

## Measuring a Culture of Evidence for \_\_\_\_\_

	<b>A Culture of Good Intentions</b>	<b>A Culture of Justification</b>	<b>A Culture of Strategy</b>	<b>A Culture of Evidence</b>
<b>Intentionality</b> (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are <u>doing</u> (i.e. operational or procedural specificity).	People can describe what they are <u>accomplishing</u> (i.e. strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.
<b>Perspective</b> (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us <u>close the loop</u> on improvement processes and educational outcomes.
<b>Critical Linkages</b> (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
<b>Initiatives and Directions</b> (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
<b>Planning Processes</b> (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on “feel,” intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but <u>not planning-oriented</u> .	Organized, routinized, and localized. Data informs deliberate <u>cyclical or episodic strategic planning</u> exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into <u>continuous strategic thinking</u> .

Spurlock, R.S. & Johnston, A.J. (2012). Measuring a Culture of Evidence. In M. Culp & G. Dundy (Eds.), Building a Culture of Evidence (p. 65). Washington, DC: NASPA.