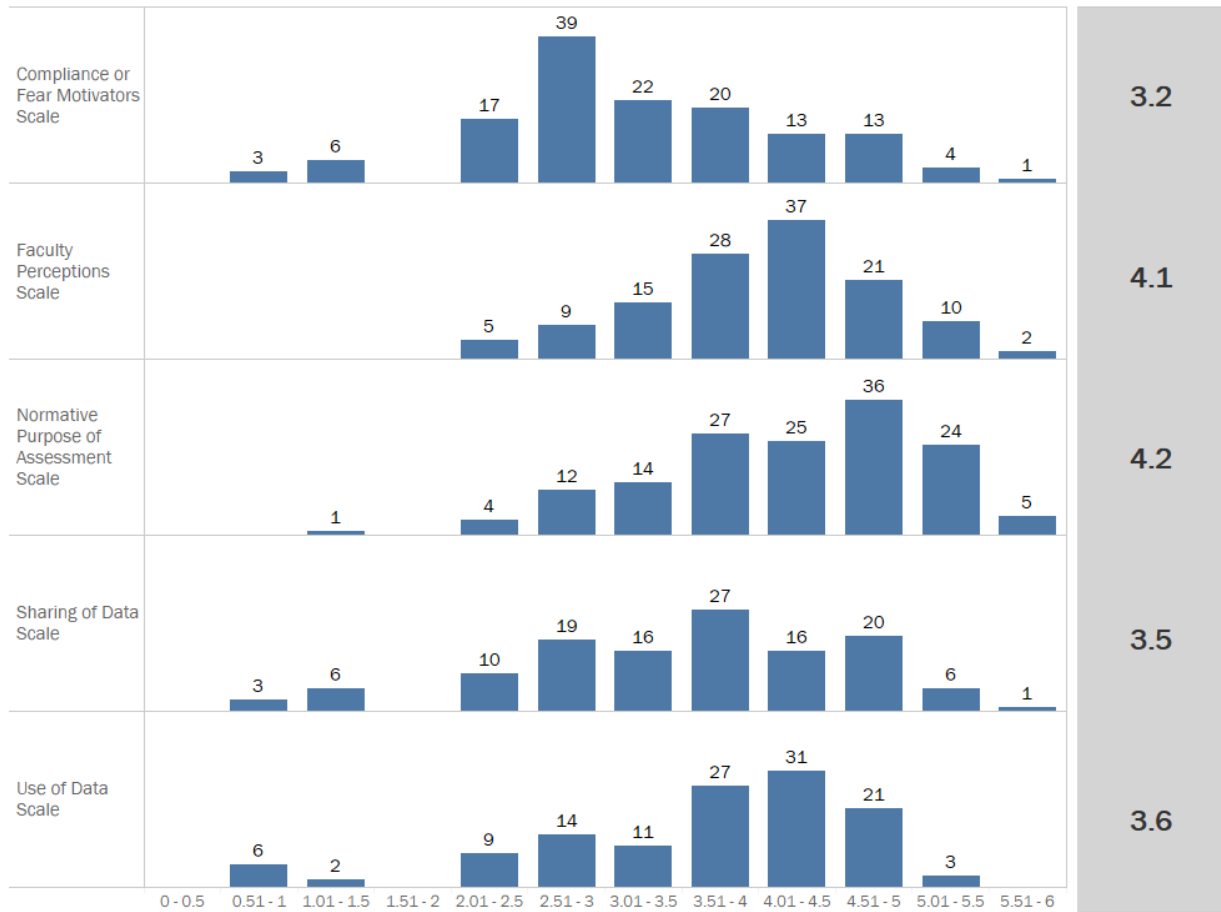


Comparison of all scales

Faculty survey - distribution of scale scores

Faculty Average Scores

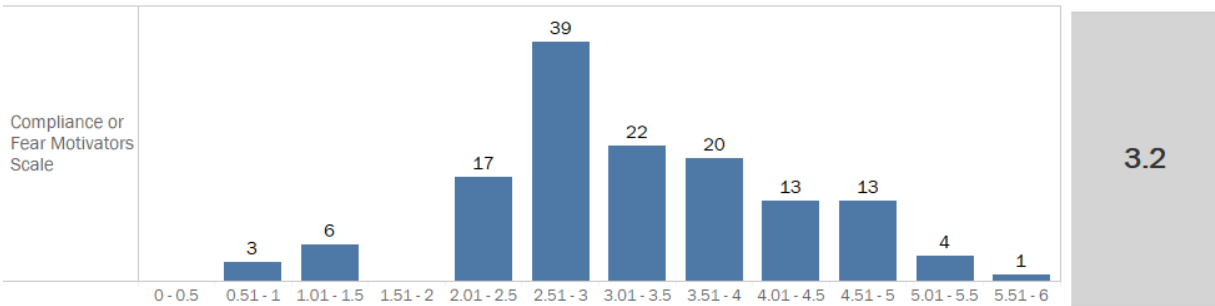


¹ 'R' indicates item is reverse coded

Compliance or Fear Motivators Scale

Faculty survey - Distribution of Compliance or Fear Motivators Scale scores

Faculty Average Scores



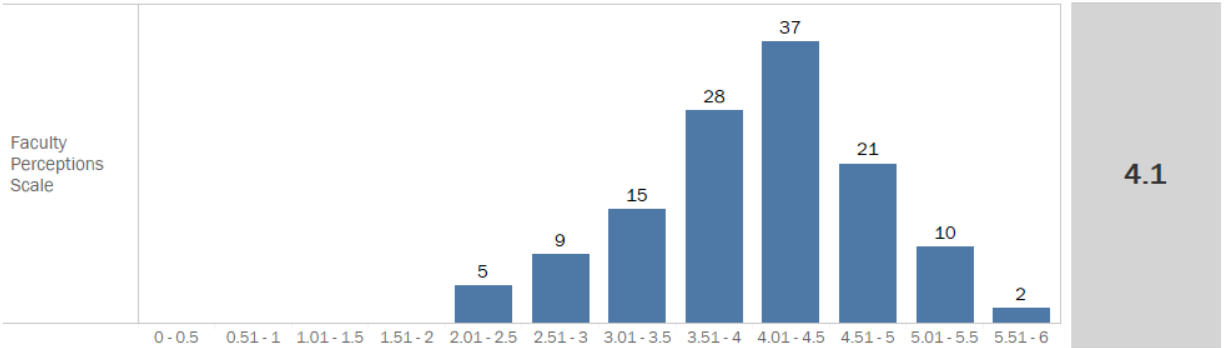
The 'Compliance or Fear Motivators Scale' consists of the following items:

- Assessment is an exercise primarily for compliance purposes (Q5_2R¹).
- The purpose of assessment depends largely on who is asking for assessment results (Q5_3R).
- Assessment for accreditation purposes is necessarily prioritized above other assessment efforts (Q5_5R).
- The majority of administrators only focus on assessment in response to compliance requirements (Q30_1R).
- The majority of administrators are afraid of assessment (Q30_2).

