



San Francisco State University


University Academic Assessment Advisory Committee
Department of Academic Planning and Assessment

SFSU

Faculty Survey on
Assessment Activities

December, 2005






**SFSU Faculty
Survey on
Assessment
Activities
2005**

Background

- Survey Author: University Academic Assessment Advisory Committee (UAAAC).
- UAAAC is a SFSU Academic Senate Committee.
- UAAAC seeking to document faculty attitudes toward academic assessment.
- UAAAC designed a 20 question faculty survey.
- Academic Planning and Assessment Office cooperated in the process.





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Methodology

- Survey administered on web in December, 2005
- Permission granted to email all faculty, twice each.
- 312 clicked and responded. 296 responses useable.
- Data collected on web, analyzed with SPSS
- Statistical procedures: Frequencies, Crosstabs, means, and correlation tests.
- Entire process - electronic format. No paper.

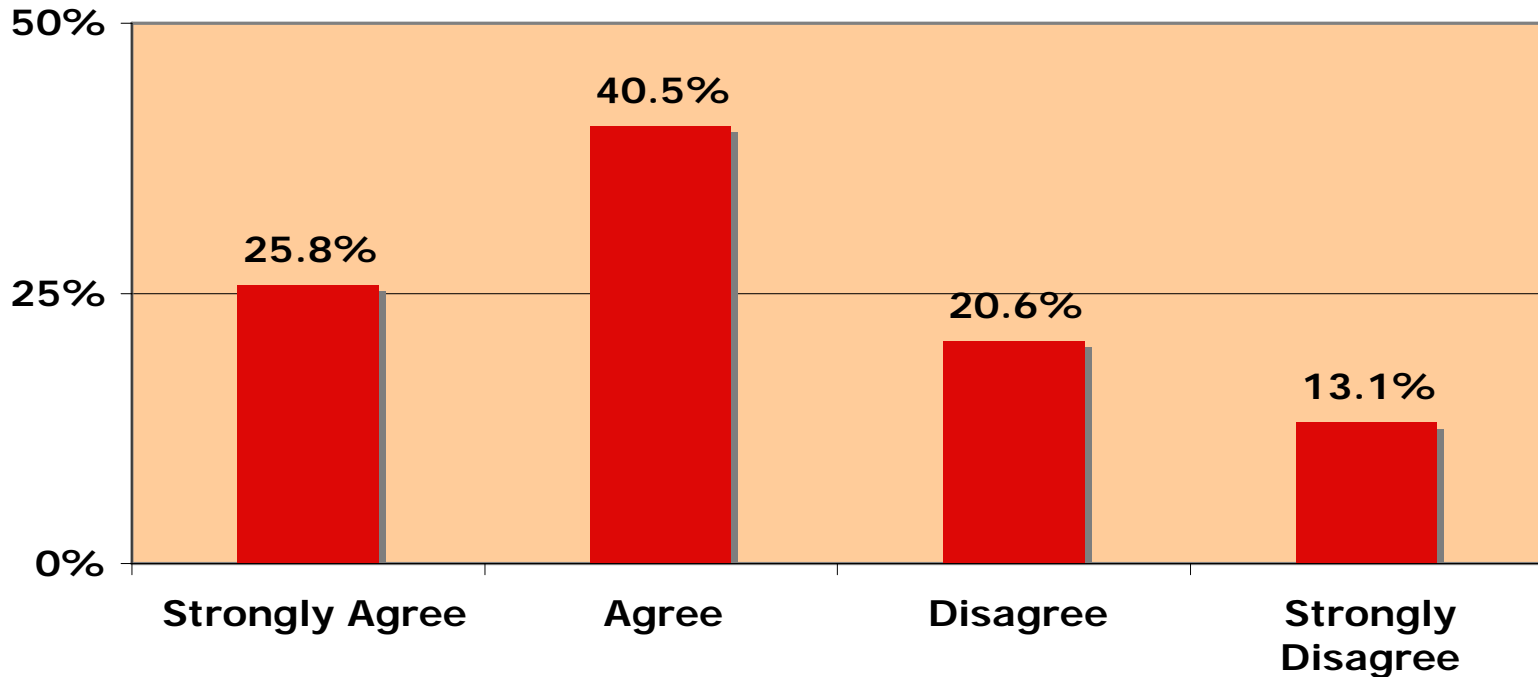


Participants by College

	N	%	Valid %
BSS	46	15.5	18.3
BUS	27	9.1	10.8
CA	26	8.8	10.4
ED	12	4.1	4.8
ETHN	7	2.4	2.8
EXLN	2	0.7	0.8
HHS	37	12.5	14.7
HUM	54	18.2	21.5
SCI/E	40	13.5	15.9
Total	251	84.8	100
Decline	45	15.2	
Total	296	100	

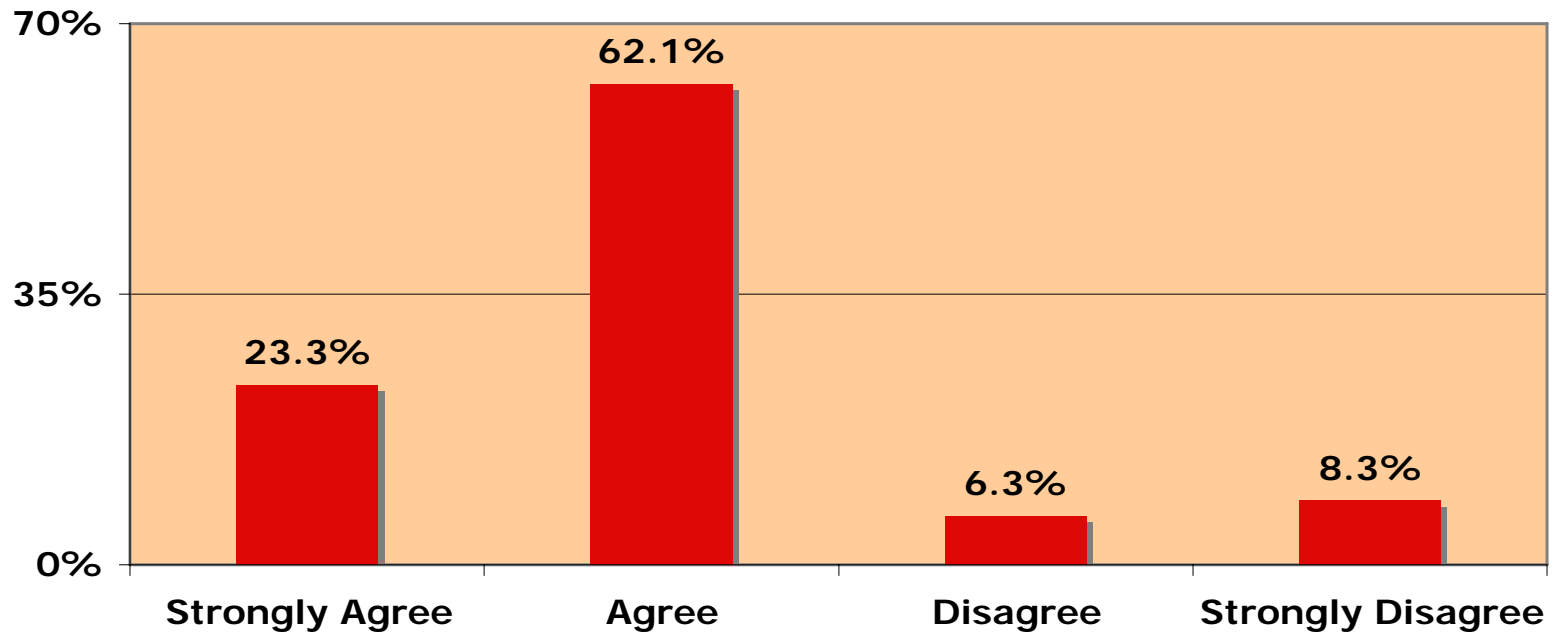
Survey Question #1

1. My department has a clear, well-developed academic assessment plan for assessing cumulative learning in our program(s).



