

| College of Business Administration Assessment Culture Survey | | | | | | |
|--|---|-------------|-------------|-------------|-------------|-------------|
| <i>September 2008; n=60 (75% of all full-time faculty)</i> | <i>5 Point Scale: 5=Strongly Agree to 1=Strongly Disagree</i> | | | | | |
| | <i>"?" = % of faculty responding, "I have no idea."</i> | | | | | |
| | CBA | ACC | FIN | IDS | MGT | MKT |
| | | n=11 | n=17 | n=10 | n=10 | n=12 |
| The most important reason for the emphasis on assessment in the college is to meet AACSB and CSU requirements. | 3.82 | 3.36 | 3.59 | 4.40 | 3.75 | 4.20 |
| The most important reason for assessment in the college is to collect data that will ultimately lead to improved student learning outcomes. | 3.52 | 4.00 | 3.41 | 3.60 | 3.42 | 3.20 |
| Assessment done well will improve teaching and learning. | 3.92 | 4.27 | 3.59 | 3.78 | 4.17 | 3.90 |
| My department has developed measurable student learning outcomes for each of its programs. | 3.87 | 4.10 | 3.62 | 3.8 | 4.00 | 3.90 |
| | ?-8.3% | ?-9.1% | ?-23.5% | | | |
| My department regularly collects data to determine the extent to which the student learning outcomes for each of its programs is met. | 3.73 | 3.67 | 3.40 | 3.50 | 4.08 | 4.11 |
| | ?-8.3% | ?-18.2% | ?-11.8% | | | ?-10.0% |
| I have personally participated in the collection of assessment data for one or more of my department's programs. | 3.68 | 3.00 | 3.41 | 3.70 | 4.45 | 3.90 |
| | ?-5.0% | ?-18.2% | | | ?-8.3% | |
| My department meets regularly (at least once per year) to share the results of its assessment efforts and to discuss how these results might inform curriculum change that could improve our programs. | 3.52 | 3.33 | 3.92 | 3.40 | 3.73 | 3.00 |
| | ?-13.3% | ?-18.2% | ?-23.5% | | ?-8.3% | ?-10.0% |
| Assessment information has been useful when making programmatic changes. | 2.90 | 3.25 | 2.85 | 3.00 | 2.92 | 2.56 |
| | ?-13.3% | ?-27.3% | ?-23.5% | | | ?-10.0% |
| My department's assessment process has translated into improvements in student learning. | 2.78 | 3.25 | 2.64 | 2.63 | 2.91 | 2.50 |
| | ?-16.7% | ?-27.3% | ?-17.6% | ?-10.0% | ?-8.3% | ?-20% |
| I have clearly stated and measurable student learning outcomes on the syllabus of each course I teach. | 4.42 | 4.18 | 4.35 | 4.60 | 4.58 | 4.40 |
| I have no idea what a clearly stated and measurable student learning outcome is. | 1.63 | 1.55 | 1.75 | 1.70 | 1.42 | 1.70 |