

DOCUMENT RESUME

ED 474 146

HE 035 679

AUTHOR Grunwald, Heidi; Peterson, Marvin W.  
TITLE Factors That Promote Faculty Involvement in and Satisfaction with Institutional and Classroom Student Assessment.  
PUB DATE 2002-06-00  
NOTE 42p.; Paper presented at the Annual Forum for the Association for Institutional Research (42nd, Toronto, Ontario, Canada, June 2-5, 2002).  
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)  
EDRS PRICE EDRS Price MF01/PC02 Plus Postage.  
DESCRIPTORS \*College Faculty; Higher Education; \*Professional Development; \*Satisfaction; \*Student Evaluation; Teacher Attitudes; Teacher Participation

ABSTRACT

This study examined institutional factors that promote faculty satisfaction with their institution's approach to and support for student assessment and that are related to faculty involvement in their institution's support practices and in their own engagement with student assessment in the classroom. The study was based on a survey of 182 faculty from 7 institutions that vary by type, control, and accrediting region, representing a 30% response rate. The institution's student assessment purposes, its administrative support patterns, and its faculty instructional impacts are significant predictors of faculty satisfaction with their institution's approach to and support for student assessment. External influences on, faculty uses and perceived benefits of, and professional development practices for student assessment are significant predictors of faculty involvement with student assessment at their institutions and in their classes. (Contains 1 figure, 6 tables, and 41 references.) (Author/SLD)

Reproductions supplied by EDRS are the best that can be made  
from the original document.

2002 AIR Annual Forum Meeting

Research Paper

Factors That Promote Faculty Involvement In and Satisfaction  
With Institutional and Classroom Student Assessment

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

D. VERA

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to  
improve reproduction quality.

• Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

Submitted by: Heidi Grunwald & Marvin W. Peterson

Center for the Study of Higher and Postsecondary Education

University of Michigan

BEST COPY AVAILABLE

Factors That Promote Faculty Involvement In and Satisfaction  
With Institutional and Classroom Student Assessment

Abstract

This study examines institutional factors that promote faculty satisfaction with their institution's approach to and support for student assessment and that are related to faculty involvement in their institution's support practices and in their own engagement with student assessment in the classroom. The study is based on a survey of faculty from seven institutions that vary by type, control and accrediting region. The institution's student assessment purposes, its administrative support patterns and its faculty instructional impacts are significant predictors of faculty satisfaction with their institution's approach to and support for student assessment. External influences on, faculty uses and perceived benefits of and professional development practices for student assessment are significant predictors of faculty involvement with student assessment in their institution and their classes.

## Introduction

The importance and value of the faculty's role in student assessment both to the student and to the institution as a whole are ubiquitous in the assessment literature (Banta, 1999; Schilling & Schilling, 1998; Brookhart, 1999; Foley et.al, 1996; Donald, 1997); however, involving faculty is not always an easy task. AAHE's principles of good practice suggested "assessment fosters wider improvement when representatives from across the educational community are involved" (AAHE, 1992). Many scholars have argued that faculty involvement is critical since they are the closest to students and have the most comprehensive knowledge about teaching and student learning (Foley et. Al, 1996; Morse & Santiago, 2000).

Banta's (1999) article, *Involving Faculty in Assessment*, outlines the difficulty in involving faculty and reveals some of the key issues that fuel faculty resistance to assessment. Our study addresses that issue and attempts to better understand the large divide between what the literature states about the importance of faculty involvement and the reluctance of faculty to become involved with student assessment. The goal is to identify underlying institutional factors that affect faculty involvement in and satisfaction with institutional and classroom-based student assessment efforts. In doing so, institutional administrators, researchers and faculty will be better equipped to emphasize those factors that have the strongest impact on faculty involvement and satisfaction.

The focus is on assessment of undergraduate students on an institution-wide basis, rather than at the classroom or department level. Student assessment is defined as those activities, other than traditional end-of-course grading, used to measure undergraduate student performance. Student performance includes students' academic, personal, and social development and their attitudes, behaviors and perceptions related to their role as a student (Peterson, M.W., 2000).

### *Research Question*

This study gathered empirical evidence to examine a proposed conceptual model. It is based on a prior literature review and model (Peterson, M.W. & Einarson, 2000; Peterson, M.W. et. al, 2002) which identifies institutional factors that may be related to faculty involvement in and satisfaction with institutional and classroom-based student assessment. The primary research question is: What institutional factors are associated with faculty involvement in and satisfaction with their own institution's student assessment activities and their efforts to support it?

### Literature Review

The literature review examines general theories of faculty involvement and satisfaction and the research related specifically to faculty involvement in and satisfaction with institutional and classroom-based assessment. These findings are used to develop a conceptual model.

### *Faculty Involvement*

Gaining faculty involvement on campus outside of classroom teaching or occasional committee service is not an easy task. Four major studies use slightly different theories to examine institutional patterns influencing faculty involvement.

Marcus (1995), in her empirically based study of faculty involvement in campus innovation, hypothesized that faculty involvement is a function of resources, perceived value of the innovation and communication. Resources such as money, time and administrative support are seen as essential to accomplish large tasks such as implementing institutional assessment efforts. She hypothesized that the perceived value of an innovation is shaped by the value that institutional culture places on innovation and the faculty member's view of its potential personal value. These factors are likely to justify the time commitment necessary to implement the innovation. Communication with other

Faculty already involved in an innovation is seen as a key element to further bolster motivation for involvement.

Miller, McCormack, Thomas & Pope (2000) extended Marcus' theory in their University of Alabama study of seven hundred and thirteen faculty. The study supported the concept of improved communication and trust between faculty and administrators as key to faculty involvement. Administrative leadership styles, which focus on involving faculty and affecting the culture of the institution, were seen as the most successful at meeting institutional goals. They conclude that benefits to the institution include greater personal investment by faculty in their work, greater organizational commitment, more creative communication among faculty, and better teaching and learning.

Using Rogers' (1968) model, Gray (1997) proposes another theory of faculty involvement in innovation, which argues that faculty involvement is a function of five faculty held beliefs. Faculty are seen as more likely to adopt or become involved in an innovation if it is seen as having a relative advantage over what is currently in place, is compatible with existing values, is not too complex, (i.e. is perceived as easy to implement), is triable (i.e. can be experimented with) and is observable (i.e. its impact is clear). This theory suggests that involvement is a multi-dimensional construct involving all five elements.

A final theory of involvement by Geoghegan (1997), adapted from Moore (1991; in Gray, 1997) concluded that involvement in or adoption of an innovation is a product of personal characteristics. Someone likely to become involved is seen as one whom: favors revolutionary change, is visionary and project oriented, is a risk taker, is willing to experiment, is generally self-sufficient and is horizontally connected. Faculty members who become involved first are defined as innovators and those closely after as early adopters. He posited that innovators represent only a small percentage of faculty and that there is generally a large gap between innovators, early adopters and the

mainstream adopters. Because this theory focuses on individual characteristics, which are largely unchangeable, it was not included in the conceptual framework.

### *Faculty Involvement in Student Assessment*

The literature on faculty involvement in assessment is primarily conceptual rather than research based but reflects these more general theories of faculty involvement. Banta & Palomba's (1999) chapter, *Encouraging Involvement in Assessment*, identifies three R's: responsibility, resources, and rewards, which they believe are necessary to overcome the fourth R, faculty resistance. If we consider assessment an innovation, Banta & Palomba's concepts overlap with Marcus' (1995) model of resources, perceived benefits and communication and with Gray's (1997) five factors.

Several authors have discussed faculty reluctance or resistance to student assessment. Peterson et. al.(1997) propose that faculty resistance stems from disincentives for involvement such as higher education's values and reward systems that give greater priority to research and publication activities rather than those related to teaching. Similarly, Kuh and Banta reiterate that, 'if collaboration on assessment and other educational activities is an institutional priority, it must be concretely acknowledged in reward systems' (Kuh & Banta, 2000 p.10). Another key problem is the delineation between assessment for accountability and assessment for improvement (Baker, 1999; Cross & Steadman, 1996; Carothers & Richmond, 1993). If assessment is linked to accountability faculty are less likely to become involved.