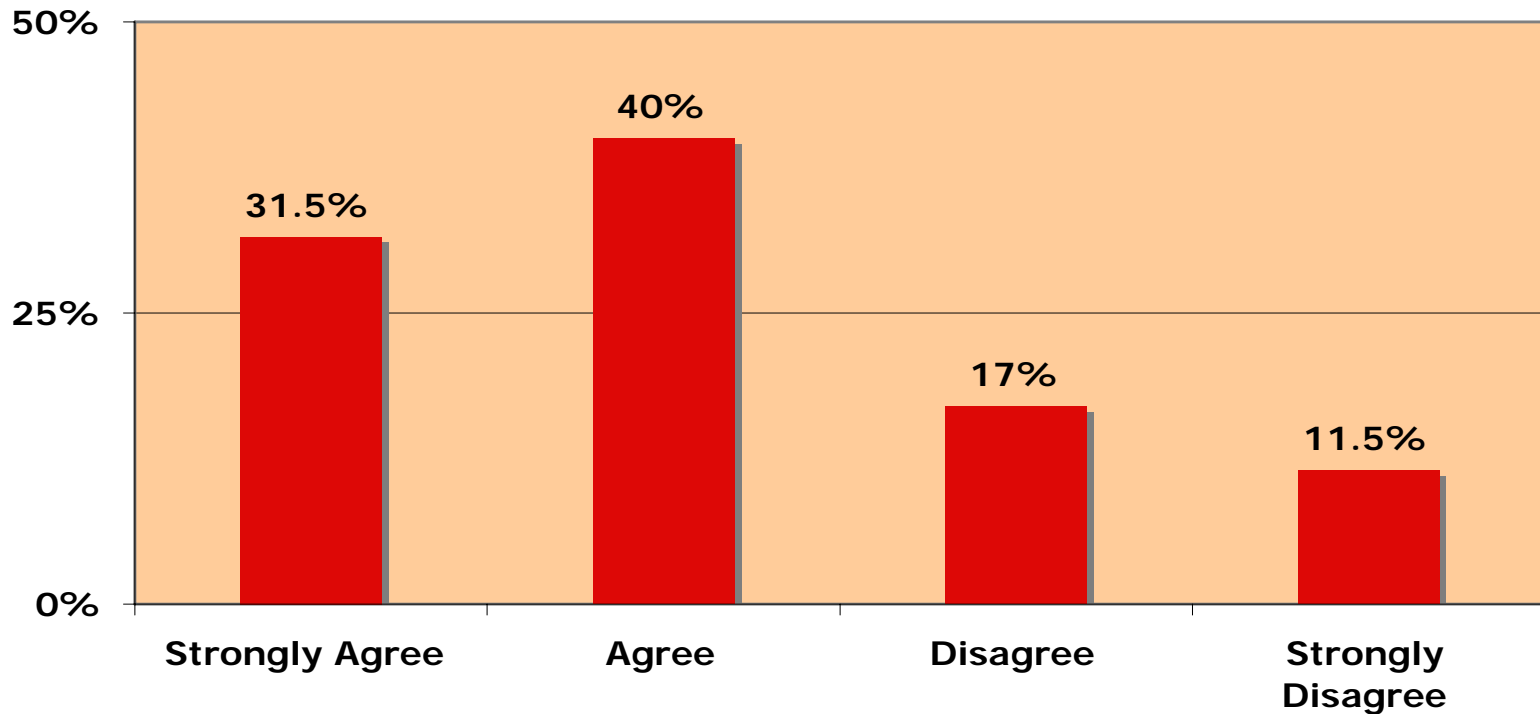
Survey Question #2

2. My department's academic assessment plan includes at least one specific, measurable program-level student learning outcome.



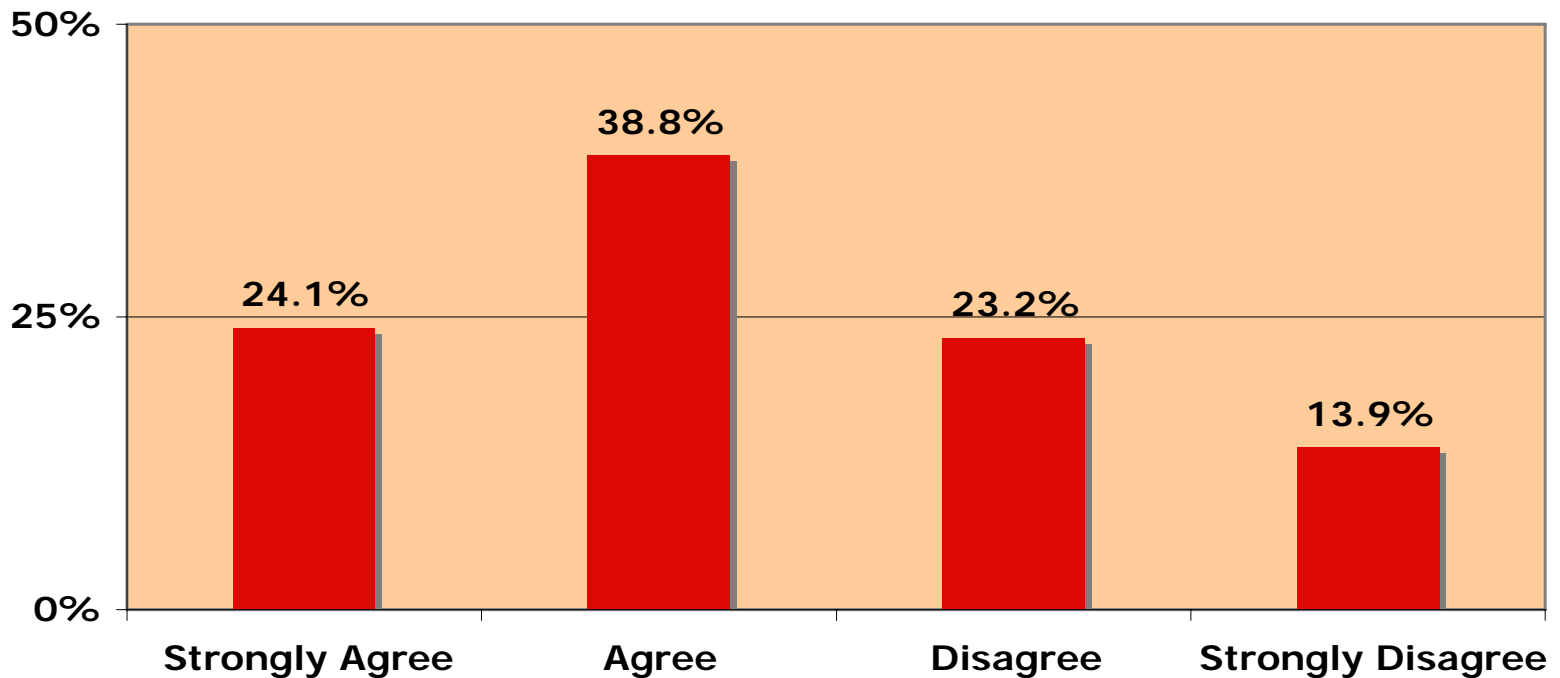
Survey Question #3

3. My department's academic assessment plan includes multiple, direct and indirect measures to assess student learning outcomes



