Survey of Assessment Culture – Faculty Scales
06/30/2022

This document provides a summary of the results of the Faculty Survey of Assessment Culture, focusing on the five separate scales derived from its items. The scales were created and validated by Dr. Matthew Fuller and colleagues as described in Fuller, Skidmore, et al (2016)[1]. Each scale consists of multiple individual survey items. In Fall 2019, 153 SCC faculty members completed the Survey of Assessment Culture. The 2019 survey served as a baseline to compare results from future surveys. In Spring 2022, faculty were again invited to complete the Survey of Assessment culture, and 192 SCC faculty members completed the survey for a response rate of 39.5%.

The scales in the Faculty Survey of Assessment Culture survey were validated by Fuller et al (2016) using factor analysis. Factor analysis is a statistical technique for identifying underlying (unobserved / latent) characteristics that are difficult to measure (in this case 'assessment culture'). These analyses are achieved by grouping responses to multiple survey items that are correlated with each other. Fuller and colleagues identified five factors in the Faculty Survey of Assessment Culture. Those five factors, which are described later in the document, are:
- Compliance or Fear Motivators
- Faculty Perceptions
- Normative Purpose of Assessment
- Sharing of Data
- Use of Data

Respondents indicated how much they agree or disagree with each statement on a scale from 1 to 6 as shown in Table 1. Some items are stated in such a way that agreeing with the statement reflects a positive sentiment (e.g., I like chocolate), whereas agreeing with others indicates a negative sentiment (e.g., I dislike vanilla). The latter type of items were reverse coded in calculating the scale scores so high scores always correspond with positive sentiments (e.g., I do not dislike vanilla).

Table 1. Response set for survey

Value	Text
1	Strongly disagree
2	Disagree
3	Only slightly disagree
4	Only slightly agree
5	Agree
6	Strongly agree

Calculating the scale scores involved the following steps:
1. *Identify items* associated with each scale. The items included in each scale are detailed on the following pages.
2. *Reverse code* responses for specific items, as noted earlier. These items are denoted with an '(R)' at the end of the variable name.
3. *Calculate the average* of the resulting scores for the items in the scale.
4. The resulting scale scores will range from 1.00 to 6.00 with higher scores representing a more positive sentiment for that factor.

Single scale results
This section of the report provides results for each scale. For each scale, the following content is provided:
- Brief description of the scale provided by Fuller et al (2016).
- The distribution of scale scores with average (mean) score and standard deviation.
- The list of items included in the scale along with item-specific results.
- Notes about the results.
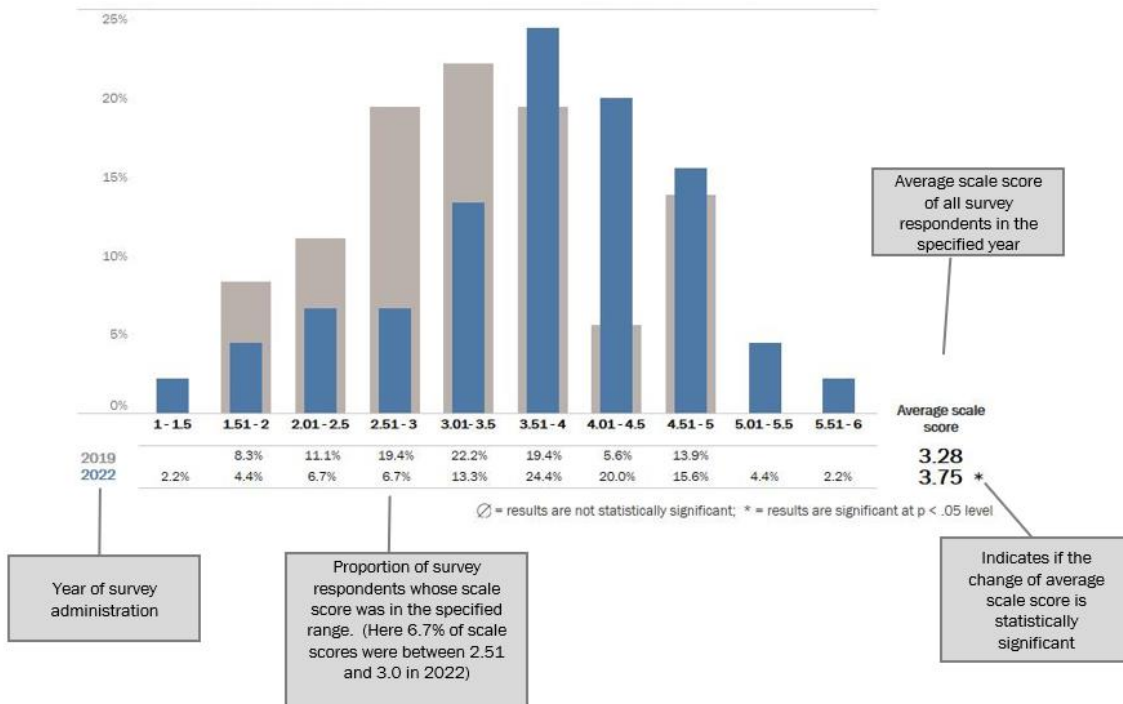
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[1] Fuller, Matthew B., Skidmore, Susan T., Bustamante, Rebecca M., Peggy C. Holzweiss. Empirically Exploring Higher Education Cultures of Assessment. The Review of Higher Education. Volume 39. Number 3. Spring 2016. pp. 395-429.

Because the item-specific results are complicated, the following provides an overview of what these charts include and how to understand them.