Despite an absence of research, scholars of assessment also agree that faculty value using their time in ways that maximize their accomplishments. To engage them in assessment, "we must link it with work they are already engaged in" (Banta, 1999 p.14) and "provide its advocates with evidence of its sustained impacts" (p.11). Faculty involvement requires supportive administrative leaders who trust and communicate with faculty, cultivate an institutional culture of improvement (Banta, 1997)

and do not send mixed signals to faculty about which behaviors are important in the institutional culture (Carothers & Richmond, 1993).

In summary, the involvement literature highlights that institutional resources, rewards (Banta & Palomba, 1999), communication (Marcus, 1995), and administrative leadership styles (Miller, McCormack, Thomas & Pope; 2000); individual faculty characteristics (Geoghegan, 1997); external influences (Baker, 1999; Cross & Steadman, 1996; Carothers & Richmond, 1993) and institutional context (Banta et. al, 1996) may influence faculty involvement. These factors shape the conceptual framework in Figure 1.

### *Faculty Satisfaction*

Psychologists, organizational behaviorists and higher education scholars have explored theories of faculty satisfaction. The research-based literature is far more extensive than that on involvement and suggests that faculty satisfaction is related to faculty, students and institutional factors. Better student/faculty relations, increased motivation, decreased workloads and increased productivity have been shown to impact faculty satisfaction (Blackburn & Lawrence, 1995).

Two general theories of faculty satisfaction are relevant. In the first Hagedorn (2000) hypothesizes two types of constructs that affect faculty job satisfaction—triggers and mediators. Triggers are significant individual life events that may or may not be related to the faculty's job. Mediators moderate the relationship between satisfaction and the context in which job satisfaction must be considered. She identifies six triggers: changes in life stage, in family-related circumstance, in rank or tenure, in institutional setting, in perceived justice, and in emotional state. The three types of mediators mentioned are motivators, demographics, and environmental conditions. In short, the triggers cause satisfaction to increase or decrease but they occur within a certain context (the mediator) that may add to or subtract from the magnitude of the effect of the trigger.



A second model for faculty's job satisfaction comes from a study of medical faculty by Nyquist, Hitchcock, and Teherani (2000). Their model suggests that organizational factors, job-related factors, and personal factors affect self-knowledge, social knowledge and satisfaction. Of particular importance to this study are the organizational, job related and personal factors. Organizational factors include available resources, perceived opportunity for promotion and advancement, adequacy of mentoring, collegial relations among colleagues, decision-making abilities, and commitment to the organization. Job related factors include autonomy and academic freedom, stimulation from work, clear and consistent job duties, resources available, work-related time pressures, workload, income and job-security. Personal factors include perceptions of role conflict and interference of work responsibilities with home.

#### *Faculty Satisfaction with Student Assessment*

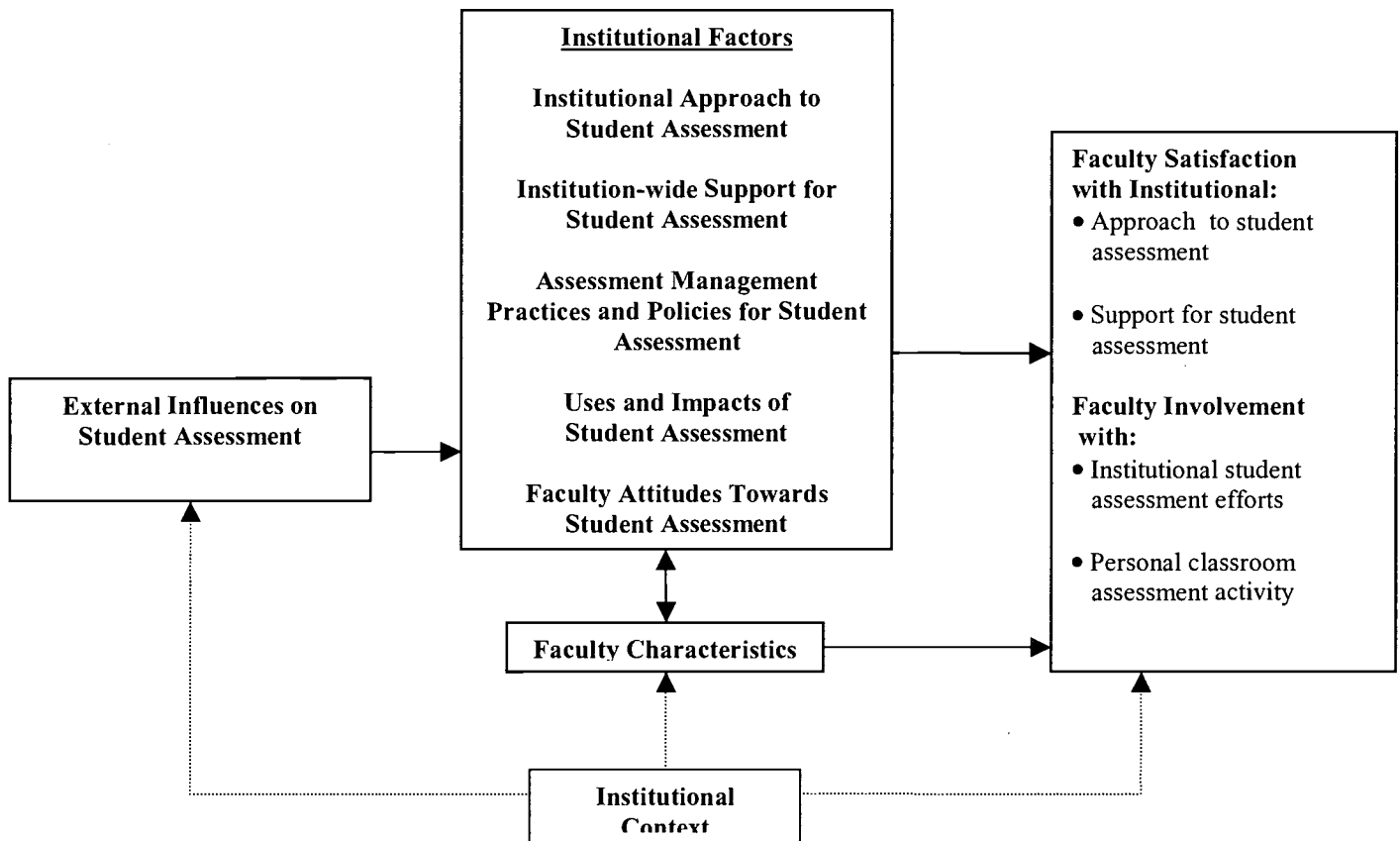
We were unable to find empirical research studies that examined faculty satisfaction with institutional and classroom-based assessment. In summary, the literature on faculty satisfaction highlights both personal and institutional factors as important predictors. Hagedorn's (2000) and Nyquist, Hitchcock, and Teherani's (2000) models show that institutional context as well as individual characteristics affect faculty satisfaction. They are included in our model (Figure 1) and serve as a starting point in uncovering the aspects of faculty satisfaction with their institutional and their own patterns of student assessment.

#### Conceptual Framework and Research Questions

Combining this literature review which identified factors associated with faculty involvement in and satisfaction with a previous comprehensive model of organizational and administrative factors related to student assessment (Peterson, M.W. & Einarson, M.K., 2000; Peterson, M.W., et. al. 1997),

the following model (Figure 1) which guides this study was developed. The model examines external influences, institutional factors, and faculty characteristics associated with faculty involvement in their institution's and their own classroom student assessment efforts and with faculty satisfaction with their institution's approach to and support for student assessment. Institutional context is included as a potential exogenous variable.

Figure 1: External, Institutional Factors and Faculty Characteristics Influencing Faculty Satisfaction with and Involvement in Student Assessment.



### *Domains of the Conceptual Map*

The model identifies four domains containing constructs that may influence the fifth dependent variable domain, faculty satisfaction with and involvement in student assessment. Each domain, its

primary constructs and its relationship to faculty satisfaction and involvement are discussed in the following sections.

*Faculty satisfaction and involvement.*

Four dependent variables which measure faculty satisfaction with and involvement in student assessment were conceptualized in the questionnaire and confirmed in a factor analysis (see methodology section). Faculty “satisfaction with their institution’s approach to student assessment” is a rating of their personal satisfaction with the institution’s assessment methods, plans, policies, administrative leadership support and decision-making patterns for student assessment. “Faculty satisfaction with their institution’s support for student assessment” is a measure of faculty satisfaction with the evaluation and rewards system, the professional development opportunities, student assessment data use, faculty leadership and student support for student assessment.

