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

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|  | **A Culture of**  **Good Intentions** | **A Culture of**  **Justification** | **A Culture of**  **Strategy** | **A Culture of**  **Evidence** |
| **Intentionality**  (Thoughtfulness in action or decision) | People have a sense that they are doing good things. | People can describe what they are doing (i.e. operational or procedural specificity). | People can describe what they are accomplishing (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. |
| **Perspective**  (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 close the loop on improvement processes and educational outcomes. |
| **Critical Linkages**  (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. |
| **Initiatives and Directions**  (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. |
| **Planning Processes**  (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 not planning-oriented. | Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises. | Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into continuous strategic thinking. |

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