- These charts provide the items included in the scale presented in descending order of percentage point increase from 2019 to 2022.
- Four values are provided for each item: green bars indicate the percent who agreed with the statement; dark grey indicates the percent who disagreed; light grey bars indicate those who did not respond; the last values indicate the percent positive change (percentage points) from the 2019 survey to the 2022 survey.
- There is also an indicator noting if the change in positive sentiment from 2019 to 2022 is statistically significant (at p < .05). If the change is marked as statistically significant, this means that we are 95% confident that the difference in positive sentiment from 2019 to 2022 was not due to chance.
- The axis in the first column of results splits the positive sentiments (right of axis) from the negative sentiments (left of axis).
- Since some items are reverse-coded, agreeing is not necessarily a positive sentiment. The image below provides two examples.
    - For the first item below, 55% of respondents *disagreed* (indicated by dark grey) that "Assessment results are NOT intended for distribution" and 25% *agreed* with the statement (indicated by green) in 2019. Because this item is reverse-coded, (noted with an '(R)' at the end of the statement) disagreement is a positive sentiment so disagreement (dark grey) is displayed to the right of the axis and agreement (green) to the left.
    - For the second item below, 63% of respondents *agreed* (green) that "Assessment results are regularly shared throughout my institution" and 17% *disagreed* (dark grey) in 2019. Because the item is not reverse-coded, agreement is displayed to the right of the axis and disagreement is displayed to the left.
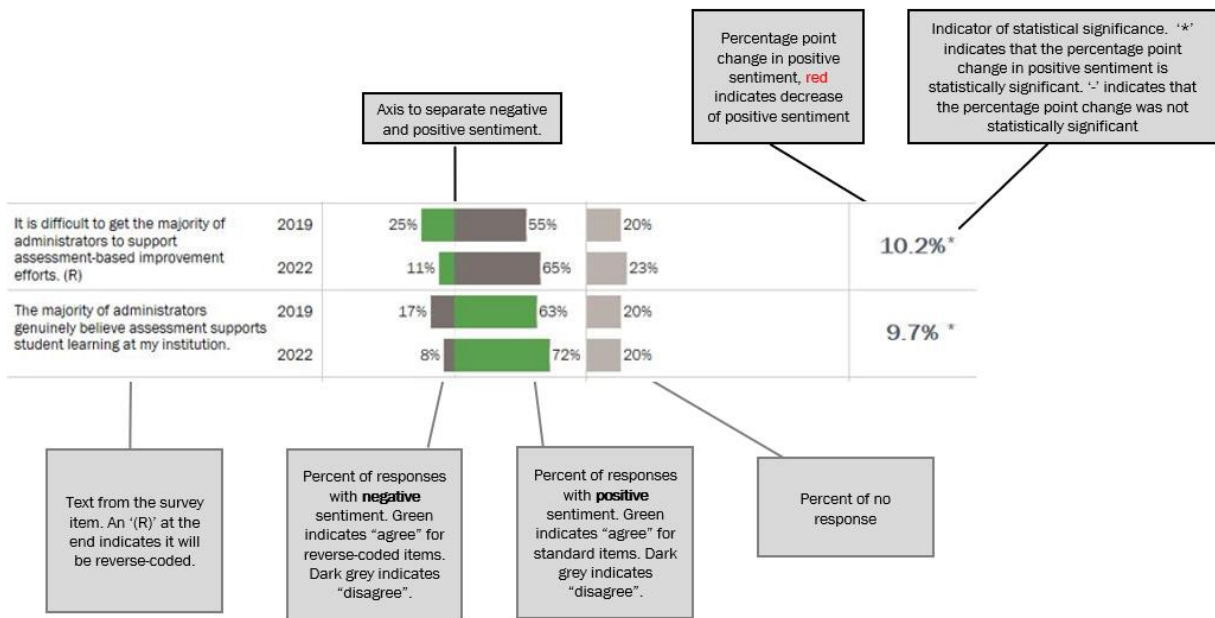
- The histograms provide an overview of the distribution of respondents' average scores within each scale. Scale scores can range from 1 to 6. The histogram displays what proportion of respondents' scale scores fall within the specified range.
- There is also an indicator if the change in average scale score from 2019 to 2022 is statistically significant.

	1-1.5	1.51-2	2.01-2.5	2.51-3	3.01-3.5	3.51-4	4.01-4.5	4.51-5	5.01-5.5	5.51-6	Average scale score
2019		8.3%	11.1%	19.4%	22.2%	19.4%	5.6%	13.9%			3.28
2022	2.2%	4.4%	6.7%	6.7%	13.3%	24.4%	20.0%	15.6%	4.4%	2.2%	3.75 *

⊘ = results are not statistically significant; * = results are significant at p < .05 level

Callouts:
- Average scale score of all survey respondents in the specified year
- Year of survey administration
- Proportion of survey respondents whose scale score was in the specified range. (Here 6.7% of scale scores were between 2.51 and 3.0 in 2022)
- Indicates if the change of average scale score is statistically significant
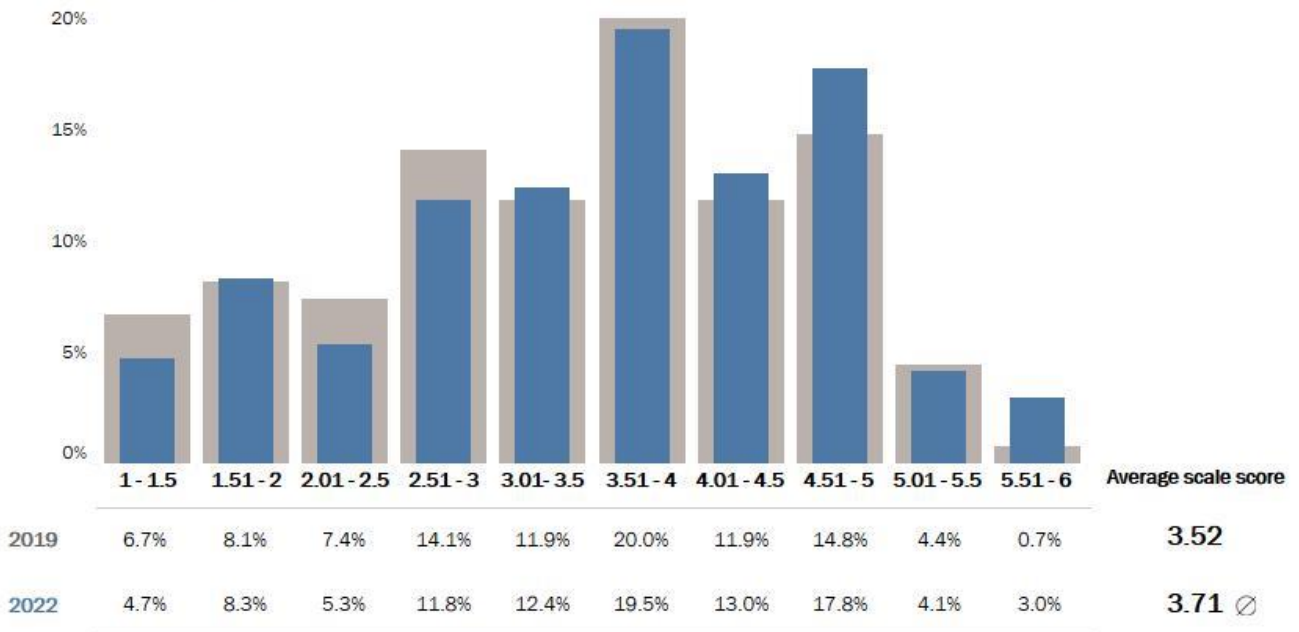
3

Sharing of Data Scale

Sharing of Data explored participants' perceptions regarding how data were shared with faculty and within the institution in general.