“Faculty involvement with institutional student assessment efforts” is a self-reported measure of how often faculty engage in institution-wide committees, policy setting, program and curricular evaluations, institutional workshops, and departmental activities related to student assessment. Lastly, “faculty involvement in classroom instructional assessment activities” is based on their personal involvement with student assessment and their use of active assessment techniques such as student portfolios, performances evaluations and observations in the classroom. These four outcomes include a broad range of possible ways in which faculty observe and are involved with student assessment at their institutions.

*Institutional factors.*

The institutional factors for student assessment include five broad constructs: institutional approach to, institution-wide support for, assessment management practices and policies for, uses and

impacts of and attitudes towards student assessment. Each includes several dimensions, which were also conceptualized in the questionnaire and confirmed by a factor analysis of the survey data.

The “institutional approach to student assessment” construct focuses on how institutions define and measure student performance. It includes three dimensions: content or type of student assessment measures collected (e.g. social, affective and cognitive development and post college measures), the methods by which institutions carry out student assessment (interviews, focus groups, surveys, measurement etc.), and transcript analysis. It is hypothesized that content and methods will influence whether or not faculty engage in student assessment efforts as well as whether or not they are satisfied with what and how data are being collected.

“Institution-wide support for student assessment” examines broad institutional patterns designed to support student assessment. It includes thirteen factors derived from individual item variables related to student assessment. They are educational mission, undergraduate and service priorities; research, improvement, external and allocation purposes; institution-wide and unit influences; detractors, institution-wide activities and administrative and student support. The literature suggests that these institution-wide support patterns may be a key predictor in faculty involvement.

The “assessment management practices and policies for student assessment” construct examines assessment related policies and practices exist. It includes six factor derived dimensions describing: the institutions’ student information systems, student policies, professional development opportunities, institution-wide evaluation and rewards, faculty evaluation and rewards and academic management practices related to student assessment. These were all identified in the literature as factors affecting faculty involvement with student assessment.

The “uses and impacts” of student assessment data construct examines the extent to which institutions use student assessment data in making academic decisions and the institutional impact of

such data. Four dimensions of this construct emerged from our factor analysis. The first is use for educational decisions, which focuses on use of student assessment data for decisions about undergraduate mission or goals, general education curriculum, student plans, academic programs, student academic support, student affairs activities out of class, distance learning initiatives, and academic resource allocation. The second is use of student assessment data for faculty promotion and tenure decisions and faculty salary increases. The third is institutional impacts of student assessment information, which includes an array of institutional, student, faculty and instructional impacts. The fourth is institution-wide impacts on faculty interest in teaching, instructional methods and overall satisfaction.

The literature states that uses and impacts of student assessment data are likely to have a direct effect on whether or not faculty engage in student assessment activities and whether or not they believe they are worth the time trade-off to participate.

The final institutional construct is the faculty members' own "attitudes towards student assessment." This construct includes seven dimensions. Four factor derived measures are: benefits of, understanding of, faculty control of, and external involvement with student assessment. Also included are three single item variables: faculty reluctance, teaching influence and faculty freedom. It is hypothesized that faculty personal attitudes towards these dimensions will influence their satisfaction with and involvement in student assessment.

#### *External influences.*

"External influences" on student assessment are those external groups or processes thought to have a direct impact on the institutional factors and a direct or indirect effect on faculty involvement and satisfaction. The external influences domain includes state requirements for, regional and professional accreditation emphasis on, and professional associations promotion of student

assessment. Regional accreditation and state reporting requirements are known predictors of the extent to which an institution is engaged in student assessment (Peterson, M.W., & Augustine, C.H., 2000) and therefore may have an influence on faculty involvement and satisfaction. Factor analysis yielded a single dimension of the influences of these external forces

*Faculty characteristics and institutional context.*

The “Faculty characteristics” domain includes objective measures of gender, rank, tenure and number of years worked in this institution and in higher education. These are often indicators of faculty satisfaction and involvement generally and are included as control variables.

It is clear from the literature that “institutional context” is related to how institutions engage in, provide support for, promote and use student assessment (Peterson & Einarson, 2000). In this study, institutional type (associate of arts, baccalaureate, comprehensive, and doctoral) is also included as a control variable; hence, the dotted lines and arrows from institutional context in the model.

*Research Questions*

The research sub-questions represented by the arrows in the model that are examined in this study are:

1. What are the patterns of faculty involvement and satisfaction? How are they related?
2. What external influences, institutional factors and faculty and institutional characteristics predict faculty satisfaction with their institution’s approach to assessment?
3. What external influences, institutional factors and faculty and institutional characteristics predict faculty satisfaction with their institution’s support for assessment?
4. What external influences, institutional factors and faculty and institutional characteristics predict faculty involvement in institution’s student assessment activities?

5. What external influences, institutional factors and faculty and institutional characteristics predict faculty involvement with student assessment in their own classroom and instructional activities?

## Methodology

### *Sample: Institutions and Respondents*

This study uses data collected from the Institutional Support for Student Assessment research project undertaken at the University of Michigan for the National Center for Postsecondary Improvement. Initial phases of this project included an extensive literature review, framework development of organizational and administrative support for student assessment (Peterson, M.W. & Einarson, M.K., 2000; Peterson, M.W., et. al., 1997) and a national population survey of all institutions offering undergraduate or associates degrees. The survey identified institutional approaches to, patterns of organizational and administrative support for and uses and impacts of student assessment (Peterson, M.W., 1997). Based on this national survey, seven institutions which differed by type, control and accrediting region and which used several approaches to student assessment, had a wide array of activities supporting and promoting assessment and actively used the data for academic decision making were identified. The seven included Iowa State, Western Washington University, Sante Fe Community College, South Seattle Community College, Wake Forest University, Northwest Missouri State University and Mercyhurst College. An intensive case study of each institution and comparative analysis was conducted (Peterson, M.W., et. al. 2001).

Within each institution, a sample of two hundred tenure track faculty members, all academic and student affairs administrators involved with student assessment and institutional research, evaluation or assessment officers were surveyed using the ICSA instrument (see next paragraph). The numbers of faculty surveyed were fewer for the institutions with less than 200 faculty. This study

focuses only on the faculty respondents since faculty and administrator responses were significantly different.

### *Survey Instrument*

The survey instrument, Institutional Climate for Student Assessment (ICSA), was designed to assess respondent perceptions of their institution's student assessment patterns and their own satisfaction with and involvement in student assessment efforts (Peterson, M.W., 2000). It was structured to parallel domains in the conceptual framework from Figure 1. The questions were all Likert-type response items except for the institutional context and faculty characteristics information. (It can be viewed at <http://www.stanford.edu/group/ncpi/>).

### *Respondent Data*

The overall response rate for faculty in the seven institutions was approximately 30%. While the response rate was low, respondents were representative of faculty by rank, gender and race at their institutions. Therefore, weights to correct for non-response biases were not calculated. The total number of faculty respondents for the survey was 182.

### *Analysis*

Data analysis involved two steps. First, factor analyses were conducted among the items within the various domain sections of the survey instrument. Items were included in the factor on which it had the highest loading if that exceeded .40 and where the item appeared to have content validity. A reliability analysis was done for each factor using Cronbach's alpha. Indices including item content, factor loadings and Cronbach's alphas are shown in Table three. Indices representing the resulting factors were included as dimensions in the remaining analysis. Occasionally, items that did not load on any factor but that appeared important were retained as single item variables.



Second, dimensions from the external influences and institutional factor domains were regressed separately as independent variables on the four dependent outcomes: satisfaction with institutional approach to student assessment, satisfaction with institutional support for student assessment, classroom/instructional involvement with student assessment and institutional involvement with student assessment. Dimensions from the faculty and institutional characteristics were used as controls. All models included only main effects due to the large number of possible independent variables. In the four regressions variables were included in three blocks. The first block included the individual faculty characteristics, the second institutional characteristics, and the third the two domains of external and institutional variables of interest. No adjustments were made to correct the standard errors for the clustering of faculty within institutions because institutional differences were limited and there were not enough faculty members per institution to support a hierarchical analysis.

*Factor derived dependent variable indices.*

Factor analysis of the items in the faculty satisfaction and involvement domain yielded four outcome measures as originally conceptualized. Index scores for the factors are additive indices weighted by the items' respective loadings. These indices, which serve as dependent variables are: faculty satisfaction with institutional approach to assessment, faculty satisfaction with institutional support for assessment, faculty involvement in classroom/instructional assessment, and faculty involvement in institutional assessment. Table 1 identifies all indices with their individual items, factor loadings and reliability coefficients.