¹ 'R' indicates item is reverse coded

Faculty Perceptions Scale

Faculty survey - Distribution of Faculty Perceptions Scale scores



The 'Faculty Perceptions Scale' consists of the following items:

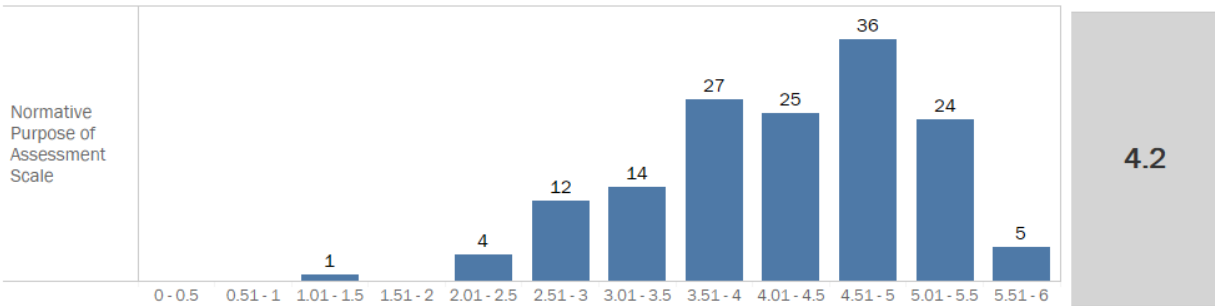
- The majority of faculty members are not convinced that assessment is necessary (Q30_4R)
- The majority of faculty members genuinely believe assessment supports student learning on this campus (Q30_5).
- It is difficult to get the majority of faculty members to support assessment-based improvement efforts (Q30_6R).
- The majority of faculty members engage in assessment because they are afraid of what will happen if they do not (Q30_7R).
- The majority of faculty members perceive assessment as punishment (i.e., something that they regret being assigned) (Q30_8R).
- The majority of faculty members do not care about assessment (Q30_12R).

