Resistance is Futile: Constructing a Culture of Assessment

Jo Campbell

PRE-TEST

1. List two or more features of a culture of assessment in student affairs:
____________________________________________________________________________________________

2. Offer approaches to combat resistance to assessment:
____________________________________________________________________________________________

3. How does Kezar’s (2001) theory of change help you build a culture of assessment?
____________________________________________________________________________________________

4. Describe at least one benefit of connecting an assessment plan to the mission and core values of the institution.
____________________________________________________________________________________________

POST-TEST / EVALUATION

Status
□ Undergraduate
□ Grad Student
□ Faculty
□ Staff

Experience
□ Small Public (< 5000)
□ Small Private
□ Medium Public (5000-10,000)
□ Medium Private
□ Large Public (> 10,000)
□ Large Private
□ Community College
□ Other________________

Institution Type

Years Same Institution

Draw a Face to Describe Your Mood

□ Undergraduate
□ Grad Student
□ Faculty
□ Staff

□ Small Public (< 5000)
□ Small Private
□ Medium Public (5000-10,000)
□ Medium Private
□ Large Public (> 10,000)
□ Large Private
□ Community College
□ Other________________

Years Same Institution

How many days per typical week do you work with assessment?

0 1 2 3 4 5 6 7

To what extent do you feel empowered to enact institutional change?
Not at all 0 1 2 3 4 5 6 7 Great deal

Did you know this before today?

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____________________________________________________________________________________________

Comments / Suggestions: What did you like, and how can I improve?

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Based on the pre/posttest developed by E. Teske (January 2013)