\*\*\*Insert Table 1 Here\*\*\*

Tables 2 presents descriptive statistics for the four dependent variables. Since the items for involvement were measured on a 1-5 Likert-type scale (1=not involved, 2=somewhat involved,

3=moderately involved, 4=highly involved, 5=very highly involved), it is apparent that institutional involvement is lowest (2.09) and classroom involvement is highest (3.03) but only “moderately involved”. The two satisfaction measures (1=very dissatisfied, 2=not satisfied, 3=neutral, 4=satisfied, 5=very satisfied) were just slightly below the midpoint of neutral (2.65, 2.68). Thus, faculty involvement in student assessment is modest and faculty satisfaction with it is neutral.

*\*\*\*Insert Table 2 Here\*\*\**

A correlation analysis of the four dependent variables shows a high correlation between the two satisfaction variables (.68) and a slightly lower correlation between the two involvement variables (.46). The measure of association between the two satisfaction and the two involvement variables is much lower (from .17 to .21) indicating that satisfaction and involvement are indeed two distinct constructs.

*Factor derived independent variable indices.*

Factor analyses were also conducted on all items in the independent variable domain of external influences and the items in each of the four constructs in the institutional factors domain (Institutional Approach, Institution-wide Support, Assessment Management Policies and Practices and Uses and Impacts). Table 3 presents the independent variable, factor derived indices, item content, factor loadings and reliability coefficients. Factor analysis of the external influence domain yielded a single five-item index. Factor analysis of the institutional approach construct identified seven indices and two single item variables. Factor analysis of institution-wide support identified five indices and one single item variable. Factor analysis of the assessment policies and practices produced six indices. Factor analysis of uses of student assessment data resulted in two indices. As noted earlier, faculty characteristics such as sex, race, rank, tenure status, and number of years worked in higher education and institutional characteristics of type and control were used as control variables.

\*\*\*Insert Table 3 Here\*\*\*

## Results

Table 4 presents the beta coefficients, p-values, and Adjusted  $R^2$  for the final regression models of satisfaction with institutional approach to student assessment and satisfaction with institutional support for student assessment outcomes.

\*\*\* Insert Table 4 Here \*\*\*

### *Satisfaction With Institutional Approach to Student Assessment*

The total variance explained for satisfaction with institutional approach to student assessment was 39 percent. There were significant predictors within both the faculty characteristics and institutional factors domain but none in the external influences and institutional characteristics domains. In the faculty characteristics domain both years worked in the institution ( $\beta=.51$ ,  $p<.05$ ,  $\Delta R^2=.011$ ) and years worked in higher education were significant ( $\beta=-.44$ ,  $p<.05$ ,  $\Delta R^2=.008$ ). This indicates that as faculty work at their institution longer, their satisfaction with their institution's approach to student assessment increases. On the contrary, as faculty work in higher education longer, their satisfaction with their institution's approach to student assessment decreases. Perhaps there is a point in time whereby faculty become cynical even though they have loyalties to their institution. However, these two accounted for less than 2% of the variance.

Significant predictors from the institutional factors domain included three dimensions from the construct of institutional support for student assessment and one from uses and impacts of student assessment. The construct institutional support dimensions included are improvement purposes ( $\beta=.43$ ,  $p<.01$ ,  $\Delta R^2=.290$ ), vocal detractors ( $\beta=-.18$ ,  $p<.05$ ,  $\Delta R^2=.015$ ), and institution-wide influences ( $\beta=-.20$ ,  $p<.05$ ,  $\Delta R^2=.004$ ). Using student assessment for improvement purposes was the strongest predictor in the model (accounting for 29% of the variance) and included items indicating student assessment is

central to: guiding undergraduate academic program improvement, improving the achievement of undergraduates and improving faculty instructional performance. As faculty perceive that the importance of these items increases in their institution's purpose for assessment, their satisfaction with their institution's approach to student assessment increases. Vocal detractors to student assessment, a single item variable, is negative suggesting that as vocal detractors of student assessment become more important, faculty satisfaction with their institution's approach to student assessment decreases. The institution-wide influences dimension includes items suggesting student assessment is addressed by an institution-wide plan, that it is of central concern to key governance groups and it is the focus of institution-wide initiatives. As faculty perceive the importance of these influences on student assessment increases, their satisfaction with their institution's approach to student assessment decreases.

The only significant predictor from the uses and impacts of student assessment construct was institutional impacts ( $\beta=.21$ ,  $p<.05$ ,  $\Delta R^2=.033$ ). Items in this variable indicated student assessment had an impact on areas such as: student retention or graduation rates, student achievement on external exams, student applications or acceptance rates, student grade performance, student satisfaction, institutional reputation or image, institutional evaluation from regional accreditation agencies, success on grant applications, private funding results and allocation or share of state funding. As faculty perception of the impact of student assessment on these items increases, their satisfaction with their institution's approach to student assessment increases.

#### *Satisfaction With Institutional Support for Student Assessment*

The total variance explained for satisfaction with institutional support for student assessment was 46 percent and was the highest of the four models. The only domain with significant predictors was institutional factors. In this domain, one institutional support dimension and two uses and impacts

of student assessment dimensions were significant predictors. Institutional and faculty characteristics and external influences domains had no significant predictors.

Within the institutional support for student assessment construct, only institution-wide activities was a significant predictor ( $\beta=.28$ ,  $p<.05$ ,  $\Delta R^2=.039$ ). The dimension includes individual items indicating there is an: institution-wide steering committee or task force on student assessment, planning for student assessment, student representation on student assessment committees, faculty governance committee that addresses student assessment, annual presidential or other institution-wide initiative, and a board of trustee committee that addresses student assessment. As faculty perception of the importance of these items at their institution increases, their satisfaction with their institution's support for student assessment increases.

The construct uses and impacts of student assessment contains the most powerful significant predictor of satisfaction with institutional support for student assessment, faculty instructional impacts ( $\beta=.51$ ,  $p<.01$ ,  $\Delta R^2=.177$ ). This dimension accounts for 18% of the variance and includes items suggesting: faculty interest in teaching, faculty satisfaction in general and changes in instructional or teaching methods used. As faculty perception of the impact of student assessment on these items increases, their satisfaction with their institution's approach to student assessment also increases.

The other significant predictor of satisfaction with institutional support for student assessment from the uses and impacts construct, is educational uses ( $\beta=-.30$ ,  $p<.05$ ,  $\Delta R^2=.036$ ). This dimension includes items that suggest student assessment data is used for decisions about undergraduate academic mission/goals, general education curriculum, student assessment plans, academic programs, student academic support services, student affairs activities, student out-of-class experiences, distance learning initiatives, and patterns of resource allocation to academic units. As faculty perception of the

extent to which student assessment affects decision making in these areas increases, their satisfaction with their institution's approach to student assessment decreases.

### *Classroom/Instructional Involvement in Student Assessment*

Table 5 presents the beta coefficients, p-values, and Adjusted  $R^2$  for the final regression models on classroom/instructional involvement with student assessment and institutional involvement with student assessment outcomes.

\*\*\*Insert Table 5 Here\*\*\*

Total variance explained for classroom/instructional involvement, 29 percent, was the lowest of the four models. There were only two significant predictors in this model—both from the institutional factors domain. There were none from the faculty and institutional characteristics domains or the external influences domain. Faculty uses, a dimension in the uses and impacts construct, was significant ( $\beta=.25$ ,  $p<.05$ ,  $\Delta R^2=.031$ ). Items in this dimension indicate student assessment is used for decisions regarding faculty promotion and tenure policies and faculty salary increases or rewards (release time, travel funds, etc.). The positive coefficient here implies that the more faculty perceive their institution uses student assessment information to make decisions about faculty tenure and promotion and/or faculty salary increases or rewards, the more likely faculty are to use student assessment in their own classroom.