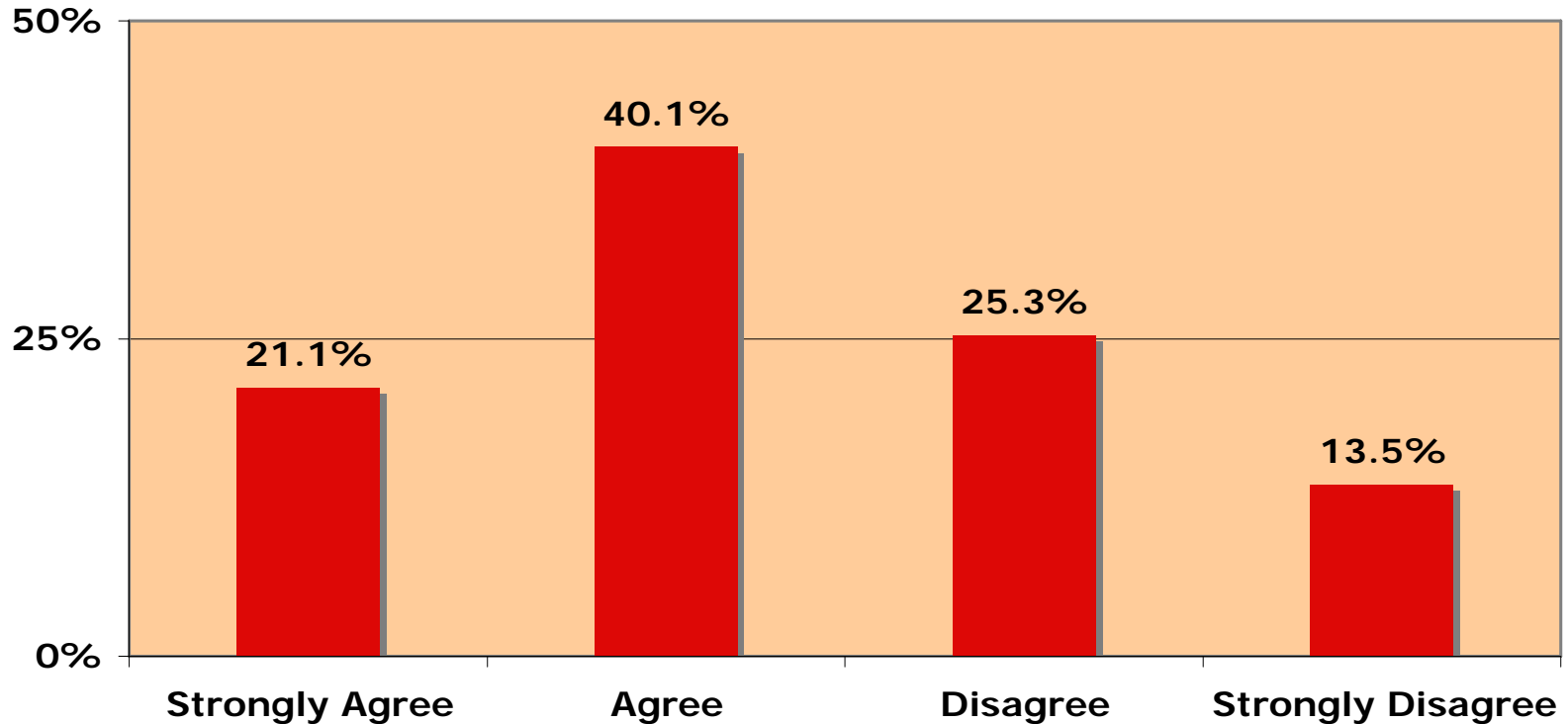
Survey Question #4

4. My department's assessment activities provide useful information about cumulative learning in our program(s)



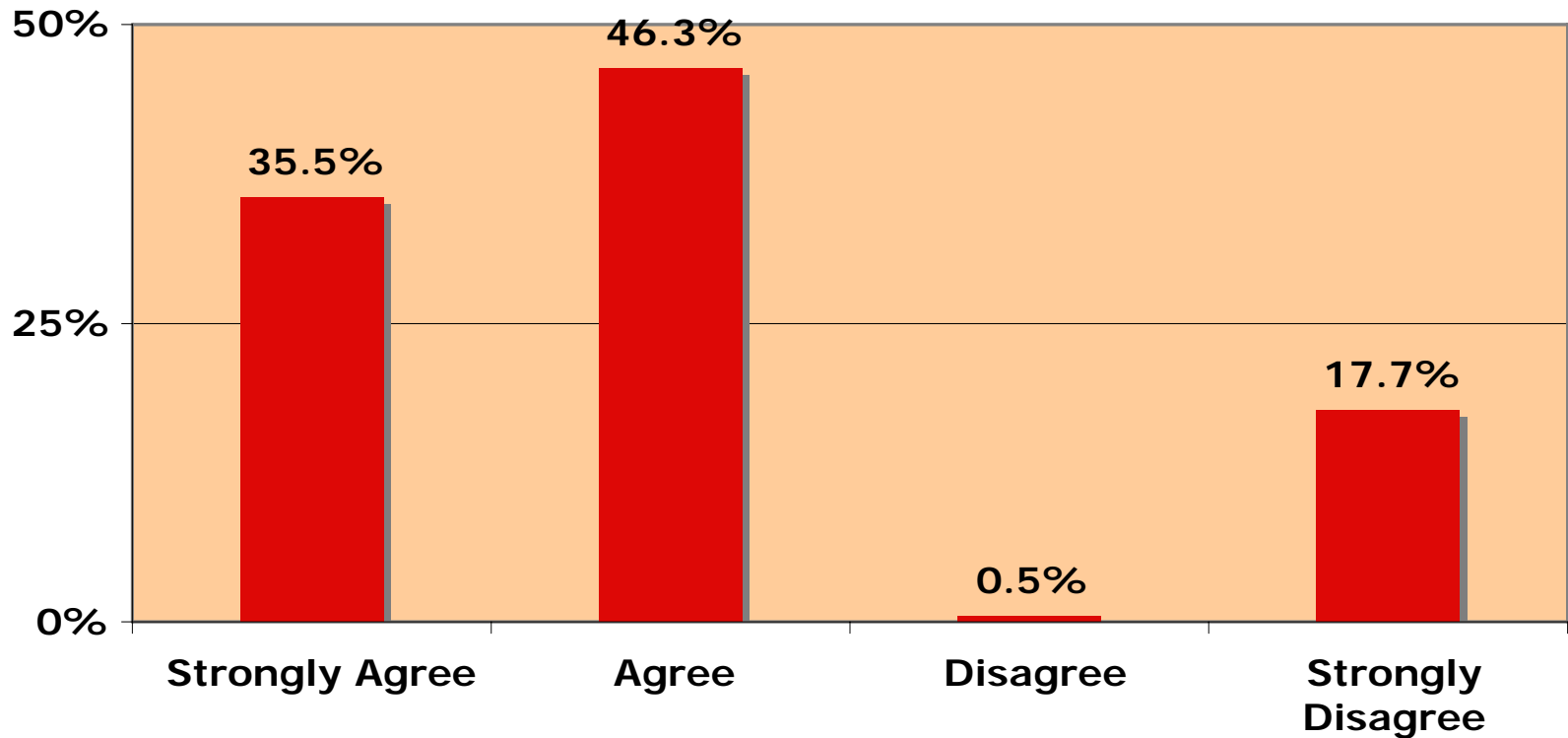
Survey Question #5

5. My department uses the results of assessment activities to improve our program(s).