Items for *Sharing of Data* Scale **Disagree** **Agree** No Response		Negative sentiment | Positive sentiment	No response	Change in Positive sentiment
Student assessment results are NOT regularly shared. (R)	2019	46% 41%	13%	7.3% ∅
	2022	35% 48%	17%	
Assessment results are NOT intended for distribution. (R)	2019	35% 51%	14%	5.8% ∅
	2022	22% 57%	21%	
Assessment results are regularly shared throughout my institution.	2019	31% 57%	12%	4.6% ∅
	2022	26% 61%	13%	
Faculty consistently receive assessment data from administrators.	2019	54% 33%	13%	0.1% ∅
	2022	53% 33%	15%	

∅ = results are not statistically significant; * = results are significant at p < .05 level

Distribution of *Sharing of Data Scale* scores

	1 - 1.5	1.51 - 2	2.01 - 2.5	2.51 - 3	3.01 - 3.5	3.51 - 4	4.01 - 4.5	4.51 - 5	5.01 - 5.5	5.51 - 6	Average scale score
2019	6.7%	8.1%	7.4%	14.1%	11.9%	20.0%	11.9%	14.8%	4.4%	0.7%	3.52
2022	4.7%	8.3%	5.3%	11.8%	12.4%	19.5%	13.0%	17.8%	4.1%	3.0%	3.71 ∅

∅ = results are not statistically significant; * = results are significant at p < .05 level

Some notes about these data:
- The *Sharing of Data Scale* has the 2nd lowest mean score in 2022. It was also the 2nd lowest mean score in 2019.
- The average *Sharing of Data Scale* score improved from 2019 (3.52) to 2022 (3.71).
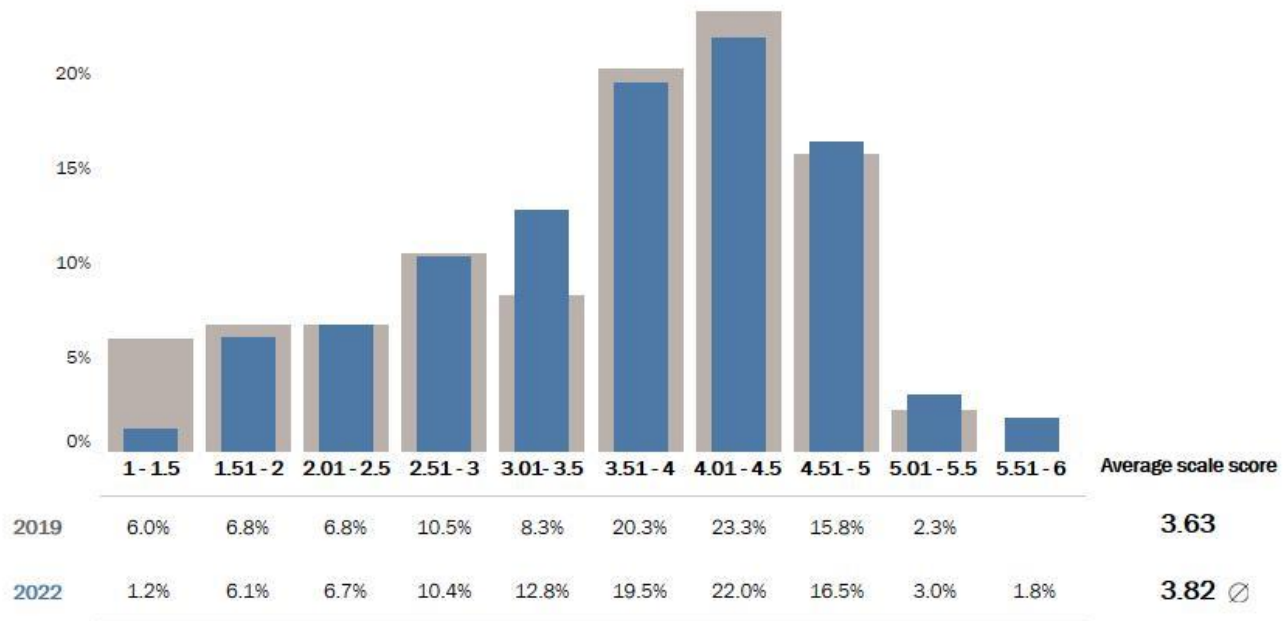
Use of Data Scale

Use of Data pertained to participants' perceptions of how data were used at their respective institutions

Items for *Use of Data* Scale		Negative sentiment | Positive sentiment	No response	Change in Positive sentiment
Disagree **Agree** No Response				
Senior leaders (i.e., president, provost, vice presidents) use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc.).	2019	28% 56%	16%	2.8% ∅
	2022	19% 58%	22%	
Assessment results are regularly requested by colleagues at my institution.	2019	58% 24%	18%	-1.8% ∅
	2022	53% 22%	24%	
Assessment data are regularly used in official institutional communications (e.g., speeches, publications, etc.).	2019	31% 54%	14%	-2.2% ∅
	2022	28% 52%	20%	
Change occurs more readily when supported by assessment results.	2019	18% 67%	15%	-5.2% ∅
	2022	17% 61%	22%	

∅ = results are not statistically significant; * = results are significant at p < .05 level

Distribution of *Use of Data Scale* scores

	1 - 1.5	1.51 - 2	2.01 - 2.5	2.51 - 3	3.01 - 3.5	3.51 - 4	4.01 - 4.5	4.51 - 5	5.01 - 5.5	5.51 - 6	Average scale score
2019	6.0%	6.8%	6.8%	10.5%	8.3%	20.3%	23.3%	15.8%	2.3%		3.63
2022	1.2%	6.1%	6.7%	10.4%	12.8%	19.5%	22.0%	16.5%	3.0%	1.8%	3.82 ∅

∅ = results are not statistically significant; * = results are significant at p < .05 level

Some notes about these data:

- The *Use of Data Scale* has the 3rd highest mean score. It was also the third highest in 2019.
- The average *Use of Data Scale* score improved from 2019 (3.63) to 2022 (3.82).
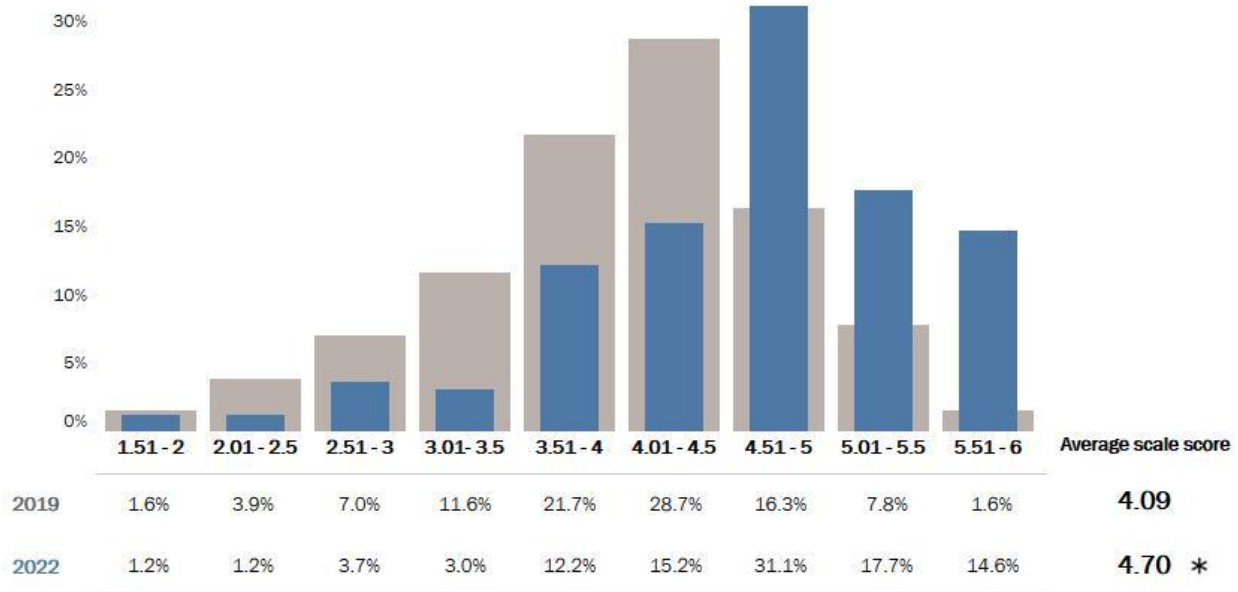
Faculty Perceptions Scale

Faculty Perceptions scale was composed of six items measuring faculty perceptions of how administrators felt about assessment.

Items for *Faculty Perceptions* Scale **Disagree** **Agree** No Response		Negative sentiment | Positive sentiment	No response	Change in Positive sentiment	
I am not convinced that assessment is necessary. (R)	2019	25% / 58%	17%	13.8%	*
	2022	13% / 71%	16%		
It is difficult to get the majority of administrators to support assessment-based improvement effort..	2019	25% / 55%	20%	10.2%	*
	2022	11% / 65%	23%		
The majority of administrators genuinely believe assessment supports student learning at my institution.	2019	17% / 63%	20%	9.7%	*
	2022	8% / 72%	20%		
I engage in assessment because I am afraid of what will happen if I do not. (R)	2019	26% / 58%	16%	9.0%	*
	2022	17% / 67%	16%		
Assessment is perceived as a punishment (i.e., something I regret being assigned). (R)	2019	21% / 62%	17%	6.7%	Ø
	2022	14% / 69%	17%		
The majority of administrators do not care about assessment. (R)	2019	16% / 64%	20%	6.3%	Ø
	2022	8% / 70%	22%		

Ø= results are not statistically significant; * = results are significant at p < .05 level

Distribution of *Faculty Perceptions Scale* scores

	1.51 – 2	2.01 – 2.5	2.51 – 3	3.01 – 3.5	3.51 – 4	4.01 – 4.5	4.51 – 5	5.01 – 5.5	5.51 – 6	Average scale score
2019	1.6%	3.9%	7.0%	11.6%	21.7%	28.7%	16.3%	7.8%	1.6%	4.09
2022	1.2%	1.2%	3.7%	3.0%	12.2%	15.2%	31.1%	17.7%	14.6%	4.70 *

Ø = results are not statistically significant; * = results are significant at p < .05 level

Some notes about these data:
- The *Faculty Perceptions Scale* has the highest mean score in 2022. It was the 2nd highest in 2019.

- The average *Faculty Perceptions Scale* score significantly improved from 2019 (4.09) to 2022 (4.70). This was also the highest increase from 2019 to 2022.
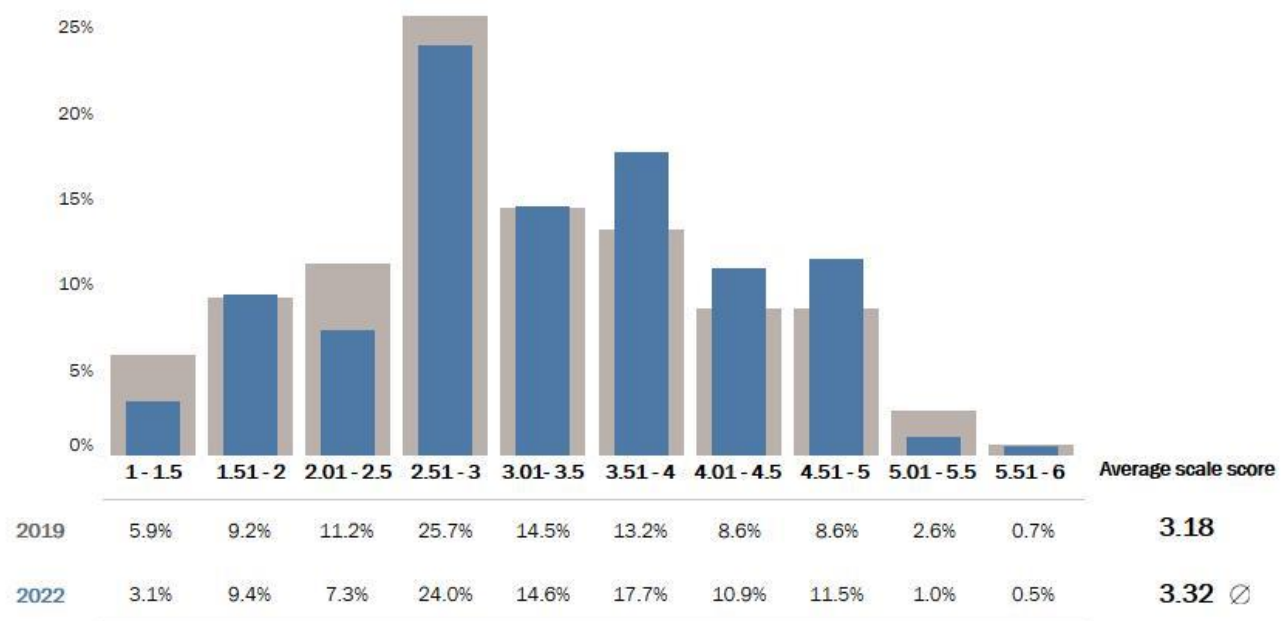
Compliance or Fear Motivators Scale

Compliance or Fear Motivators scale focuses on participants' level of agreement with items pertaining to motivations to participate in assessment activities.