The second and strongest significant predictor, benefits to student assessment accounts for 20% of the variance and comes from the construct of faculty attitudes towards student assessment ( $\beta=.47$ ,  $p<.01$ ,  $\Delta R^2=.202$ ). This dimension includes a diverse set of items suggesting: faculty believe that student assessment at their institution leads to: more student learning, improved quality of education, faculty use of student assessment information to modify how or what they teach, more experiences that better meet diverse learning styles, faculty enjoyment in participating in student assessment

activities, faculty use of more student assessment techniques than they did five years ago, more faculty communication with colleagues on how to improve their students assessment practices, faculty updating their in-class assessment techniques on a regular basis, greater faculty and administrators agreement on the value of assessing student learning, the enhanced effectiveness of teaching, student assessment techniques that accurately measure students learning and state or federally mandated assessment requirements that improve the quality of undergraduate education. The large positive coefficient of .47 indicates, not surprisingly, that the more faculty perceive student assessment to be beneficial, the more likely they are to use student assessment in their own classroom.

### *Institutional Involvement in Student Assessment*

Total variance explained for faculty members' institutional involvement in institutional student assessment efforts was 39 percent. The domains external influences and institutional factors had three significant predictors. The faculty and institutional characteristics domains did not have any dimensions which predicted institutional involvement.

The external involvement domain ( $\beta=.35$ ,  $p<.01$ ,  $\Delta R^2=.235$ ) from the external influences construct was a significant predictor. This dimension accounted for 23.5% of the variance and included items suggesting that the following are influences on faculty involvement with institutional student assessment efforts: professional accreditation requirements and review, professional associations promoting student assessment, regional accreditation requirements and review, state requirements for or review of my institution's student assessment efforts, and private foundations or corporate groups. This variable is the strongest predictor of institutional involvement with student assessment with a large positive coefficient of .35 indicating that the more faculty perceive the external influences to be important, the more likely the faculty member is to be involved with institutional student assessment efforts.

The second significant predictor, professional development ( $\beta=.25$ ,  $p<.01$ ,  $\Delta R^2=.112$ ), is from the assessment policies/procedures construct. It consists of items indicating their institution promotes student assessment by: supporting faculty attendance at professional conferences, assisting faculty (paid leaves, stipends, mini grants or course reduction) to improve their use of student assessment, using internal or external consultant services for faculty on student assessment, offering student assessment workshops for faculty, deans, department chairs, academic administrators, and for student affairs staff and administrators. The large positive coefficient implies that the more faculty believe that their institution provides these opportunities, the more likely the faculty member is to be involved with institutional student assessment efforts.

Lastly, benefits of student assessment ( $\beta=.27$ ,  $p<.01$ ,  $\Delta R^2=.059$ ), from the attitudes towards student assessment construct, is a significant predictor of institutional involvement in student assessment. The more favorable faculty perceive student assessment to have a broad array of benefits, the more likely they are to be involved with institutional student assessment.

## Discussion

The regression results indicate that the models do predict faculty involvement and satisfaction, that there are a variety of predictors and that the significant predictors differ for each of the four dependent variables. Table 6 presents a comparative display of the significant predictors of each dependent variable.

\*\*\*Insert Table 6 Here\*\*\*

Addressing our first research question, “What are the patterns of faculty involvement and satisfaction?” the results suggest faculty satisfaction with and involvement in these diverse institutions is not high despite the fact that these were institutions with a substantial record of doing student assessment and supporting and promoting it. The results also suggest that the dimensions of



involvement in and satisfaction with student assessment are different (correlations less than .2) and must be examined separately.

Research questions 2-5 address the relationship of institutional and faculty characteristics, external influences and institutional factors on patterns of involvement and satisfaction. It is useful to note that, while dimensions predicting the four dependent variables came from all three domains and all of the construct areas, the patterns of prediction quite different across satisfaction and involvement. In fact only one dimension, benefits of student assessment is a significant predictor in more than one of the models.

In examining satisfaction with institutional approach to student assessment, the six predictor dimensions, years worked in higher education, years worked at the institution, improvement purposes, vocal detractors, institution-wide influences and institutional impacts came from two different domains: faculty characteristics and institutional factors. Since faculty characteristics and institutional impacts are not easy to influence directly, one of the ways institutions can increase faculty satisfaction with their institution's approach to student assessment is to focus on institutional support for student assessment—particularly emphasizing that student assessment is primarily for institutional improvement and developing institution-wide plans and policies to promote and support it.

Satisfaction with institutional support for student assessment is not consistent with and is predicted by very different dimensions than satisfaction with institutional approach to student assessment. Institution-wide support for, faculty instructional impacts and educational uses of student assessment are all significant predictors of satisfaction with institutional support for student assessment. Emphasizing institution-wide activities for student assessment and the uses of student assessment for educational decisions might give greater attention.

Involvement in classroom assessment raises a perplexing set of problems. Clearly, increasing involvement is most often called for by assessment experts, yet the only two dimensions in the model related to it are: using student assessment for faculty decisions (salary, promotion, awards etc.) and their perceived benefits of student assessment. Introducing student assessment data in decisions regarding faculty salary and promotion is extremely sensitive and changing faculty perceptions is not easy. This is an area that needs more research attention.

Increasing faculty involvement with student assessment at the institutional level may be the easiest to address. The three significant dimensions with are external involvement, professional development opportunities and perception of the benefits of student assessment. Administrators can influence the level of their institution's involvement with external groups such as accreditation, state policies (in public institutions) and professional associations and involve faculty in them. Similarly, they can provide and promote professional development opportunities related to student assessment for faculty. More involvement in such areas may stimulate a better understanding and perception of the student assessment benefits.

Returning to research questions 2-5 it is clear that variables from all three domains—external influences, faculty characteristics and institutional factors do relate to faculty satisfaction with and involvement in student assessment. However, the patterns differ for each of the four dependent measures suggesting the need for different strategies or activities to influence each.

Interestingly, institutional characteristics on all of these models, were not significant predictors, suggesting that while there may be differences in the values of these dimensions among institutions, there are not differences in their relationship with the dependent variables.

### *Limitations*

There are several limitations to this study. The first is the relatively low response rates despite two follow-ups waves which included incentives on the last wave. The second limitation, driven by the first, is the limited sample size. The small numbers of faculty within each institution prevented a hierarchical analysis that would have accounted for the natural clustering of faculty within institutions thereby generating more accurate standard errors and better understanding of direct and indirect influences. This also limited the extent to which we could examine faculty subgroup characteristics. Finally, the small number of institutions may have prevented the institutional characteristics from playing a significant predictive role.

### Conclusion

Three important overall patterns with practical implications are suggested by these results. First is that the primary predictor (highest beta coefficient and percent variance accounted for) was different for each model and suggests focusing on: 1) emphasizing student assessment for internal improvement as its primary purpose to increase faculty satisfaction with their institution's approach; 2) increasing a sense of faculty instructional impacts and improving their understanding of student assessment to improve satisfaction with institutional support; 3) increasing perceived benefits of student assessment to promote classroom involvement; 4) and encouraging faculty involvement with external groups that promote assessment opportunities and increasing professional development opportunities to enhance their involvement with institutional efforts.

A second pattern emerged with faculty involvement in student assessment at both the classroom and institutional level. The fact that it is affected by faculty perceptions of the benefits of student assessment is consistent with the literature. If institutions would like to increase faculty

involvement in student assessment, they should think about ways in which they can provide evidence to the faculty that their involvement produces benefits to the institution as a whole and all of its stakeholders.

A third and interesting pattern that emerged was that dimensions related to uses of student assessment for academic decision-making and for having curricular and instructional impacts were significant predictors on all of the dependent variables except for faculty involvement in institutional student assessment efforts. Clearly greater emphasis on using student assessment data, on preparing reports from it and on doing studies of its instructional impacts seems to be critical.