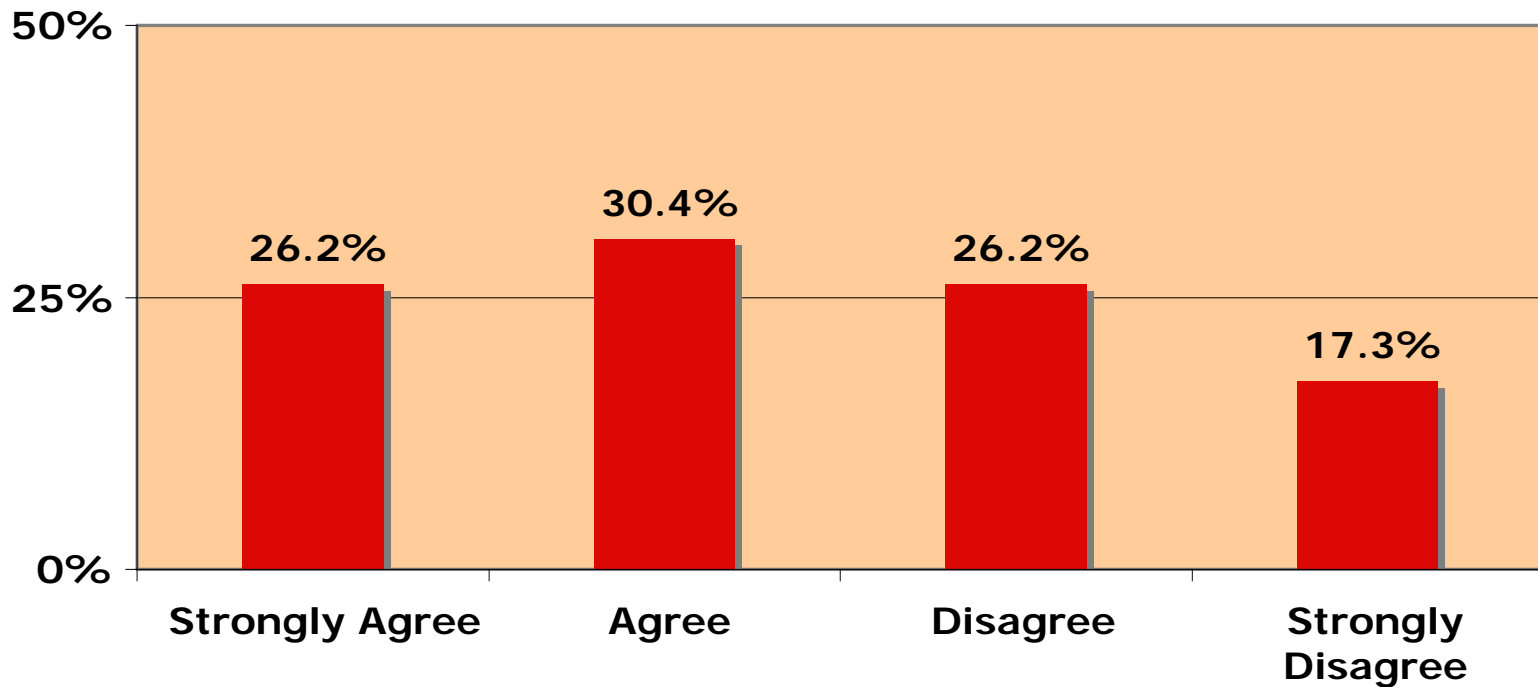
Survey Question #6

6. My department's faculty actively participate academic assessment activities.



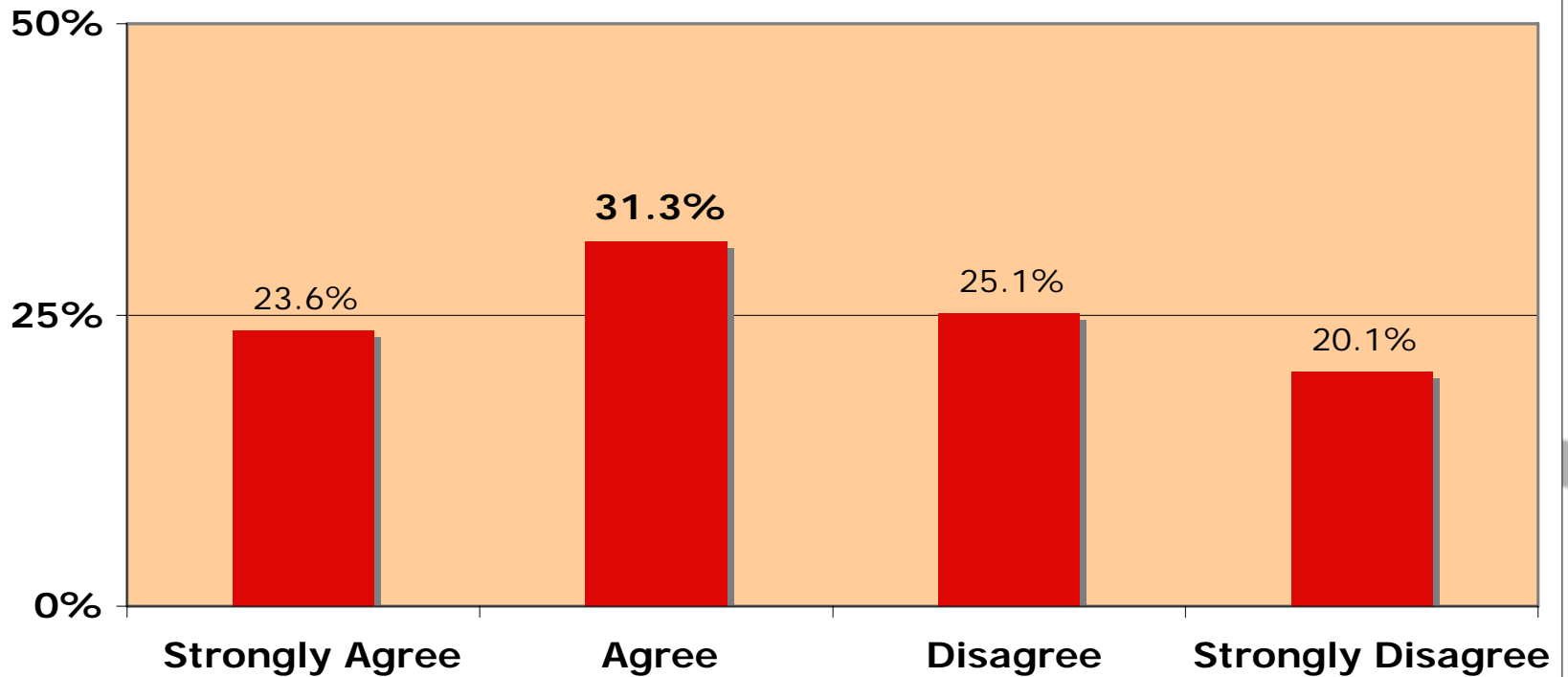
Survey Question #7

7. My department annually informs me about our academic assessment plan.



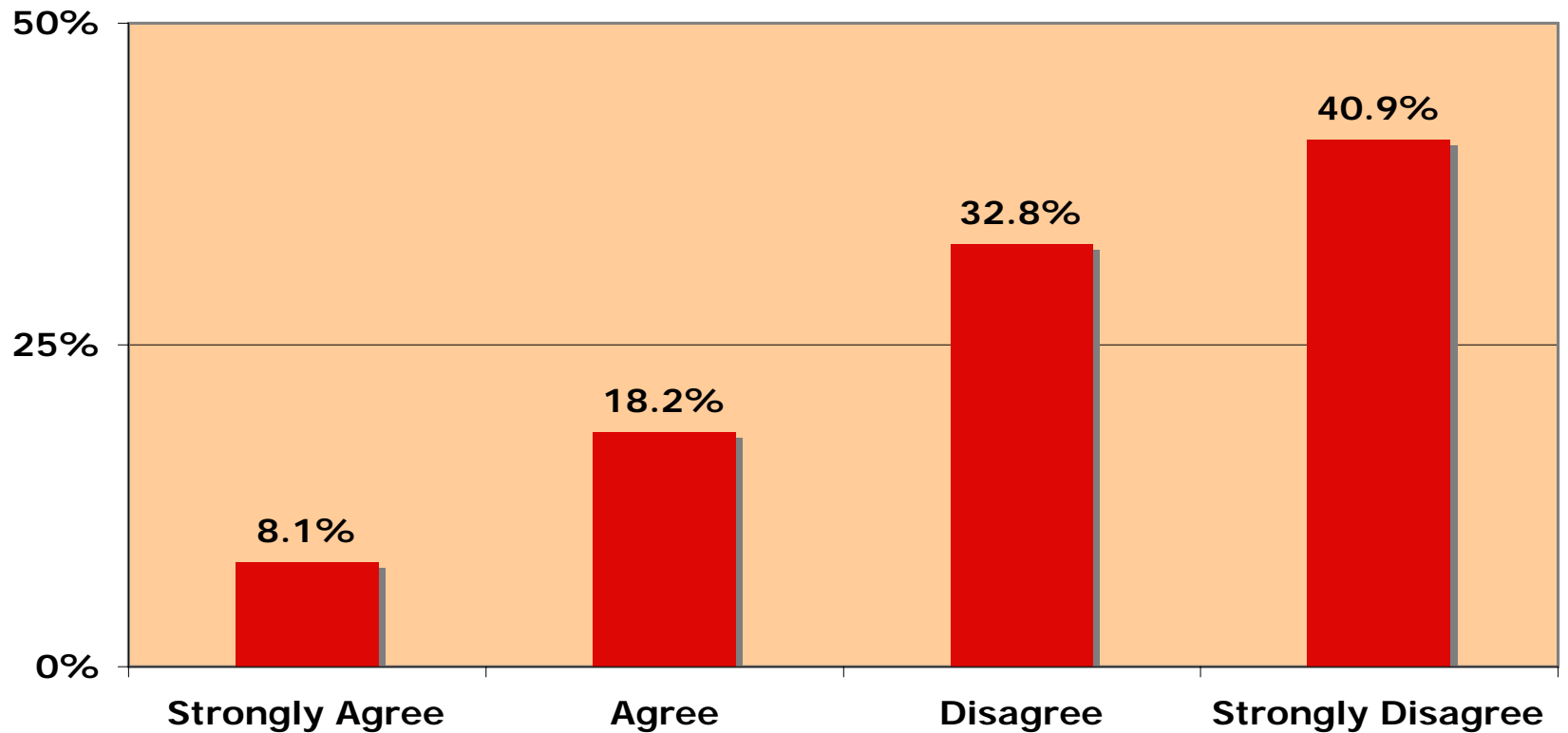
