CORRECTED

Supplemental Material

CBE—Life Sciences Education

Hanauer *et al.*

Appendix One: The Faculty Self-Reported Assessment Survey (FRAS)

	I have never heard this term before	I have heard this term before but do not know what it means	I have heard this term before but am not confident I know what it means	I have heard this term before and have a sense of what it means	I am completely familiar with this term and know what it means
Assessment program					
Student learning outcomes					
Student competencies					
Formative assessment					
Summative assessment					
Portfolio					
Assessment task					
Performance assessment					
Authentic assessment					
Alternative assessment					
Problem Solving Questions					
Scenario Questions					
Rubrics					
Analytic scales					
Holistic scales					
Assessment validity					
Item discrimination					
Assessment reliability					
Content validity					
Item difficulty					
Inter-rater reliability					
Intra-rater reliability					
Test-retest reliability					
Internal consistency					

	Never	**Rarely**	**Sometimes**	**Often**	**All of the Time**
I have constructed					

an assessment plan for my course					
I have defined student learning outcomes for my course					
I have written formative assessments					
I have written summative assessments					
I have provided feedback to students based on formative assessments					
I have provided feedback to students based on summative assessments					
I have written a report based on assessment data					

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
I am confident in my ability to define the important components of my course					
I am confident in my ability to define my course is terms of student learning outcomes					
I am confident in my ability to design formative assessments					
I am confident in my ability to evaluate the quality of the assessments I have designed					
I am confident in my ability to analyze the formative assessments I have designed					
I am confident in					

my ability to analyze the summative assessments I have designed					
I am confident in my ability to provide students with relevant feedback based on the formative assessments I have designed.					
I am confident in my ability to explain to specific students the outcomes of their summative assessment performance					
I am confident in my ability to report assessment outcomes to administrators					
I am confident that my assessments accurately reflect the teaching objectives of my course					
Overall I am confident in my abilities to appropriately assess my course and my students					

	Extremely Negative	**Negative**	**Neutral**	**Positive**	**Extremely Positive**
How do you feel about using assessment in your course					
How do you feel about reporting to faculty on assessment of your class					
How do you feel about reporting to administration on assessments of your class					
How do you feel about providing feedback to your students based on					

formative assessment					
How do you feel about providing feedback to students based on summative assessment					

Appendix Table A. Statistical indicators for data set corresponding to Figure 1 in Hanauer & Bauerle, 2014. Mean, Standard Deviation (S.D.) and significance values for faculty responses to *Frequency of Assessment* queries; median, range (R) and interquartile range (IQR) values are also included for Advanced (n = 11) and Novice (n = 17) responses.

Frequency of Assessment Activity	Mean (S.D.)		Mann-Whitney U Test	Two-tailed Sig.	Median (IQR, R)	
	Advanced	Novice			Advanced	Novice
I have constructed an assessment plan for my course	4.18 (1.07)	3.24 (1.3)	68.5**	0.01	5 (2, 3)	4 (2, 4)
I have defined student learning outcomes for my course	4.73 (0.46)	2.29 (1.49)	21**	0.001	5 (1, 1)	2 (3, 4)
I have written formative assessments	4.55 (0.68)	2.59 (1.41)	48.5**	0.003	5 (1, 2)	2 (2, 4)
I have written summative assessments	4.55 (0.68)	2.59 (1.69)	36.5**	0.001	5 (1, 2)	2 (3, 4)
I have provided feedback to students based on formative assessments	4.64 (0.67)	2.88 (1.86)	48.5**	0.002	5 (1, 2)	4 (4, 4)
I have provided feedback to students based on summative assessments	4.36 (0.92)	2.59 (1.66)	42**	0.001	5 (2, 2)	3 (3, 4)
I have written a report based on assessment data	3.45 (1.57)	2.65 (1.8)	96.5	0.3	4 (3, 4)	2 (4, 4)

Appendix Table B. Statistical indicators for data set corresponding to Figure 1 in Hanauer & Bauerle, 2014. Mean, Standard Deviation (S.D.) and significance values for faculty responses to *Confidence in Assessment Ability* queries; median, range (R) and interquartile range (IQR) values are also included for Advanced (n = 11) and Novice (n = 17) responses.

Confidence in Assessment Ability	Mean (S.D.)		Mann-Whitney U Test	Two-tailed Sig.	Median (IQR, R)	
	Advanced	Novice			Advanced	Novice
to define the important components of my course	4.91 (0.3)	2.06 (1.2)	8**	0.001	5 (0, 1)	2 (2, 4)
to define my course is terms of student learning outcomes	4.82 (0.4)	4.47 (0.71)	114	0.5	5 (0, 1)	5 (1, 2)
to define my course in terms of student competencies	4.18 (0.87)	4.41 (0.71)	100.5	0.2	4 (1, 3)	5 (1, 2)
to design formative assessments	4.45 (0.52)	2.59 (1.12)	39.5**	0.001	4 (1, 1)	2 (2, 4)
to design summative assessments	4.55 (0.52)	2.76 (1.25)	24**	0.001	5 (1, 1)	3 (3, 4)
to evaluate the quality of the assessments I have designed	4.36 (1.02)	2.88 (1.36)	57**	0.009	5 (1, 3)	3 (3, 4)
to analyze the formative assessments I have designed	4.27 (0.64)	2.59 (0.43)	48.5**	0.002	4 (1, 2)	2 (2, 4)
to analyze the summative assessments I have designed	4.45 (0.52)	2.88 (1.21)	34**	0.001	4 (1, 1)	3 (2, 4)
to provide students with relevant feedback based on the formative assessments I have designed.	4.45 (0.52)	3.06 (1.29)	49.5**	0.003	4 (1, 1)	3 (2, 4)
to explain to specific students the outcomes of their summative assessment performance	4.55 (0.68)	2.71 (1.26)	27**	0.001	5 (1, 2)	3 (3, 4)
to report assessment outcomes to administrators	4.36 (0.92)	2.94 (1.39)	53.5	0.005	5 (1, 3)	3 (3, 4)
I am confident that my assessments accurately reflect the teaching objectives of my course	4.36 (0.5)	2.65 (1.27)	26**	0.001	4 (1, 1)	3 (3, 4)
Overall I am confident in my abilities to appropriately assess my course and my students	4.45 (0.52)	2.82 (1.33)	43.5**	0.001	4 (1, 1)	3 (2, 4)

Appendix Table C. Statistical indicators for data set corresponding to Figure 1 in Hanauer & Bauerle, 2014. Mean, Standard Deviation (S.D.) and significance values for faculty responses to *Attitude toward Assessment* queries; median, range (R) and interquartile range (IQR) values are also included for Advanced (n = 11) and Novice (n = 17) responses.

Attitude toward Assessment	Mean (S.D.)		Mann-Whitney U Test	Two-tailed Sig.	Median (IQR, R)	
	Advanced	Novice			Advanced	Novice
using assessment in your course	4.55 (0.68)	3.06 (1.34)	52**	0.003	5 (1, 2)	3 (2, 4)
reporting to faculty on assessments of your class	4.45 (0.68)	3.88 (0.85)	102	0.2	5 (1, 2)	4 (2, 2)
reporting to administration on assessments of your class	4.09 (0.94)	3.76 (0.75)	114.5	0.5	4 (2, 2)	4 (1, 2)
providing feedback to your students based on formative assessment	4.55 (0.68)	3.12 (1.21)	41.5**	0.001	5 (1, 2)	3 (2, 4)
providing feedback to students based on summative assessment	4.64 (0.67)	3.82 (0.88)	60.5**	0.009	5 (1, 2)	4 (2, 2)