Table 1: Satisfaction and Involvement Factors, Items, Loadings and Reliabilities

Satisfaction and Involvement Factors	Factor Loading	Alpha
<i>Please rate your personal satisfaction with the following statements about student assessment at your institution. (1-very dissatisfied, 2-Not satisfied, 3-Neutral, 4-Satisfied, 5-Very Satisfied).</i>		
SATISFACTION WITH INSTITUTIONAL APPROACH		.91
Institution's approach to assessment (content and methods)	.85	
Institution-wide plan or policy on student assessment	.81	
Opportunities to participate in policy making about student assessment	.77	
Administrative leadership support for student assessment	.72	
SATISFACTION WITH INSTITUTIONAL SUPPORT		.83
Evaluation and rewards based on student assessment data or involvement	.71	
Professional development for student assessment	.67	
Student support for student assessment	.65	
Use of student assessment data in making academic decisions	.58	
Faculty leadership support for student assessment	.54	
<i>Please rate your personal involvement in the following activities related to student assessment at your institution. (1-Not involved, 2-Somewhat involved, 3-Moderately involved, 4-Highly involved, 5-Very highly involved).</i>		
CLASSROOM / INSTRUCTIONAL INVOLVEMENT		.91
Revision of my course or instructional methods based on student assessment results	.87	
Use of student assessment in my instruction	.83	
Evaluating the success of my classroom assessment activities	.83	
Use of active assessment techniques (student portfolios, performances, observations) in my classroom	.79	
INSTITUTIONAL INVOLVEMENT		.87
Service on school-wide or institution-wide committee or task force on student assessment	.81	
Setting assessment policy for institution	.66	
Interpreting the results of studies of student assessment in my institution	.64	
Participation in program review, curricular evaluation, or planning activities using student assessment results	.58	
Participation in institutional workshops or seminars to learn about student assessment	.56	
Creating new assessment techniques	.55	
Participation in departmental activities related to student assessment	.53	

BEST COPY AVAILABLE

Table 2: Descriptive Statistics for the Satisfaction and Involvement Variables

	<u>Mean</u>	<u>SD</u>	<u>n</u>
Satisfaction with institutional approach*	2.68	0.96	162
Satisfaction with institutional support*	2.65	0.79	157
Classroom-instructional involvement**	3.03	1.15	159
Institutional involvement**	2.09	0.90	155

\*(1-very dissatisfied, 2-Not satisfied, 3-Neutral, 4-Satisfied, 5-Very Satisfied).

\*\* (1-Not involved, 2-Somewhat involved, 3-Moderately involved, 4-Highly involved, .  
5-Very highly involved)

Table 3: External and Institutional Factors, Item Loadings and Reliabilities

Factor and Individual Item Measures	Loading	Alpha
<b>External Influences on Student Assessment</b>		
How influential have the following external factors been on your institution's level of involvement in undergraduate student assessment? (1-Not influential/Unknown, 2-Hardly influential, 3-Somewhat influential, 4-Influential, 5-Very influential).		
<b>EXTERNAL INFLUENCES</b>		0.80
Professional (program/field) accreditation requirements or review	0.87	
Professional associations promoting student assessment (institutional, disciplinary, or administrative)	0.74	
Regional (institutional) accreditation requirements or review	0.73	
State requirements for or review of my institution's student assessment efforts	0.63	
Private foundations or corporate groups	0.39	
<b>Institutional Approach to Student Assessment</b>		
Please rate the emphasis placed by your institution on the following content areas of student assessment. (1-None/Unknown, 2-Little, 3-Moderate, 4-Strong, 5-Very Strong).		
<b>CONTENT OF STUDENT ASSESSMENT</b>		0.79
Social development (political, social or community involvement)	0.77	
Affective development (values, attitudes, personal growth, etc.)	0.73	
Student academic plans, intentions, and progress	0.69	
Cognitive development (higher order skills, general education, competencies)	0.64	
Student satisfaction and involvement with the institution	0.50	
Basic college readiness	0.44	
Vocational or professional skills or competence	0.41	
In its student assessment efforts, to what extent does your institution emphasize the following methods of collecting student assessment data? (1-None/Unknown, 2-Little, 3-Moderate, 4-Strong, 5-Very Strong).		
<b>METHODS OF STUDENT ASSESSMENT</b>		0.76
Employer interviews, focus groups, and surveys	0.87	
External examination of students (licensure exams, external reviewers)	0.73	
Student-performance methods (observations of student performance or demonstrations, portfolios)	0.71	
Student or alumni interviews, focus groups, and surveys	0.69	
Commercial instruments or tests	0.45	
Institutional or state developed instruments or tests	0.44	
<b>TRANSCRIPT ANALYSIS</b>		NA
Transcript analysis	0.87	
<b>Institution-wide Support for Student Assessment</b>		
To what extent are the following components priorities in your institution's mission? (1-Very Low/Unknown, 2-Low, 3-Moderate, 4-High, 5-Very high).		
<b>EDUCATIONAL MISSION AND PRIORITIES</b>		0.78
Innovative instructional methods (peer teaching, cooperative learning)	0.75	
Alternative delivery systems (distance learning, experiential learning, learning communities)	0.71	
Identifying clear educational outcomes expected of students	.63	
Student diversity	.55	
Assessment of undergraduate student learning	.52	
Interdisciplinary teaching or research	.45	

Factor and Individual Item Measures	Loading	Alpha
<b>UNDERGRADUATE PRIORITIES</b>		0.83
Excellence in undergraduate education	0.87	
Teaching undergraduates	0.79	
<b>SERVICE PRIORITIES</b>		0.50
Service to institution (serving on committees)	0.72	
Service to the external community	0.44	
<b>RESEARCH</b>		NA
Research	0.63	
How important to your institution is each of the following purposes for pursuing undergraduate student assessment? (1-Very unimportant/Unknown, 2-Not important, 3-Somewhat important, 4-Important, 5-Very important).		
<b>IMPROVEMENT PURPOSES</b>		0.88
Guiding undergraduate academic program improvement	0.88	
Improving the achievement of undergraduate students	0.86	
Improving faculty instructional performance	0.76	
<b>EXTERNAL PURPOSES</b>		0.60
Preparing institutional self-study for accreditation	0.68	
Meeting state reporting requirements	0.60	
<b>ALLOCATION PURPOSES</b>		
Guiding internal resource allocation decisions		
How important are the following influences on student assessment at your institution? (1-Very unimportant/Unknown, 2-Not important, 3-Somewhat important, 4-Important, 5-Very important).		
<b>INSTITUTION-WIDE INFLUENCES</b>		0.65
An institution-wide formal plan that all academic administrators and faculty are required to follow	0.66	
Senior level administrators (e.g. Vice President of Academic Affairs, Deans, etc).	0.60	
An institution-wide informal policy that all academic administrators and faculty are encouraged to follow	0.60	
<b>UNIT INFLUENCES</b>		0.61
Individual faculty members who champion assessment	0.69	
Individual departments who assess their own students	0.64	
<b>DETRACTORS</b>		NA
Vocal detractors of student assessment	0.63	
How important is each of the following administrative or governance activities in promoting undergraduate student assessment at your institution? (1-Very unimportant/Unknown, 2-Not important, 3-Somewhat important, 4-Important, 5-Very important).		
<b>INSTITUTION-WIDE ACTIVITIES</b>		0.86
Institution-wide steering committee or task force on student assessment	0.77	
Planning for student assessment	0.75	
Student representation on student assessment committees	0.75	
Faculty governance committee that addresses student assessment issues	0.74	
Annual presidential or other institution-wide initiative, forums or seminars on student assessment	0.65	
Board of trustee committee that addresses student assessment	0.58	



Factor and Individual Item Measures	Loading	Alpha
How supportive are the following groups or individuals of undergraduate student assessment activities in your institution? (1-Very unsupportive/Unknown, 2-Somewhat unsupportive, 3-Neutral, 4-Somewhat supportive, 5-Very supportive).		
<b>ADMINISTRATIVE SUPPORT</b>		.90
Chief executive officer	0.87	
Chief academic officer	0.86	
Chief student affairs officer	0.76	
Academic administrators	0.67	
Student affairs administrators	0.66	
Board of trustees	0.62	
Faculty governance body	0.53	
Institutional research, academic review, and student assessment office	0.52	
<b>STUDENT/ FACULTY SUPPORT</b>		0.74
Students	0.84	
Student government	0.77	
Faculty	0.43	
<b>Assessment Management Practices and Policies</b>		
From your perspective, how important does your institution consider the following policies/practices in encouraging student assessment activities? (1-Very unimportant/Unknown, 2-Not important, 3-Somewhat important, 4-Important, 5-Very important).		
<b>STUDENT INFORMATION SYSTEMS</b>		0.78
Access to student assessment data on individual students for advisors and academic units	0.88	
Computerized student information system	0.71	
Dissemination of student assessment reports and studies	0.64	
<b>STUDENT POLICIES</b>		0.79
Incentives encouraging students to participate in student assessment activities	0.82	
Requiring student participation in student assessment activities	0.75	
Student assessment activities scheduled in the academic calendar	0.70	
Individual feedback provided to students regarding their own student performance results	0.57	
<b>PROFESSIONAL DEVELOPMENT</b>		0.88
Support for faculty to attend professional conferences on student assessment	0.80	
Assistance for faculty (paid leaves, stipends, mini grants, or course reduction) to improve their use of student assessment	0.78	
Internal or external consultant services for faculty on the use of student assessment	0.73	
Student assessment workshops for deans, department chairs, and other academic administrators	0.73	
Faculty workshops on student assessment	0.69	
Student assessment workshops for student affairs staff and administrators	0.69	
<b>INSTITUTIONAL EVALUATION AND REWARDS</b>		0.84
Incentives for academic units to use student assessment information in their evaluation and improvement efforts	0.81	
Rewards or incentives for academic and student affairs administrators who promote use of student assessment in their unit	0.71	
Experience or skill in student assessment considered in faculty hiring process	0.66	
Public recognition or awards for faculty for innovative or effective use of student assessment	0.58	

