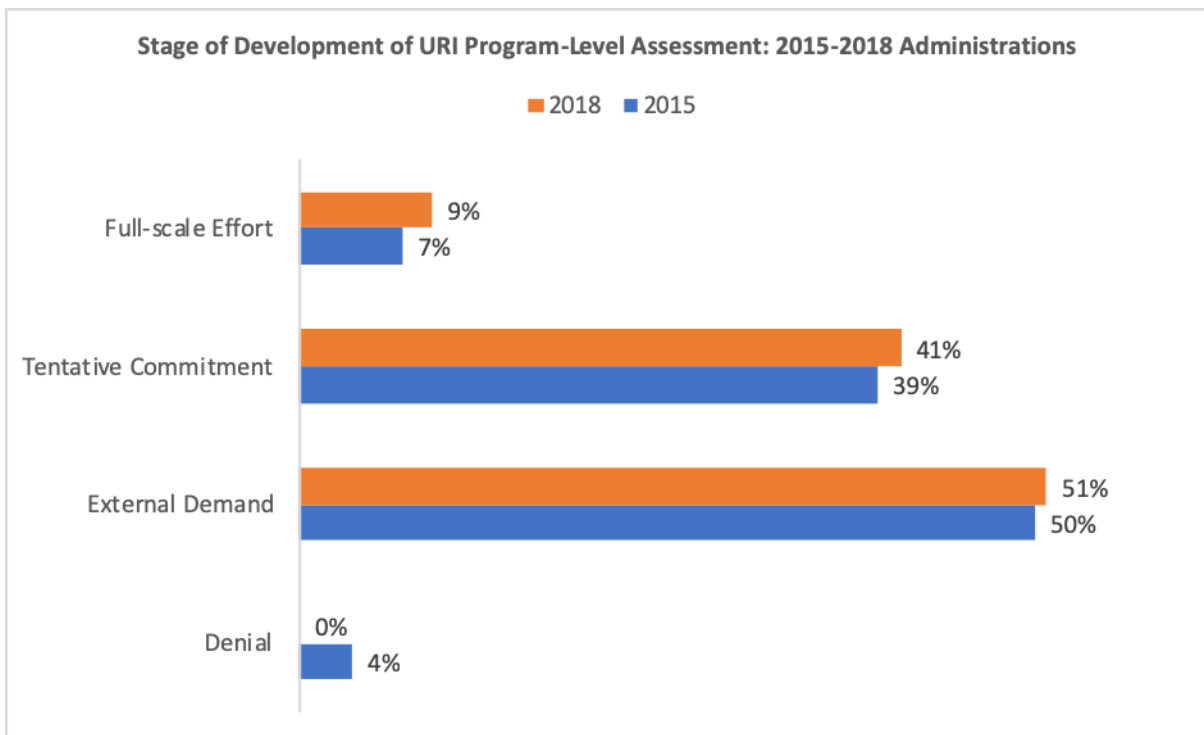


Perceived administrative leadership commitment, unfortunately, remains low over time (10 years). Item results substantiate this pattern, with continuing concern about the lack of resources, time, rewards, incentives, as well as a lack of a disincentive for noncompliance and failing to do assessment.

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 2018 ($F(3,114)=3.78$; $p=.012$). Chairs also reported that there was significantly more structured support for program-level assessment at the University ($F(3,113)=2.86$; $p=.040$), including the work of the Office of Student Learning Outcomes Assessment and Accreditation (SLOAA) and the policy-setting role of the Learning Outcomes Oversight Committee (LOOC). University-wide implementation also showed significant increases over time ($F(3,113)=4.89$; $p=.003$).

For the past two rounds of the survey, we have asked the chairs to indicate URI’s “stage of development of learning outcomes assessment.” Figure 6 includes the responses for 2015 as well as 2018, and it is apparent that there has been very little change over the past three years. In 2018, chairs’ views of URI’s current stage remain split between “external demand”, with administrative leaders requiring faculty compliance to meet that demand, and “tentative commitment,” with committed leaders and faculty moving toward commitment.

