**Creating a Culture of Assessment at the
Community College of Philadelphia: 2008 to 2013**

Office of Academic Assessment and Evaluation

January 2014

John V Moore III
Office of Academic Assessment and Evaluation
jvmoore@ccp.edu   972.6308

Creating a Culture of Assessment at the Community College of Philadelphia: 2008 to 2013

To assess the College's culture of evidence and its development on campus, Academic Affairs conducted a survey in 2008 with a follow-up in 2013. The surveys were administered to three groups on campus (with slightly different question sets for each): Academic Affairs, Student Affairs, and other areas. The survey was developed by education consultant Maggie Culp to help institutions understand the climate for assessment on their campuses. Questions ask about the collection and utilization of data, support for areas conducting assessments, partnerships with other parts of the College, and general agreement on goals and processes within a division. Participants were asked to check "Yes" or "No' for each question. (See Appendices for a full list of questions by division.) In 2008, paper copies of surveys were distributed during a College Professional Development Day; there were 251 respondents. In 2013, surveys were posted to SurveyMonkey, and College employees were asked to complete it online via email; 155 individuals responded.

Generally, the responses demonstrate, for almost all areas, large and important increases in the campus's understanding, use and support of assessment on campus. Within Academic Affairs (including faculty), the largest jumps were in an understanding of the difference between faculty evaluation and student learning outcome (SLO) assessment (Faculty Evaluation, increased 40 points), recognition that assessment audits were conducted (Area Audit, increased 39 points), and developing a plan for creating a culture of evidence (Culture of Evidence, increased 31 points). Other topics experienced more than two-fold increases in agreement: believing that everyone is responsible for creating a culture of assessment (Everyone Responsible: increased 113%, from 44 to 75), the use of assessment data to strengthen courses and program (Assessment Data Use: increased 146%, from 20 to 49), and the opportunities to identify assessment skills and update them (Updated Skills: increased 223%, from 13 to 43). (See Figure 1.)