¹ 'R' indicates item is reverse coded

Normative Purpose of Assessment Scale

Faculty survey - Distribution of Normative Purpose of Assessment Scale scores

Faculty Average Scores



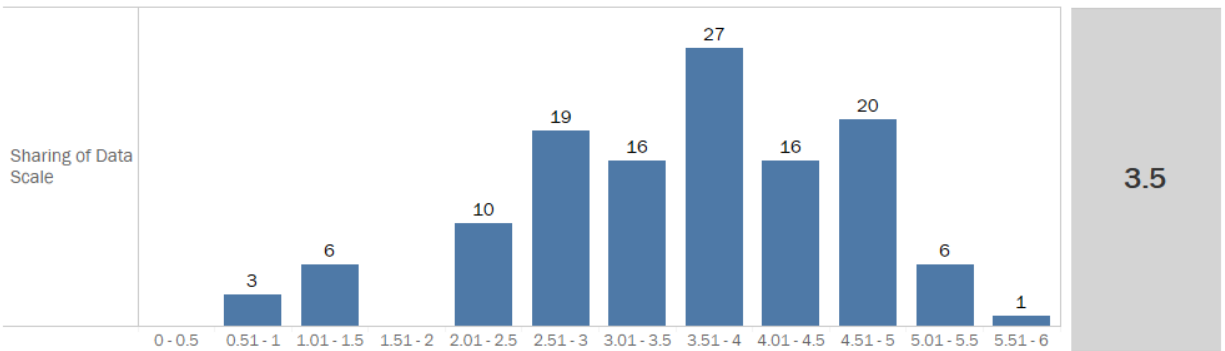
The 'Normative Purpose of Assessment Scale' consists of the following items:

- Assessment is expected as part of my campus' continuous improvement process. (Q5_1)
- The purpose of assessment is clearly understood on this campus (Q5_4).
- Assessments of programs are typically connected back to student learning (Q5_6).
- Assessment efforts do not have a clear focus (Q5_7R).
- Discussions about student learning are at the heart of our campus assessment effort (Q5_10).
- Assessment processes yield evidence of our campus's effectiveness (Q5_11)
- Senior leaders (i.e. President or Provost) have made clear their expectations regarding assessment (Q13_3).
- Assessment is emphasized as part of the organizational culture (Q15_1).
- There is no systematic approach to assessment at this campus (Q15_2R).
- The organization is structured in a way that facilitates assessment practices focused on improved student learning (Q15_5).
- Assessment is an organized, coherent effort at our campus (Q15_9).

¹ 'R' indicates item is reverse coded

Sharing of Data Scale

Faculty survey - Distribution of Sharing of Data Scale scores



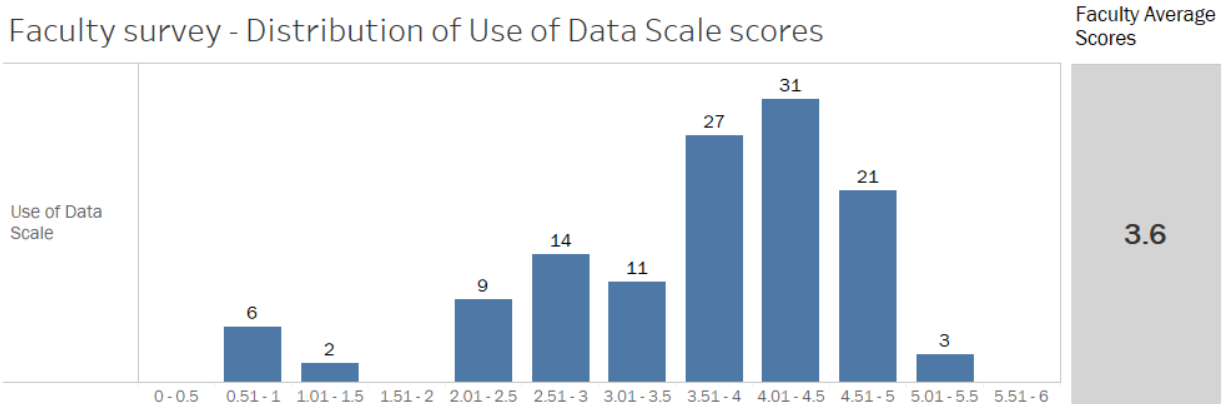
The 'Sharing of Data Scale' consists of the following items:

- Administrators consistently share assessment data with faculty members using a variety of communication strategies (i.e., meetings, web, written correspondence, presentations) (Q17_6).
- Assessment results are regularly shared throughout the campus (Q17_1).
- Assessment results are not necessarily intended for campus distribution (Q17_3R).
- Student assessment results are not regularly shared with faculty members (Q17_4R).

¹ 'R' indicates item is reverse coded

Use of Data Scale

Faculty survey - Distribution of Use of Data Scale scores



The 'Use of Data Scale' consists of the following items:

- Change occurs more readily when supported by assessment results (Q19_10).
- Campus constituents regularly request assessment results (Q17_8).
- Assessment data are regularly used in official campus communications (e.g., speeches, publications, etc.) (Q19_3).
- Senior leaders (i.e. president, provost, vice presidents) use assessment results in public ways (Q19_9).

If you have questions about this document, please contact ir@southeast.edu

¹ 'R' indicates item is reverse coded