Figure 6. Stage of Development of URI Program-Level Assessment: 2015-2018 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 response rate is modest, 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 we are not looking at a “longitudinal” pattern of changes – just “cross-sectional” slices of how chairs 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 reported in the past, the 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: peer norms rose substantially in 2015 and have stayed at that improved level in 2018. 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: clear policies regarding expectations and substantial technical resources, consultation, and feedback. 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, including its role in general education.

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 very little benefit in terms of recognition and external “payoff, as well as the perceived lack of consequences for not participating in assessment activities?” 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 the 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 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 those with power do not care about program-level intentions for students and efforts to improve success in achieving those aspirations for graduates.

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 added chair salary supplements and added staff time (collegial or paid staff) to assist them. Make assessment one explicit element of the duties to be more effectively compensated and provide more ways for chairs to engage their faculty through special recognition, release, 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 further 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 10 years.

APPENDIX A

Table A1. Assessment Climate Survey Item Responses: 2009-2018 Survey Administrations

SURVEY ITEMS	% Agree + Strongly Agree			
	Fall 2009 n=30	Fall 2012 n=36	Fall 2015 n=28	Fall 2018 n=24
I. Personal attitude toward assessment (2018 Alpha = .699)				
1. Assessment of learning outcomes for our majors is very important.	76.7	66.7	60.7	62.5
2. Assessment of learning outcomes does not yield useful results. ^R			25.0	33.3
3. General education outcome objectives are complementary to our objectives for the major.	46.7	61.1	60.7	50.0
4. Assessment should be the job of the administration, not the faculty. ^R	16.7	25.7	21.4	12.5
5. Assessment of student learning outcomes is here to stay.	66.7	51.4	71.4	65.2
6. I support my department's participation in the assessment of the general education program.			50.0	50.0
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
II. Perceived campus norms (2018 Alpha = .661)				
8. Most departments here are now taking assessment seriously.	36.7	38.9	28.6	33.3
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
10. Many faculty resist assessment because they fear negative assessment findings that could damage individuals or programs. ^R	63.3	63.9	21.4 ^a	29.2
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
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
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
III. Perceived leadership commitment (2018 Alpha = .640)				
14. All levels of the administration (i.e., Provost, Deans) support assessment.	46.7	38.9	42.9	62.5
15. Our college dean recognizes and supports the value of assessment.	83.3	63.8	50.0 ^a	73.9

^R Denotes negatively worded items that are reverse-scored when domain averages are computed.

^a 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
16. Our college dean discusses our departmental assessment reports with us.			21.4	25.0
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
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
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
20. The administration keeps track of programs' assessment activities and results.	26.7	42.9	21.4 ^a	29.2
21. Programs that excel at assessment are formally recognized at the institution-wide level.			3.6	33.3
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
IIIA. Peer leadership commitment (2018 Alpha = .839)				
23. Some department chairs and program directors have demonstrated ways to use assessment for positive change.				50.0
24. I have benefitted from hearing stories of successful assessment from other programs.				34.8
25. For the most part, faculty in leadership positions convey a positive view of program assessment.				34.8
IV. Structured support for assessment (2018 Alpha = .925)				
26. Faculty and chairs have easily accessible opportunities to learn about how to conduct useful assessment.	40.0	33.3	35.7	43.5
27. Expectations for what is to be done and reported for program assessment are clear.	23.7	27.8	21.4	34.8
28. A clear policy for a 2-year cycle of assessment reporting is now in place.		47.2	53.6	56.5
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
30. There are models for what is expected in an assessment report.	34.5	31.4	42.9	56.5
31. The two-year reporting cycle works well for my department.		25.0	7.1	21.7
32. Departments receive useful feedback on our assessment reports.		33.3	21.4	39.1
33. There is an office on campus that provides assistance of many kinds for assessment.	56.7	75.0	78.6	78.3 ^a
34. There is a helpful website on campus addressing assessment progress and expectations.	30.0	41.7	46.4	56.5