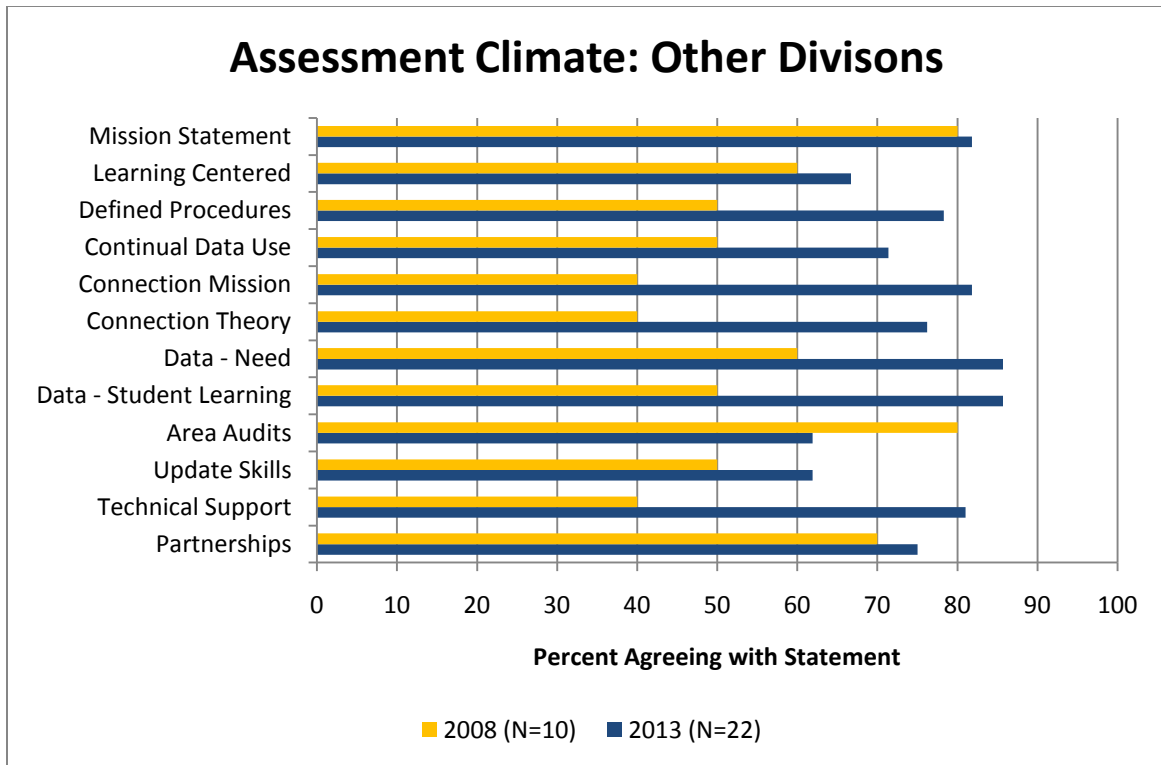Figure 1: 2008/2013 Responses from Academic Affairs (including Faculty)
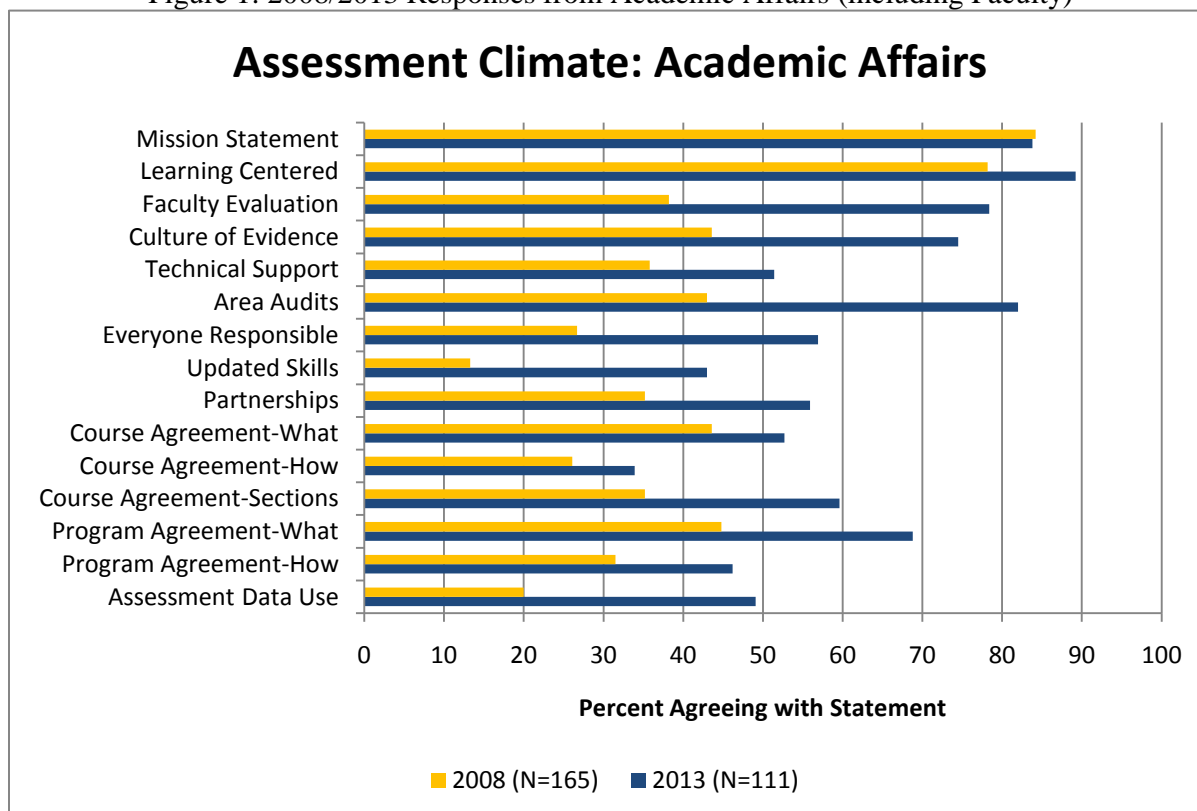
In Student Affairs, there were increases in all areas; eight of the twelve questions saw increases of more than 50 points, which represented more than two-hundred percent increases. Three areas of increased awareness were: the use of hard data to demonstrate student learning (Data-Student Learning: increased 55 point and 245%), the use of hard data to determine student, program, or institutional needs (Data-Need: increased 64 points and 286%), and the use of clearly defined planning and evaluation procedures (Defined Procedures: increased 69 points and 520%) had the largest gains. (See Figure 2.)