Items for *Compliance or Fear Motivators* Scale

Disagree   Agree   No Response   Negative sentiment | Positive sentiment   No response

Item	Year	Disagree	Agree	No Response	Change in Positive sentiment	
Assessment is an exercise primarily for compliance purposes. (R)	2019	59%	39%	2%	7.7%	∅
	2022	52%	47%	1%		
The majority of colleagues at my institution are afraid of assessment. (R)	2019	35%	47%	18%	7.6%	∅
	2022	26%	55%	20%		
The purpose of assessment depends largely on who is asking for assessment results. (R)	2019	67%	31%	1%	4.6%	∅
	2022	62%	36%	2%		
Assessment for accreditation purposes is prioritized above other assessment efforts. (R)	2019	54%	34%	12%	-1.7%	∅
	2022	57%	32%	11%		
The majority of colleagues at my institution see assessment as focused on compliance requirements. (R)	2019	62%	18%	20%	-2.2%	∅
	2022	63%	16%	21%		

∅ = results are not statistically significant; * = results are significant at p < .05 level

Distribution of *Compliance or Fear Motivators Scale* scores

	1 - 1.5	1.51 - 2	2.01 - 2.5	2.51 - 3	3.01 - 3.5	3.51 - 4	4.01 - 4.5	4.51 - 5	5.01 - 5.5	5.51 - 6	Average scale score
2019	5.9%	9.2%	11.2%	25.7%	14.5%	13.2%	8.6%	8.6%	2.6%	0.7%	3.18
2022	3.1%	9.4%	7.3%	24.0%	14.6%	17.7%	10.9%	11.5%	1.0%	0.5%	3.32 ∅

∅ = results are not statistically significant; * = results are significant at p < .05 level

Some notes about these data:
- The *Compliance or Fear Motivators Scale* has the lowest mean score in 2022. It was also the lowest in 2019.
- The average *Compliance or Fear Motivators Scale* score did improve from 2019 (3.18) to 2022 (3.32). The increase is not statistically significant and it was the smallest increase from 2019 to 2022.

Normative Purpose of Assessment Scale

Normative Purpose of Assessment explored the perceived organizational approach to assessment efforts within the institution.

Items for *Compliance or Fear Motivators* Scale **Disagree** **Agree** No Response		Negative sentiment | Positive sentiment	No response	Change in Positive sentiment	
Assessment efforts do not have a clear focus. (R)	2019	50% 48%	1%	19.9%	*
	2022	30% 68%	2%		
Assessment processes yield evidence of my institution's effectiveness.	2019	26% 70%	4%	9.2%	*
	2022	20% 79%	1%		
Assessment is emphasized as part of the organizational culture.	2019	22% 69%	9%	8.8%	*
	2022	12% 78%	10%		
Assessment is an organized, coherent effort at my institution.	2019	29% 59%	11%	8.8%	*
	2022	20% 68%	11%		
My institution is structured in a way that facilitates assessment practices focused on improved student learning.	2019	26% 63%	10%	6.4%	⊘
	2022	20% 70%	10%		
The purpose of assessment is clearly understood at my institution.	2019	25% 73%	1%	5.4%	⊘
	2022	19% 79%	2%		
Discussions about student learning are at the heart of my institution's assessment effort.	2019	22% 75%	3%	5.0%	⊘
	2022	18% 80%	2%		
Senior leaders (i.e., President or Provost) have made clear their expectations regarding assessment.	2019	31% 63%	7%	2.9%	⊘
	2022	28% 66%	7%		
Assessments of programs are typically connected back to student learning.	2019	20% 79%	1%	2.7%	⊘
	2022	15% 82%	3%		
Assessment is expected as part of my institution's continuous improvement process.	2019	4% 96%	0%	1.8%	⊘
	2022	2% 98%	0%		
There is no systematic approach to assessment at my institution. (R)	2019	24% 66%	10%	-3.0%	⊘
	2022	27% 63%	10%		

⊘ = results are not statistically significant;   * = results are significant at p < .05 level

Distribution of *Normative Purpose of Assessment Scale* scores
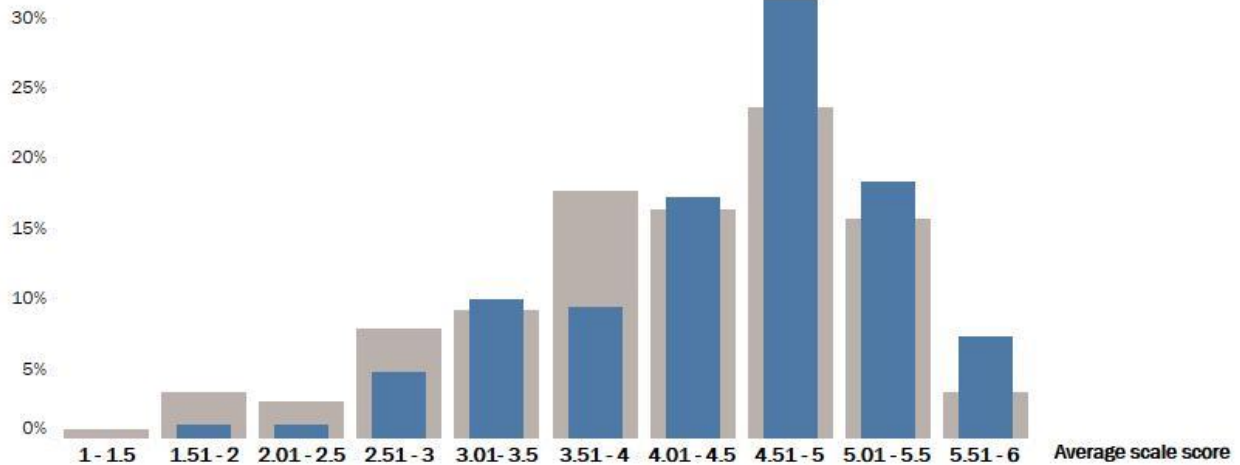
	1 - 1.5	1.51 - 2	2.01 - 2.5	2.51 - 3	3.01 - 3.5	3.51 - 4	4.01 - 4.5	4.51 - 5	5.01 - 5.5	5.51 - 6	Average scale score
2019	0.7%	3.3%	2.6%	7.8%	9.2%	17.6%	16.3%	23.5%	15.7%	3.3%	**4.16**
2022		1.0%	1.0%	4.7%	9.9%	9.4%	17.2%	31.3%	18.2%	7.3%	**4.47** ✳

⊘ = results are not statistically significant; ✳ = results are significant at p < .05 level

Some notes about these data:
- The *Normative Purpose of Assessment Scale* has the 2nd highest mean score in 2022. It had the highest mean scale score in 2019.
- The average *Normative Purpose of Assessment Scale* score significantly improved from 2019 (4.16) to 2022 (4.47). This was also the 2nd highest increase from 2019 to 2022.