SURVEY ITEMS	% Agree + Strongly Agree			
	Fall 2009 n=30	Fall 2012 n=36	Fall 2015 n=28	Fall 2018 n=24
35. There is a policy-setting committee to guide assessment on this campus.	30.0	47.2	35.7	73.9 ^a
V. Level of achievement within department (2018 Alpha = .661)				
36. My department has workable assessment plan(s) for our undergraduate program(s).		55.6	71.4	68.2
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
38. Our majors are aware of our department's learning objectives.	50.0	37.1	17.9	30.4
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
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
41. My department uses assessment results in strategic planning.	53.3	38.9	39.3	31.8
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
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
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
45. My department makes effective use of assessment findings in the University's academic program review process.				34.8
VI. Level of achievement university-wide (2018 Alpha = .885)				
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
49. Strategic planning at the university level uses assessment results.	7.1	11.4	3.6	8.7
50. Learning outcomes for degree programs are aligned with the broader missions of colleges and the institution.			28.6	39.1
51. Our general education program has clear, measurable outcome objectives.	17.2	11.4	14.3	43.5
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

SURVEY ITEMS	% Agree + Strongly Agree			
	Fall 2009 n=30	Fall 2012 n=36	Fall 2015 n=28	Fall 2018 n=24
53. General education addresses important learning goals at this institution.		64.7	46.4	56.5

Table A2. Additional information about 2018 respondents

1. Some or all of the degree programs I oversee have their own special accreditation requirements from a professional organization. (n = 22)

YES 40.9%	NO 59.1%
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2. This survey was previously administered to department chairs/directors in October 2009, October 2012, and October 2015. Do you believe you took the survey at any of those times?

	YES	NOT SURE	NO
2009 (n = 21)	0.0%	14.3%	85.7%
2012 (n = 22)	0.0%	22.7%	77.3%
2015 (n = 23)	39.1%	13.0%	47.8%

Table A3. Assessment Climate Domain Scales Properties and Correlations for 2018 Sample (n=24)

Scale		No. of Items	Mean	S.D.	Alpha	Inter-scale Correlations					
						IN	LC	PLC	SS	DA	UA
PA	Personal Attitude Toward Assessment	5	3.75	0.582	0.699	.469*	.259	.555**	0.365	.468*	.615**
IN	Perceived Institution-wide Norms	6	3.04	0.580	0.661	-	.466*	.680**	.452*	0.119	.493*
LC	Perceived Administrative Leadership Commitment	7	2.66	0.497	0.64		-	.523*	.664**	0.394	.492*
PLC	Perceived Peer Leadership Commitment	3	3.16	0.710	0.839			-	.648**	.472*	.639**
SS	Structured Support for Assessment	7	3.39	0.799	0.925				-	0.329	.791**
DA	Level of Departmental Achievement	5	3.31	0.615	0.661					-	0.317
UA	Level of University-wide Achievement	4	3.09	0.686	0.885						-

* p<.05

** p<.01

Table A4. Significance of Change Over Time

Scale		2009	2012	2015	2018	F	df	p<
PA	Personal Attitude Toward Assessment	3.77	3.60	3.74	3.75	.424	3	n.s.
IN	Perceived Institution-wide Norms	2.70	2.69	3.05	3.04	3.784	3	.012
LC	Perceived Leadership Commitment	2.72	2.55	2.52	2.66	.901	3	n.s.
SS	Structured Support for Assessment	2.78	3.08	3.20	3.39	2.857	3	.040
DA	Level of Departmental Achievement	3.51	3.34	3.27	3.31	.546	3	n.s.
UA	Level of University-wide Achievement	2.49	2.87	2.78	3.09	4.894	3	.003