Factor and Individual Item Measures	Loading	Alpha
<b>FACULTY EVALUATION AND REWARDS</b>		0.86
Evidence of student performance considered in faculty evaluation for annual salary or merit increase	0.77	
Faculty scholarship on or participation in student assessment activities considered in salary reviews or merit increases	0.73	
Evidence of student performance (not just student teaching evaluation) considered in faculty evaluation for promotion or tenure	0.72	
Faculty scholarship on or participation in student assessment activities considered in promotion or tenure reviews	0.70	
<b>ACADEMIC MANAGEMENT</b>		0.89
General education or core curriculum review using student assessment data	0.83	
Course review and development using student assessment data	0.82	
Evaluation of the student assessment process	0.79	
Review and planning for student academic support services based on student assessment data	0.76	
Academic department or program planning/review using student assessment data	0.73	
Annual budget allocation to academic units to support student assessment	0.68	
<b>Uses and Impacts of Student Assessment</b>		
To what extent does your institution use undergraduate student assessment information in making decisions or changes in the following areas? (1-None, 2-Low, 3-Moderate, 4-High, 5-Very high).		
<b>EDUCATIONAL USES</b>		0.92
Undergraduate academic mission or goals	0.79	
General education curriculum	0.75	
Student assessment plans, policies or processes	0.75	
Academic programs or majors	0.74	
Student academic support services (e.g. advising tutoring)	0.70	
Student affairs activities or organizations	0.70	
Student out-of-class learning experiences (e.g. internships, service learning)	0.69	
Distance learning initiatives	0.62	
Pattern of resource allocation to academic units	0.57	
<b>FACULTY USES</b>		0.89
Faculty promotion and tenure policies	0.95	
Faculty salary increases or rewards (release time, travel funds, etc.)	0.75	
What impact has student assessment information had on the following indicators of your institution's performance? (1-Very negative, 2-Somewhat negative, 3-None or unknown, 4-Somewhat positive, 5-Very positive).		
<b>INSTITUTIONAL IMPACTS</b>		0.93
Student retention or graduation rates	0.81	
Student achievement on external exams (professional licensure)	0.79	
Student applications or acceptance rates	0.78	
Student grade performance	0.75	
Student satisfaction	0.68	
Institutional reputation or image	0.67	
Institutional evaluation from regional accreditation agency	0.55	
Success on grant applications	0.55	
Private fund raising results	0.54	
Allocation or share of state funding	0.53	

Factor and Individual Item Measures	Loading	Alpha
<b>FACULTY INSTRUCTIONAL IMPACTS</b>		0.87
Faculty interest in teaching	0.89	
Faculty satisfaction	0.74	
Changes in instructional or teaching methods used	0.65	
<b>Attitudes Towards Student Assessment</b>		
Please describe how you feel about the following statements regarding student assessment at your institution. (1-Disagree strongly, 2-Disagree somewhat 3-Agree somewhat, 4-Agree somewhat, 5-Agree strongly).		
<b>BENEFITS OF STUDENT ASSESSMENT</b>		0.89
Students today are learning more due to an institutional focus on the assessment of student learning	0.73	
Student assessment has improved the quality of education at this institution	0.70	
Faculty use student assessment information to modify how or what they teach	0.65	
Assessing students has resulted in the development of learning experiences that better meet diverse learning styles	0.65	
Faculty enjoy participating in student assessment activities	0.64	
Faculty use more student assessment techniques than they did five years ago	0.64	
Faculty frequently communicate with colleagues on how to improve their students assessment practices	0.59	
Faculty update their in-class assessment techniques on a regular basis	0.58	
Faculty and administrators agree on the value of assessing student learning	0.54	
The effectiveness of teaching is enhanced when faculty regularly engage in student assessment	0.53	
Student assessment techniques accurately measure students learning	0.49	
State or federally mandated assessment requirements improve quality of education	0.41	
<b>UNDERSTANDING STUDENT ASSESSMENT</b>		0.87
Administrators have a common understanding of the meaning of the term student assessment	0.89	
Faculty have a common understanding of the term student assessment	0.85	
<b>FACULTY CONTROL OF STUDENT ASSESSMENT</b>		0.62
Mandated student assessment limits the academic freedom of faculty	0.68	
Student assessment is more effective when determined by the faculty member rather than by the institution	0.60	
<b>FACULTY RELUCTANCE</b>		NA
Faculty are reluctant to engage in student assessment for fear that student assessment results will be used in evaluations		
<b>TEACHING INFLUENCE ON STUDENT ASSESSMENT</b>		NA
Results of student evaluations of teaching influence how faculty assess students		
<b>FACULTY FREEDOM</b>		NA
Faculty are free to implement their own approaches to student assessment	0.36	
<b>EXTERNAL INVOLVEMENT</b>		0.88
Presentation at state, regional or national workshops or conferences on student assessment	0.84	
Publishing articles, reports, or other writings on student assessment	0.82	
Attendance at state, regional, or national workshops or conferences on student assessment	0.70	

Table 4: Predictors of Satisfaction With Institutional Approach to and Institutional Support for Student Assessment

	Satisfaction With Institutional Approach to Student Assessment n=104		Satisfaction With Institutional Support for Student Assessment n=95	
	Beta	$\Delta R^2$	Beta	$\Delta R^2$
<b>Adjusted R<sup>2</sup></b>		<b>.39</b>		<b>.46</b>
<b>Institutional Characteristics</b>				
<b>Faculty Characteristics</b>				
Years worked in the institution	.51*	.011	.39	.013
Years worked in higher education	-.44*	.008	-.40	.001
Sex			-.03	.003
<b>External Influences</b>				
External Involvement	.15	.033		
<b>Institutional Factors</b>				
<b>Institutional Support for SA</b>				
Improvement purposes	.43**	.290		
Vocal Detractors	-.18*	.015	-.11	.006
Institution-wide activities	.12	.043	.28*	.039
Institution-wide influences	-.20*	.004	-.11	.000
Unit influences	-.003	.007		
External influences			-.16	.005
Administrative support			.23	.013
Student-faculty support			.09	.024
<b>Assessment Policies/Procedures</b>				
Student information system			.11	.007
<b>Uses and Impacts of SA</b>				
Faculty instructional impacts			.51**	.177
Institutional impacts	.21*	.033		
Educational uses	.04	.019	-.30*	.036
<b>Attitudes Towards SA</b>				
Faculty freedom			.12	.036
Understanding student assessment			.10	.103

\*p<.05; \*\*p<.01. All dimensions in this table appear in the *final model* of one of the above dependent variables.

Table 5: Predictors of Involvement in Classroom/Instructional Student Assessment and Involvement in Institutional Student Assessment

	Involvement with Classroom/Instructional Student Assessment n=93		Involvement in Institutional Student Assessment n=113	
	Beta	$\Delta R^2$	Beta	$\Delta R^2$
<b>Adjusted R<sup>2</sup></b>		<b>0.29</b>		<b>0.39</b>
<b>Institutional Characteristics</b>				
<b>Faculty Characteristics</b>				
Years worked in the institution	-.28	.001		
Years worked in higher education	.29	.008	.099	.008
Sex	.09	.017		
<b>External Influences</b>				
External Involvement			.35**	.235
<b>Institutional Factors</b>				
<b>Institutional Approach to SA</b>				
Content of student assessment	.13	.029		
<b>Institutional Support for SA</b>				
Administrative support	-.14	.013		
<b>Assessment Policies/Procedures</b>				
Professional development			.25**	.112
Faculty evaluation and rewards	-.07	.008		
<b>Uses and Impacts of SA</b>				
Faculty uses	.25*	.031		
<b>Attitudes Towards SA</b>				
Understanding student assessment	-.01	.051		
Benefits of student assessment	.47**	.202	.27**	.059

\*p<.05; \*\*p<.01, All dimensions in this table appear in the *final model* of one of the above dependent variables.