Comparison of all scales

This section provides an overview of all five scales and how they compare. **Error! Reference source not found.** following chart shows the distribution of scale scores in 2019 histogram (light grey) and in 2022 (blue) as a histogram. It is important to notice the relative shape and symmetry of the score distributions. The Faculty Perceptions Scale and Normative Purpose of Assessment Scale show clear bell shapes and both scales show that the most frequent scores have shifted to the right, and more positive, side of the graph (indicating increased scores).

Distribution of *Sharing of Data Scale, Use of Data Scale, Faculty Perceptions Scale and 2 more* scores
2019 | 2022
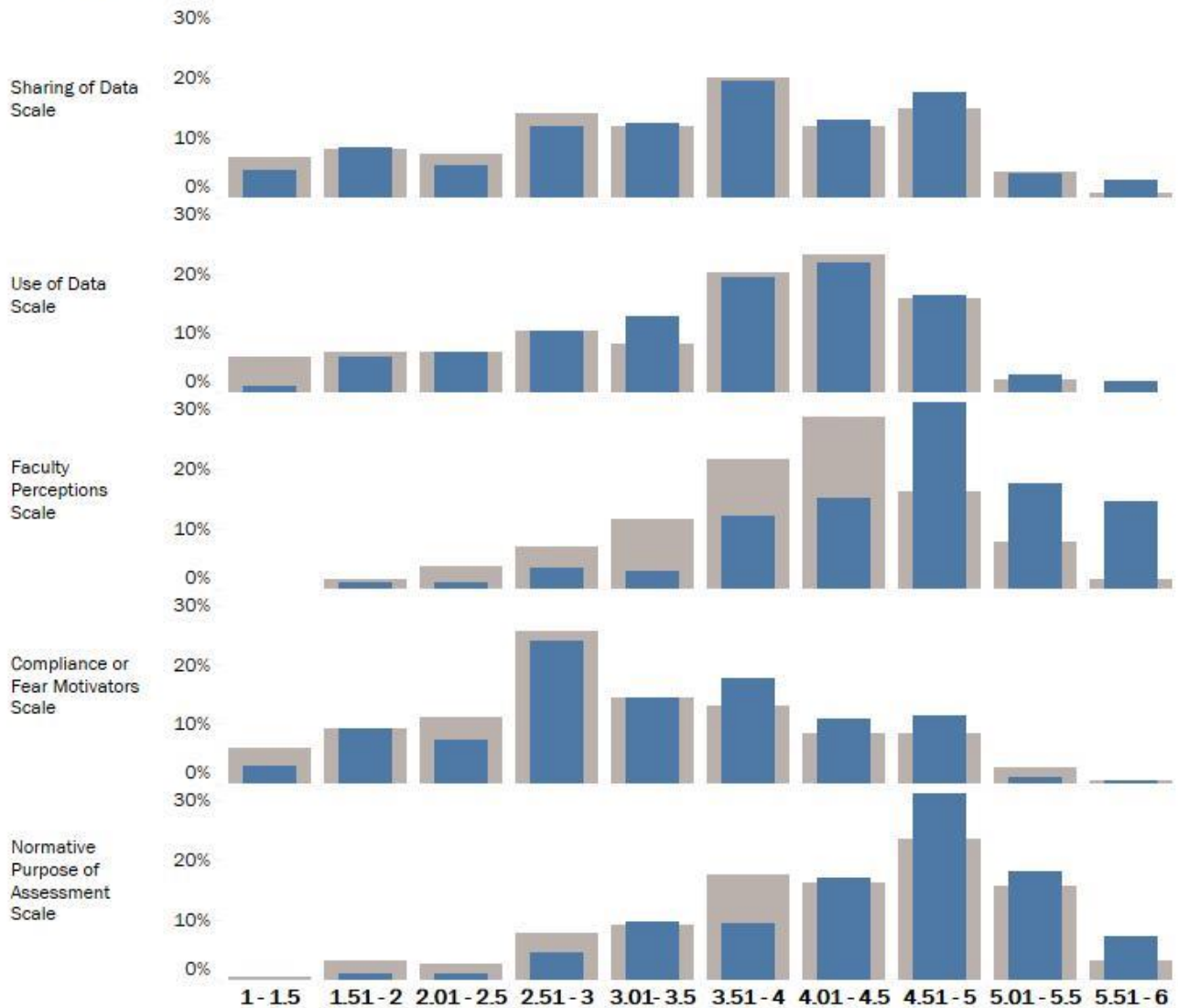
Appendix

I. All survey items

Faculty responses Assessment Structures and Resources items
Disagree **Agree** No Response

		Disagree	Agree	No Response	Change	Sig
There are sufficient financial resources to make changes at my institution.	2019	48%	37%	15%	14.8%	*
	2022	32%	52%	16%		
Assessment is emphasized as part of the organizational culture.	2019	22%	69%	9%	8.8%	*
	2022	12%	78%	10%		
Assessment is an organized, coherent effort at my institution.	2019	29%	59%	11%	8.8%	*
	2022	20%	68%	11%		
My institution is structured in a way that facilitates assessment practices focused on improved student learning.	2019	26%	63%	10%	6.4%	∅
	2022	20%	70%	10%		
Assessment is primarily the responsibility of faculty members.	2019	29%	61%	10%	5.7%	∅
	2022	23%	67%	10%		
Assessment results have no impact on resource allocations. (R)	2019	35%	50%	14%	4.9%	∅
	2022	27%	55%	18%		
A recommended change is more likely to be enacted if it is supported by assessment data.	2019	13%	75%	12%	1.9%	∅
	2022	11%	77%	12%		
Assessment is primarily the responsibility of administrators.	2019	58%	33%	10%	-1.4%	∅
	2022	58%	31%	11%		
Assessment for accreditation purposes is prioritized above other assessment efforts. (R)	2019	54%	34%	12%	-1.7%	∅
	2022	57%	32%	11%		
There is no systematic approach to assessment at my institution. (R)	2019	24%	66%	10%	-3.0%	∅
	2022	27%	63%	10%		
Assessment is vital to my institution's way of operating.	2022	16%	71%	14%		
Budgetary decisions are tied to assessment results.	2022	39%	43%	18%		
Evidence-based change at my institution is likely.	2022	19%	68%	13%		
Upper administrators are supportive of making changes.	2022	18%	67%	15%		

∅ = results are not statistically significant; * = results are significant at $p < .05$ level

- Four items were added in the 2022 survey that were not included in the 2019 survey.