Figure 2: 2008/2013 Responses from Student Affairs
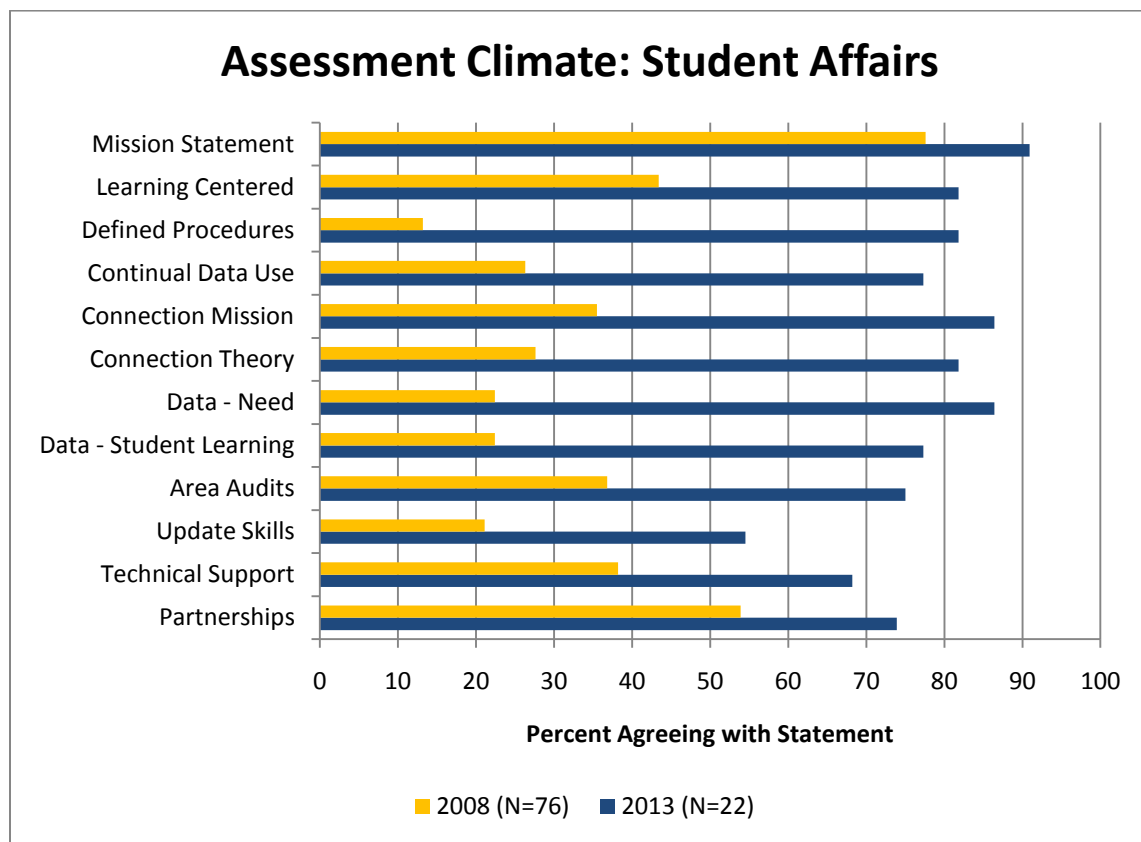
Finally, areas in the College other than Academic or Student Affairs (ITS, Finance, Advancement, Facilities, etc) also experienced gains in all areas. The largest gains in perception were in the availability of technical support for assessment (Technical Support, increased 42 points, 103%), aligning policies to College goals (Connection Mission: increased 41 points, 103%), and aligning policies to relevant theories in education (Connection Theory: increased 36 points, 91%). There was a small decrease (from 80% to 62%) in a question asking about audits across the College's divisions. (See Figure 3.)

Figure 3: 2008/2013 Responses from Other College Divisions

Assessment Climate: Other Divisons

Percent Agreeing with Statement

Categories (top to bottom):
- Mission Statement
- Learning Centered
- Defined Procedures
- Continual Data Use
- Connection Mission
- Connection Theory
- Data - Need
- Data - Student Learning
- Area Audits
- Update Skills
- Technical Support
- Partnerships

X-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Legend: ■ 2008 (N=10)   ■ 2013 (N=22)

The above tables demonstrate that individuals working across the College feel that assessment is more integrated, more uniform, and that they are better prepared to participate in the process. That said, there are still some areas for growth. Within all areas, there is still room for professional development opportunities that would help cultivate assessment skills. In Academic Affairs, further discussions about "how" assessment should occur at course and program levels (the "what" that should be assessed is fairly well agreed upon at this point) would not only help in skill development, but strengthen consensus about procedures. More assistance with how to use the data, once collected could also be helpful. Not only will that make the culture of assessment stronger, but also help individuals ask better questions when designing SLO assessments. Within the rest of the College's divisions, more regular audits might help in similar ways—the language of assessment, if not regularly utilized, may be easily lost in the shuffle of other daily tasks.