Survey Question #8

8. My department annually informs me about the results of our academic assessment activities.



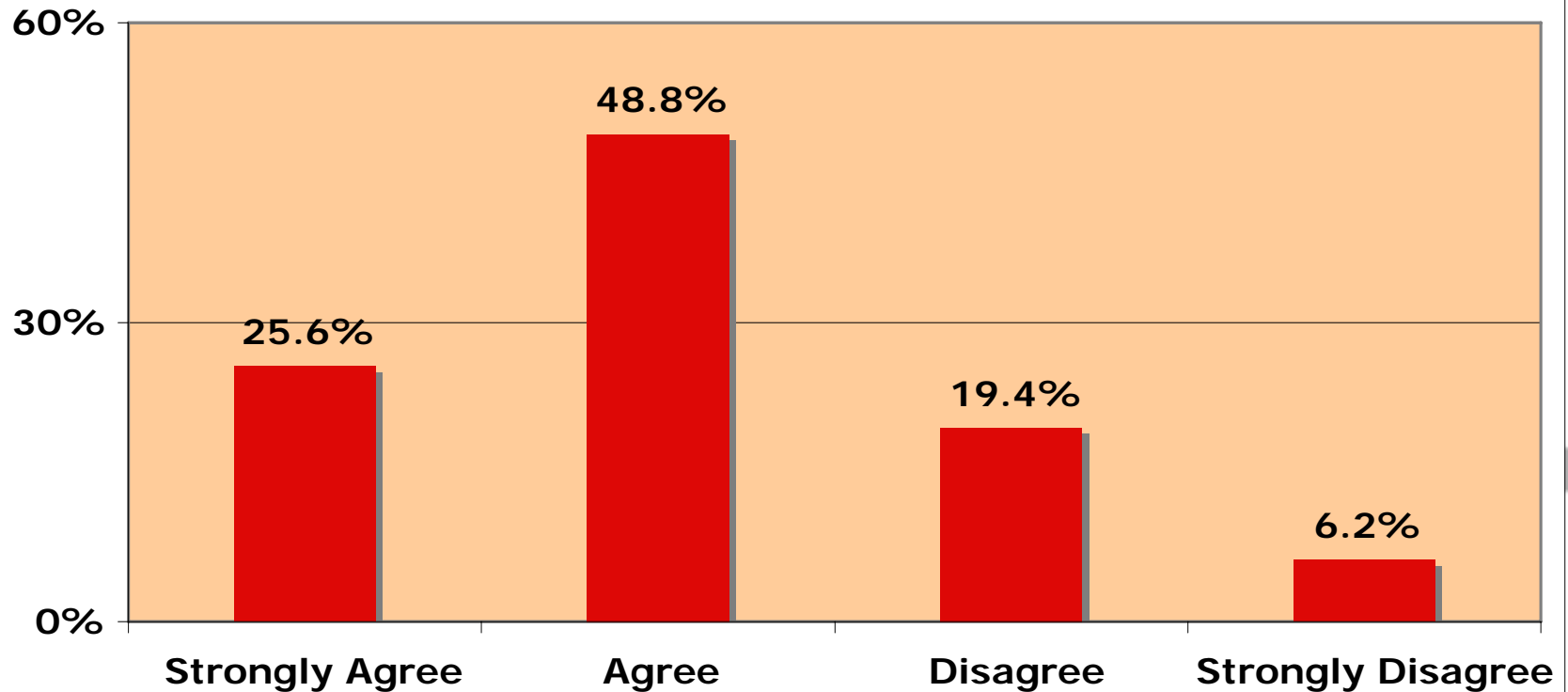
Survey Question #9

9. My department has sufficient resources and time to adequately conduct academic assessment activities.



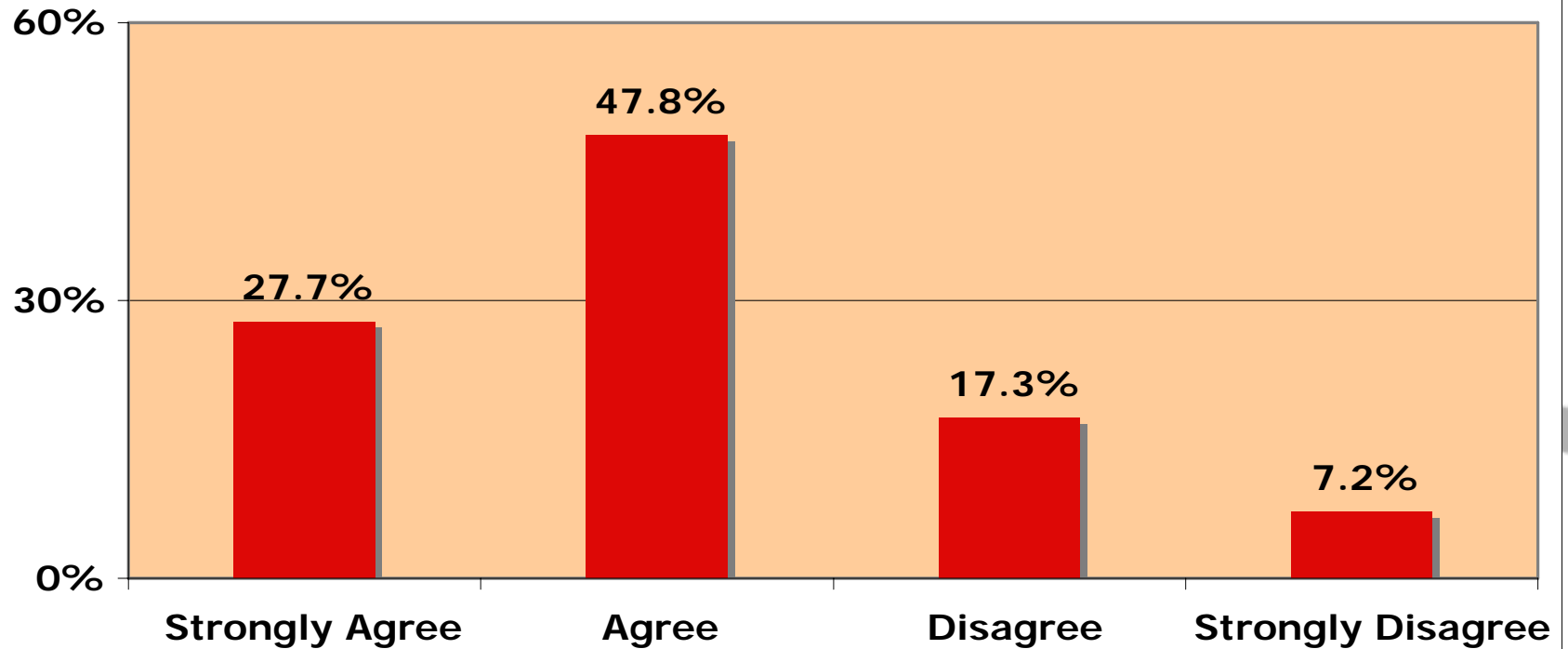
