"To what extent does the use of evidence (data in various forms) influence how we behave at our institution?"
Schuh, Biddoz, Dean & Kinzie, 2016, p. 323

Developing a Culture of Evidence

In the free webinar, *The Culture, Ethics and Politics of Student Affairs Assessment, Dr. Anne E. Lundquist of Campus Labs*, shares that developing a culture of evidence is important, takes time, and requires intentionality at the institutional, divisional, and departmental level.

The following are the Key Enablers of ClemsonForward:
- **Strategic revenue growth**: Manage enrollment, legislative and development priorities while enhancing entrepreneurial activities, operational efficiencies and revenue allocation to support ClemsonForward priorities
- **Building Futures**: Build new state-of-the-art facilities, renovate aging structures and create multi-function spaces that provide a vibrant academic, research, student life and work environment
- **College reorganization**: To enhance the academic learning and working environment
- **Accountability and leadership**: Prudently manage resources, focus on impact rather than activity, clearly identify ownership of key initiatives and provide transparency through regular reporting to University leaders, Board of Trustees and the campus community

All of us must ensure we maximize human and financial resources in our programs, services, and administrative functions while achieving desired outcomes that align with ClemsonForward and Division of Student Affairs priorities. If learning is at the core of the program or service, it should be measured and mapped to the Student Affairs framework and then any specific departmental outcomes. By having a philosophy of continuous improvement, we move from a culture of good intentions to a culture of evidence. Below is a graphic of the evolution and on the next page is a self-diagnostic rubric.

Moving Toward a Culture of Evidence

Culture of Good Intentions → Culture of Justification → Culture of Strategy → Culture of Evidence

Culp & Dungy 2012, Building a Culture of Evidence in Student Affairs

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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.