Appendix A: Academic Affairs Questions

Assessing the Climate for Creating a Culture of Evidence at the Community College of Philadelphia: Academic Affairs

- ☐ CCP has a mission statement and institutional values that are clear and unambiguous.

- ☐ CCP faculty members are student oriented and learning centered.

- ☐ CCP faculty members understand that assessing student learning outcomes is very different from faculty evaluation.

- ☐ CCP has developed a plan to create a culture of evidence that includes assessment of student learning.

- ☐ Adequate and timely technical support is available to faculty and staff as they implement student learning outcomes in courses, programs and services.

- ☐ In preparation for creating a culture of evidence, CCP conducted an assessment audit of major areas within the institution.

- ☐ Members of the CCP community understand that everyone is responsible for creating a culture of evidence and demonstrating through credible data how they contribute to student learning and success.

- ☐ In preparation for implementing a culture of evidence, CCP assisted faculty and staff in identifying the expertise that they needed, and then helped them update their skills.

- ☐ CCP has many successful partnerships between Academic Affairs and Student Affairs.

- ☐ Faculty members in each discipline agree on what students should learn in each course.

- ☐ Faculty members in each discipline agree on how to assess student learning in each course.

- ☐ Faculty members in each discipline agree that they must assess students' work across sections of the same course.

- ☐ Faculty members in each major or program area agree on what students should know when they complete their program of study.

- ☐ Faculty members in each major or program of study agree on how to assess what students know when they complete their program of study.

- ☐ Faculty members have agreed on a plan to demonstrate how they use assessment data to strengthen courses, programs, and support services.

Appendix B: Student Affairs Questions

Assessing the Climate for Creating a Culture of Evidence at the Community College of Philadelphia: Student Affairs

The Student Affairs Division:

- ☐ Has a mission statement that clearly outlines its core values and is directly related to the college's mission statement.

- ☐ Is learning-centered and outcomes oriented.

- ☐ Follows planning and evaluation procedures that are clearly defined and understood by the college community.

- ☐ Continually collects program effectiveness data, uses data to strengthen or eliminate programs, and shares the data with the CCP community.

- ☐ Staff members in all areas agree that they must demonstrate a clear relationship between their policies, programs and practices and the college's mission and values.

- ☐ Staff members in all areas agree that they must demonstrate a clear relationship between policies, programs and practices and applicable theories (adult development and learning styles, for example).

- ☐ Staff members in all areas agree that they must demonstrate with *hard data* that policies, programs and practices are based on documented student, faculty, and institutional needs.

- ☐ Staff members in all areas agree that they must demonstrate with *hard data* that policies, programs, and practices contribute to student learning and success.

- ☐ In preparation for creating a culture of evidence, CCP conducted an assessment audit of support service areas, including the area in which I work.

- ☐ In preparation for implementing a culture of evidence, CCP assisted staff members in my area to identify the expertise that they needed, and then helped them update their skills.

- ☐ Technical support will be available to staff members in my area to assist them to implement a culture of evidence.

- ☐ Student Affairs professionals understand the importance of and are committed to creating partnerships with their colleagues in Academic Affairs.

Appendix C: Questions for Other Divisions

Assessing the Climate for Creating a Culture of Evidence at the Community College of Philadelphia: Divisions other than Student Affairs and Academic Affairs

- ☐ My division has a mission statement that clearly outlines its core values and is directly related to the college's mission statement.

- ☐ My division is learning-centered and outcomes oriented.

- ☐ My division follows planning and evaluation procedures that are clearly defined and understood by the college community.

- ☐ My division continually collects program effectiveness data, uses data to strengthen or eliminate programs, and shares the data with the CCP community.

- ☐ Staff members in all areas agree that they must demonstrate a clear relationship between their policies, programs and practices and the college's mission and values.

- ☐ Staff members in all areas agree that they must demonstrate a clear relationship between policies, programs and practices and applicable theories (adult development and learning styles, for example).

- ☐ Staff members in all areas agree that they must demonstrate with *hard data* that policies, programs and practices are based on documented student, faculty, and institutional needs.

- ☐ Staff members in all areas agree that they must demonstrate with *hard data* that policies, programs, and practices contribute to student learning and success.

- ☐ In preparation for creating a culture of evidence, CCP conducted an assessment audit of division areas, including the area in which I work.

- ☐ In preparation for implementing a culture of evidence, CCP assisted staff members in my area to identify the expertise that they needed, and then helped them update their skills.

- ☐ Technical support will be available to staff members in my area to assist them to implement a culture of evidence.

- ☐ Staff members understand the importance of and are committed to creating partnerships with their colleagues in Academic Affairs, Student Affairs and other College divisions.