Survey Question #10

10. I have adequate knowledge and skill to conduct academic assessment activities at the program level



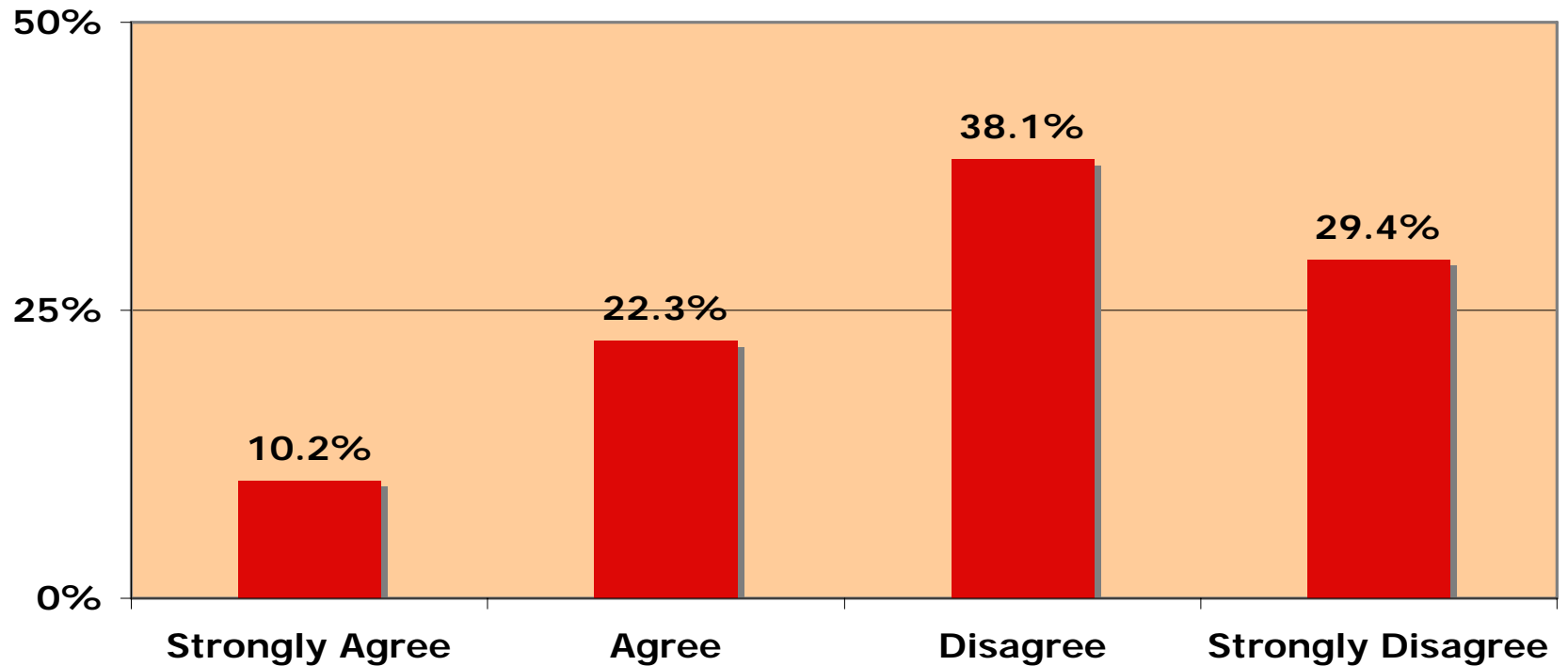
Survey Question #11

11. My department's faculty have adequate knowledge and skill conduct academic assessment activities.



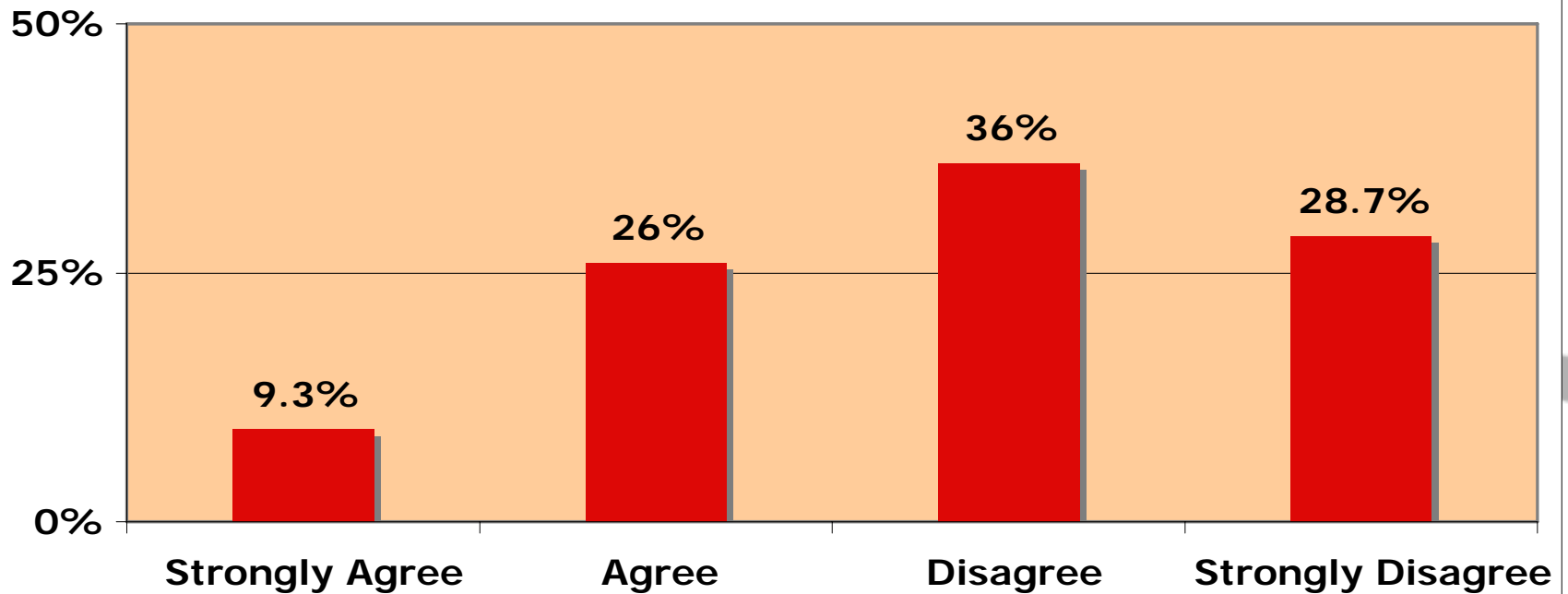