Table 6: Summary of Significant Predictors for Satisfaction and Involvement Variables\*

	Satisfaction With Institutional Approach to Student Assessment	Satisfaction With Institutional Support for Student Assessment	Involvement with Classroom Student Assessment	Involvement in Institutional Student Assessment
<b>Adjusted R<sup>2</sup></b>	<b>0.39</b>	<b>0.46</b>	<b>0.29</b>	<b>0.39</b>
Faculty Characteristics				
Years worked in the institution	X			
Years worked in higher education	X			
External Influences				
External Involvement				X
Institutional Support for SA				
Improvement purposes	X			
Vocal Detractors	X			
Institution-wide activities		X		
Institution-wide influences	X			
Assessment Policies/Procedures				
Professional development				X
Uses and Impacts of SA				
Faculty instructional impacts		X		
Institutional impacts	X			
Faculty uses			X	
Educational uses		X		
Attitudes Towards SA				
Benefits of student assessment			X	X

\* X signifies  $p < .05$

## References

- American Association for Higher Education. (1992). *Principles of good practice for assessing student learning*. Washington, D.C.: Author
- Astin, W. A. (1991). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. New York: Macmillan Publishing Company.
- Baker, R. (1999). *Assessment faculty guide: The rationale and process for outcomes assessment*. Unpublished manuscript, Saint Louis, MO.
- Banta, T. (1997). Moving assessment forward: Enabling conditions and stumbling blocks. *New Directions for Higher Education*, 100, 79-92.
- Banta, T. (1999). Involving faculty in assessment. In T. Banta, Ewell, P., Seybert, J. Gray, P., Pike, G. (Ed.), *Assessment Update: The First Ten Years*. San Francisco: Jossey-Bass.
- Banta, T., Lund, J., Black, K., Oblander, F.W. (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass Publishers.
- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton: The Carnegie Foundation for the Advancement of Teaching.
- Brookhart, S.M. (1999). *The art and science of classroom assessment: The missing part of pedagogy*. ERIC Digest. Washington, DC.: ERIC Clearinghouse on Higher Education.
- Cross, P. K. (1999). Assessment to improve college instruction. In S. J. Messick (Ed.), *Assessment in Higher Education: Issues of Access, Quality, Student Development, and Public Policy*. Mahwah: Lawrence Erlbaum Associates, Publishers.
- Derlin, R.L. & Stovall, S.M. (1999). *Implementation and use of outcomes assessment in music degree programs: How the varied voices of faculty and program administrators contribute to program quality improvement*. Paper presented at the Rocky Mountain Educational Research Association, Las Cruces, NM.
- Donald, J. (1997). *Improving the environment for learning: Academic leaders talk about what works*. San Francisco: Jossey-Bass.
- Ewell, P. T. (1996). The current pattern of state-level assessment: Results of a national inventory. *Assessment Update*, 8(3), 1-2.
- Foley, T. et. al. (1996). *Decentralization of faculty ownership: Keys to a successful assessment strategy*. Paper presented at the Annual Meeting of the North Central Association., Chicago, IL. March, 23-26, 1996

- Gray, P. J. (1997). Viewing assessment as an innovation: Leadership and the change process. *New Directions for Higher Education*, 100, 5-16.
- Hagedorn, L.S. (2000). Conceptualizing Faculty job satisfaction: Components, theories, and outcomes. *New Directions for Institutional Research*, 105, 5-21.
- Hubbard, D. L. (1993). Is quality a manageable commodity in higher education? In D. L. Hubbard (Ed.), *Continuous Quality Improvement: Making the Transition to Higher Education*. Maryville: Prescott Publishing.
- Hurtado, S., Ziskin, M. & Matney, M. (2000). *Organic assessment: Understanding how faculty use classroom research and assessment in their daily lives*. Stanford: Stanford University, National Center for Postsecondary Improvement.
- Hutchings, P. (1990) *Assessment and the way we work*. Paper presented at the The AAHE Assessment Forum, Washington, DC. June 30, 1990.
- Knight, M.E. & Lumsden, D. (1990). Outcomes assessment: Creating principles, policies, and faculty involvement. *ACA Bulletin*(72), 27-34.
- Kuh, G. D. & Banta, T.W. (2000). Faculty-student affairs collaboration on assessment: Lessons from the field. *About Campus, January-February, 2000*, 4-11.
- Litterst, J. K. & Tompkins, P. (2000). *Assessment as a scholarship of teaching*. Paper presented at the Annual Meeting of the National Communication Association., Seattle, WA. November, 9-12, 2000.
- Loacker, G. (1988). Faculty as a force to improve instruction through assessment. *New Directions for Teaching and Learning*, 34, 19-33.
- Morse, J.A. & Santiago, F.Jr. (2000). Accreditation and faculty: Working together. *Academe*, 86(1), 30-35.
- Muffo, J. (1996). *Lessons learned from a decade of assessment*. Paper presented at the The Association for Institutional Research Annual Forum, Albuquerque, NM. May 8, 1996
- Muffo, J. (2001). Institutional effectiveness, student learning, and outcomes assessment. In R. D. Howard (Ed.), *Institutional Research: Decision Support in Higher Education*. Tallahassee: Association for Institutional Research.
- National Association of State Universities and Land Grant Colleges Council on Academic Affairs. (1988). *Statement of principles on student outcomes assessment*. Washington, D.C.: Author.
- Nyquist, G., Hitchcock, M.A. & Teherani, A. (2000). Faculty satisfaction in academic medicine. *New Directions for Institutional Research*, 105, 33-45.



- Palomba, C.A. & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.
- Peterson, M.W. (2000). *Institutional climate for student assessment*. Survey Instrument. Palo Alto, CA: Stanford University, National Center for Postsecondary Improvement.
- Peterson, M.W., & Augustine, C.H. (2000). External and internal influences on institutional approaches to student assessment: Accountability for improvement? *Research in Higher Education*, 41(4), 443-479.
- Peterson, M.W., Dill, D.D., Mets, L.A. et. al. (1997). *Planning and Management for a Changing Environment*. San Francisco: Jossey-Bass.
- Peterson, M.W. & Einarson, M.K. (2000). *An analytical framework of institutional support for student assessment: Results from a five-year study*. In J. Smart (Ed.), *Higher education: Handbook of theory and research (Vol. XV)*. New York, Agathon Press.
- Peterson, M.W. (1997). *Inventory of institutional support for student assessment (ISSA)*. National survey instrument. Palo Alto, CA: Stanford University, National Center for Postsecondary Improvement.
- Peterson, M.W., Einarson, M.K., Augustine, C.H. & Vaughan, D.S. (1999). *Institutional support for student assessment: Methodology and results of a national survey*. Palo Alto, CA: Stanford University, National Center for Postsecondary Improvement.
- Peterson, M.W., Einarson, M.K., Trice, A.G., Nichols, A.R., Perorazio, T.E. & Hendricks, L.A. (2002). *Improving organizational and administrative support for student assessment: A review of the research literature*. Second Edition. Palo Alto, CA: Stanford University, National Center for Postsecondary Improvement.
- Peterson, M.W., Vaughan, D.S. & Perorazio, T.E. (2001). *Student assessment in higher education: A comparative study of seven institutions*. Palo Alto, CA: Stanford University, National Center for Postsecondary Improvement.
- Rogers, E.M. (1995). *Diffusion of Innovations*. New York: Free Press.
- Schilling, D.M. & Schilling, K.L. (1998). *Proclaiming and sustaining excellence: Assessment as a faculty role*. Report. ERIC Clearinghouse on Higher Education ). Washington, DC: George Washington University.
- Schuh, J.H. & Upcraft, M.L. (2000). Assessment politics. *About Campus*, September-October, 14-21.
- Stake, R.E. & Cisneros-Cohernour, E.J. (2000). Situational evaluation of teaching on campus. *New Directions for Teaching and Learning*, 83(Fall 2000), 51-72.

Strada, M.J. (2000). *Bridges to the future: Building linkages for institutional research*. Paper presented at the North East Association for Institutional Research, Pittsburgh, PA. November 4-7, 2000

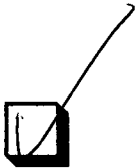


**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



## **NOTICE**

### **Reproduction Basis**



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)