Faculty responses Purpose of Assessment items
Disagree **Agree** No Response

Item	Year	Disagree	Agree	No Response	Change	Sig.
Assessment efforts do not have a clear focus. (R)	2019	50%	48%	1%	19.9%	*
	2022	30%	68%	2%		
Assessment is conducted based on the whims of the people in charge. (R)	2019	38%	61%	1%	18.4%	*
	2022	19%	79%	2%		
If assessment was not required, I would not be doing it. (R)	2019	32%	66%	2%	12.6%	*
	2022	20%	79%	1%		
Assessment is a "necessary evil" in higher education. (R)	2019	43%	55%	2%	10.2%	*
	2022	33%	65%	2%		
Assessment processes yield evidence of my institution's effectiveness.	2019	26%	70%	4%	9.2%	*
	2022	20%	79%	1%		
Assessment is an exercise primarily for compliance purposes. (R)	2019	59%	39%	2%	7.7%	∅
	2022	52%	47%	1%		
The purpose of assessment is clearly understood at my institution.	2019	25%	73%	1%	5.4%	∅
	2022	19%	79%	2%		
Discussions about student learning are at the heart of my institution's assessment effort.	2019	22%	75%	3%	5.0%	∅
	2022	18%	80%	2%		
The purpose of assessment depends largely on who is asking for assessment results. (R)	2019	67%	31%	1%	4.6%	∅
	2022	62%	36%	2%		
Assessments of programs are typically connected back to student learning.	2019	20%	79%	1%	2.7%	∅
	2022	15%	82%	3%		
Assessment is expected as part of my institution's continuous improvement process.	2019	4%	96%	0%	1.8%	∅
	2022	2%	98%	0%		
I clearly understand assessment processes at my university.	2022	22%	76%	2%		
My institution is more effective at its mission because of assessment.	2022	23%	74%	3%		
Students learn better because of assessment.	2022	26%	72%	2%		

∅ = results are not statistically significant; * = results are significant at p < .05 level

- Three items were added in the 2022 survey that were not included in the 2019 survey.

Faculty responses Sharing of Assessment Results items

Disagree **Agree** No Response

Item	Year	Disagree	Agree	No Response	Change	Sig
Assessment success stories are shared throughout my institution.	2019	47%	39%	14%	7.7%	⊘
	2022	40%	47%	14%		
Student assessment results are NOT regularly shared. (R)	2019	46%	41%	13%	7.3%	⊘
	2022	35%	48%	17%		
Assessment results are NOT intended for distribution. (R)	2019	35%	51%	14%	5.8%	⊘
	2022	22%	57%	21%		
Assessment results are regularly shared throughout my institution.	2019	31%	57%	12%	4.6%	⊘
	2022	26%	61%	13%		
Faculty consistently receive assessment data from administrators.	2019	54%	33%	13%	0.1%	⊘
	2022	53%	33%	15%		
Communication of assessment results has been effective.	2019	44%	41%	16%	-0.9%	⊘
	2022	40%	40%	20%		
Official institutional communications encourage assessment of student learning.	2019	18%	69%	13%	-1.1%	⊘
	2022	18%	68%	14%		
Assessment results are regularly requested by colleagues at my institution.	2019	58%	24%	18%	-1.8%	⊘
	2022	53%	22%	24%		
Assessment results are available from administrators by request.	2019	22%	60%	18%	-3.4%	⊘
	2022	21%	57%	22%		
I am aware of several assessment success stories (i.e., instances of assessment resulting in important changes) at my ..	2022	49%	34%	17%		

⊘ = results are not statistically significant; * = results are significant at p < .05 level

- One item was added in the 2022 survey that was not included in the 2019 survey.

Faculty responses Leadership items

Disagree **Agree** No Response

Item	Year	Disagree	Agree	No Response	Change	Sig
Faculty are in charge of assessment at my institution.	2019	41%	54%	6%	6.3%	⊘
	2022	32%	60%	8%		
It is clear who is ultimately in charge of assessment.	2019	29%	66%	5%	3.8%	⊘
	2022	24%	70%	6%		
Senior leaders (i.e., President or Provost) have made clear their expectations regarding assessment.	2019	31%	63%	7%	2.9%	⊘
	2022	28%	66%	7%		
I can name the office at my institution that leads assessment efforts for accreditation purposes.	2019	37%	57%	7%		
I can name the office at my institution that leads assessment ef..	2019	44%	49%	7%		

⊘ = results are not statistically significant; * = results are significant at p < .05 level

- Two items were included in the 2019 survey that were not included in the 2022 survey.

Faculty responses Uses of Assessment items

Disagree **Agree** No Response

Item	Year	Disagree	Agree	No Response	Change	Sig.
There is pressure to reveal only positive results from assessment efforts. (R)	2019	27%	57%	16%	8.8%	✳
	2022	17%	66%	17%		
Assessment results are used to scare faculty into compliance with what the administration wants. (R)	2019	29%	57%	14%	4.6%	∅
	2022	21%	61%	17%		
Senior leaders (i.e., president, provost, vice presidents) use assessment results in public ways (i.e., speeches, marketing efforts, media stories, etc.).	2019	28%	56%	16%	2.8%	∅
	2022	19%	58%	22%		
Assessment results are criticized for "going nowhere" (i.e., not leading to change). (R)	2019	37%	47%	16%	1.9%	∅
	2022	30%	49%	21%		
Administrators use assessment to punish faculty members. (R)	2019	16%	69%	15%	1.6%	∅
	2022	11%	71%	18%		
Assessment data are used to identify the extent to which student learning outcomes are met.	2019	24%	61%	14%	0.5%	∅
	2022	21%	62%	17%		
Decisions are made using assessment data.	2019	19%	67%	14%	-2.1%	∅
	2022	16%	65%	19%		
Assessment data are regularly used in official institutional communications (e.g., speeches, publications, etc.).	2019	31%	54%	14%	-2.2%	∅
	2022	28%	52%	20%		
Assessment results are used for improvement.	2019	18%	67%	14%	-2.2%	∅
	2022	18%	65%	17%		
Change occurs more readily when supported by assessment results.	2019	18%	67%	15%	-5.2%	∅
	2022	17%	61%	22%		
Assessment results in a fair depiction of what I do as a faculty ..	2022	40%	43%	18%		
Assessment results in an accurate depiction of what I do as a f..	2022	43%	40%	17%		

∅ = results are not statistically significant; ✳ = results are significant at p < .05 level

- Two items were added in the 2022 survey that were not included in the 2019 survey.