Survey Question #12

12. My college provides adequate assistance to my department to conduct academic assessment activities.



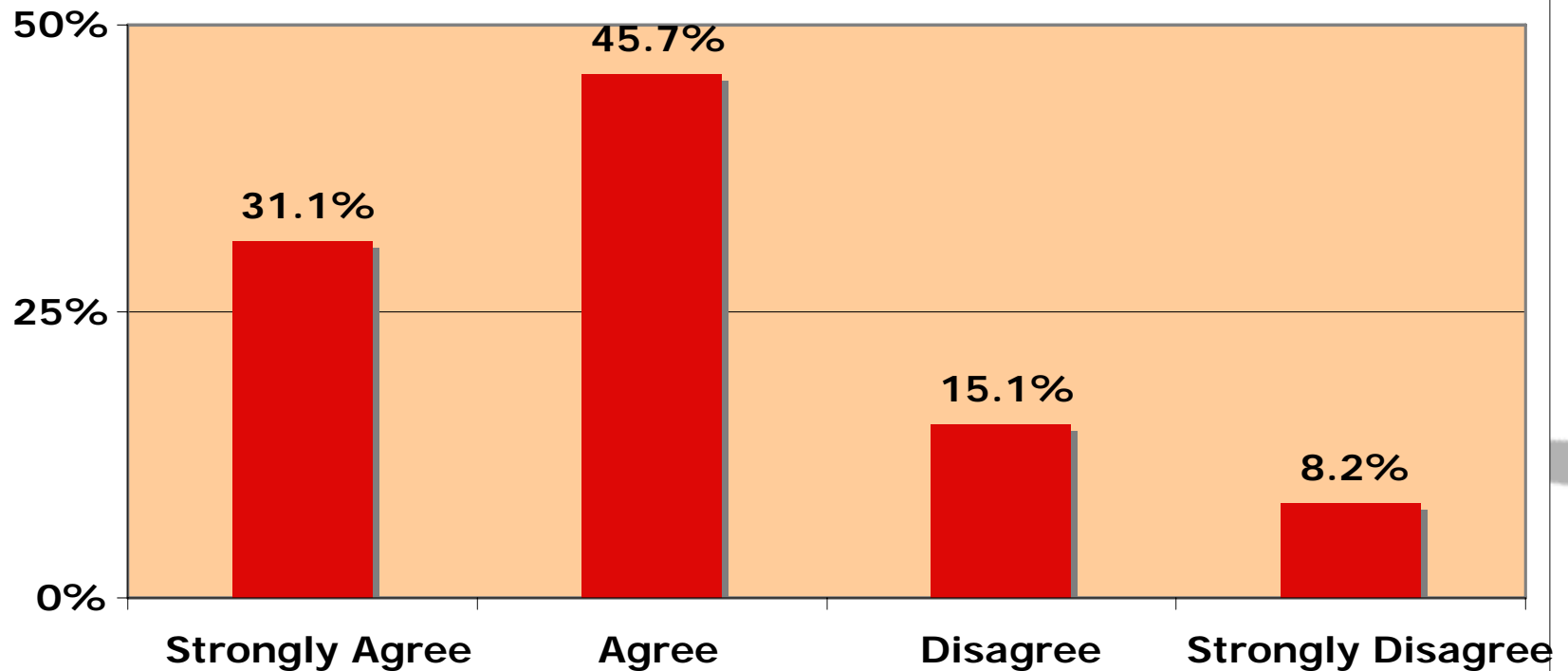
Survey Question #13

13. The Academic Planning and Assessment office provides adequate assistance to my department to conduct academic assessment activities.