Faculty responses Perceptions of Assessment items

Disagree   Agree   No Response

Item	Year	Disagree	Agree	No Response	Change	Sig
I am not convinced that assessment is necessary. (R)	2019	25%	58%	17%	13.8%	*
	2022	13%	71%	16%		
The majority of administrators are eager to work with faculty.	2019	33%	50%	18%	12.3%	*
	2022	20%	62%	18%		
It is difficult to get the majority of administrators to support assessment-based improvement efforts. (R)	2019	25%	55%	20%	10.2%	*
	2022	11%	65%	23%		
The majority of administrators genuinely believe assessment supports student learning at my institution.	2019	17%	63%	20%	9.7%	*
	2022	8%	72%	20%		
Assessment processes are clearly understood by a majority of administrators at my institution.	2019	36%	45%	19%	9.6%	*
	2022	24%	55%	21%		
I engage in assessment because I am afraid of what will happen if I do not. (R)	2019	26%	58%	16%	9.0%	*
	2022	17%	67%	16%		
The majority of colleagues at my institution are afraid of assessment. (R)	2019	35%	47%	18%	7.6%	∅
	2022	26%	55%	20%		
Assessment is perceived as a punishment (i.e., something I regret being assigned). (R)	2019	21%	62%	17%	6.7%	∅
	2022	14%	69%	17%		
The majority of administrators do not care about assessment. (R)	2019	16%	64%	20%	6.3%	∅
	2022	8%	70%	22%		
Assessment results are meaningful to me.	2019	14%	70%	16%	4.5%	∅
	2022	10%	74%	16%		
I resist doing assessment. (R)	2019	11%	71%	18%	3.8%	∅
	2022	9%	75%	16%		
Assessment is a "good thing" for my institution to do.	2019	7%	76%	17%	2.8%	∅
	2022	5%	79%	17%		
Assessment is a threat to academic freedom. (R)	2019	15%	69%	16%	2.7%	∅
	2022	13%	71%	16%		
The majority of colleagues at my institution see assessment as improving student learning.	2019	27%	54%	19%	1.5%	∅
	2022	25%	56%	19%		
I am told what assessments I must conduct. (R)	2019	48%	36%	16%	1.0%	∅
	2022	46%	37%	17%		
I assess my courses.	2019	1%	83%	16%	0.8%	∅
	2022	2%	84%	14%		
Without assessment, my institution would suffer.	2019	15%	67%	18%	-0.1%	∅
	2022	16%	67%	17%		
I assess my program.	2019	9%	71%	20%	-0.9%	∅
	2022	12%	70%	18%		
The majority of colleagues at my institution see assessment as focused on compliance requirements. (R)	2019	62%	18%	20%	-2.2%	∅
	2022	63%	16%	21%		
I support the ways in which upper administrators have used ass..	2022	23%	56%	21%		
Upper administrators use assessment as a form of control (i.e., ..	2022	19%	60%	21%		

∅ = results are not statistically significant; * = results are significant at p < .05 level

- Two items were added in the 2022 survey that were not included in the 2019 survey.

Faculty responses Attitudes towards Assessment items
Disagree **Agree** No Response

		Disagree	Agree	No Response
Assessment is a "good thing" for me to do.	2022	5%	79%	16%
Assessment is someone else's problem, not mine. (R)	2022	5%	78%	17%
Assessment is the right thing to do for our students.	2022	7%	76%	18%
Assessment is vital to my institution's future.	2022	6%	77%	17%
Assessment makes a difference to student learning.	2022	11%	72%	17%
Assessment results are meaningful to most faculty at my institution.	2022	26%	54%	21%
Assessment supports student learning at my institution.	2022	13%	71%	16%
Engaging in assessment benefits my courses and program(s).	2022	5%	78%	17%
I avoid doing assessment activities if I can. (R)	2022	11%	72%	17%
I do not have time to engage in assessment efforts. (R)	2022	26%	57%	17%
I enjoy engaging in assessment efforts.	2022	24%	58%	17%
I have a generally positive attitude toward my institution's culture of assessment.	2022	14%	71%	15%
In general, I am eager to work with upper administrators.	2022	18%	66%	16%
My institution truly values faculty involvement in assessment	2022	17%	66%	17%
The majority of faculty at my institution participate in program-level assessment.	2022	15%	63%	22%

Faculty responses Supplemantal Questions items
Disagree **Agree** No Response

		Disagree	Agree	No Response
Ample time is given to learn and apply assessment skills at my institution.	2022	28%	53%	19%
Assessment is incentivized in my program.	2022	56%	22%	22%
Assistance in performing assessment is available.	2022	16%	67%	17%
Concerns and questions regarding assessment are addressed at my institution.	2022	22%	59%	19%
The purpose of assessment aligns with institutional values at my institution.	2022	11%	68%	21%
The purpose of assessment aligns with my personal values.	2022	15%	65%	21%
Training is available on how to do assessment at my institution.	2022	21%	61%	18%

- 'Attitudes towards Assessment' and 'Supplemental Questions' both are new sections that include questions only administered in 2022.

III. Additional Scale Descriptive Statistics

The table below displays descriptive statistics for each of the faculty scales in 2022. Standard deviation is a measure of how widely dispersed the scores are. A low standard deviation indicates that scores are densely distributed close to the mean. A large standard deviation indicates that scores are dispersed at a wider range. Because not every faculty member completed the survey, the results here are based on a sample of faculty members. We use sample results to estimate the population mean. The confidence intervals are estimates of the range of the population mean.

	Average Score	Scale Standard Deviation	Lower bound (95% confidence)	Upper bound (95% confidence)
Sharing of Data Scale	3.71	1.14	3.54	3.88
Use of Data Scale	3.82	0.98	3.67	3.97
Faculty Perceptions Scale	4.70	0.86	4.57	4.83
Compliance or Fear Motivators Scale	3.32	0.99	3.18	3.46
Normative Purpose of Assessment Scale	4.47	0.86	4.34	4.59

IV. Analysis of missing data

There were 192 faculty members who began the survey in 2022, however faculty who take this survey appear to lose interest and stop responding as the survey goes on. In the early questions there are typically 2-3 missing responses per item. By the middle questions the number of missing responses increases to around 35-40 missing responses per item. There are also several survey items that are not included in any scales. If we seek to increase the completion rate of this survey in future iterations, we may inquire about adjusting the survey instrument.

Count of missing values by section
2019 | 2022