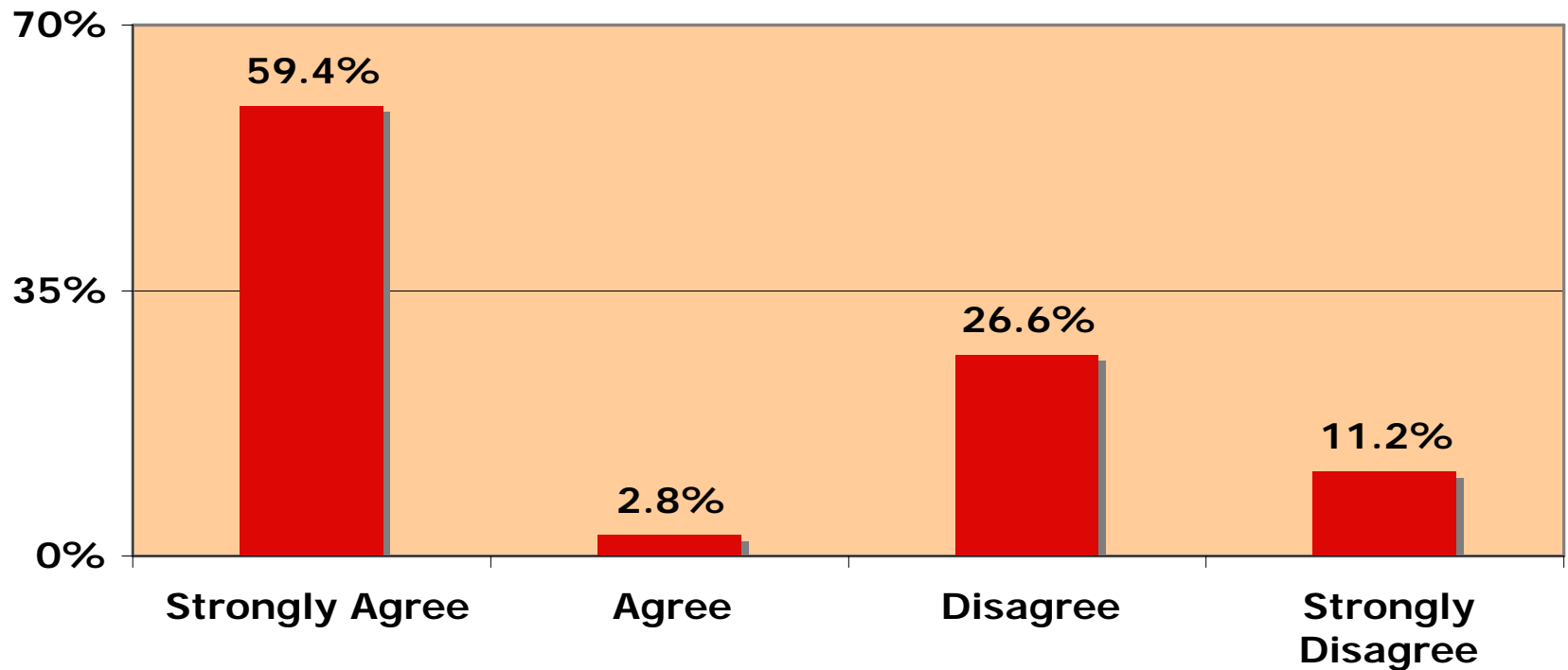
Survey Question #14

14. My department needs additional assistance in conducting academic assessment activities.



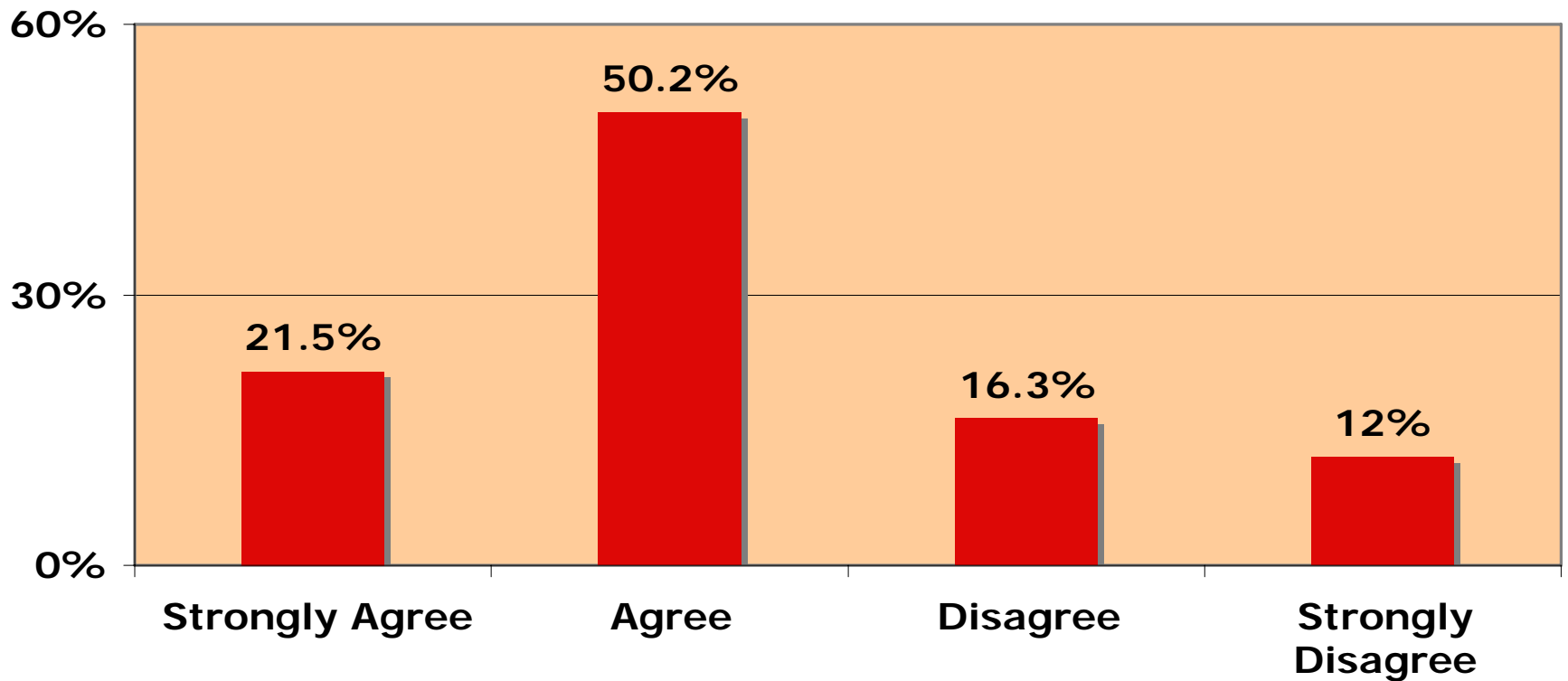
Survey Question #15

15. I value the importance of assessment activities conducted in my department.

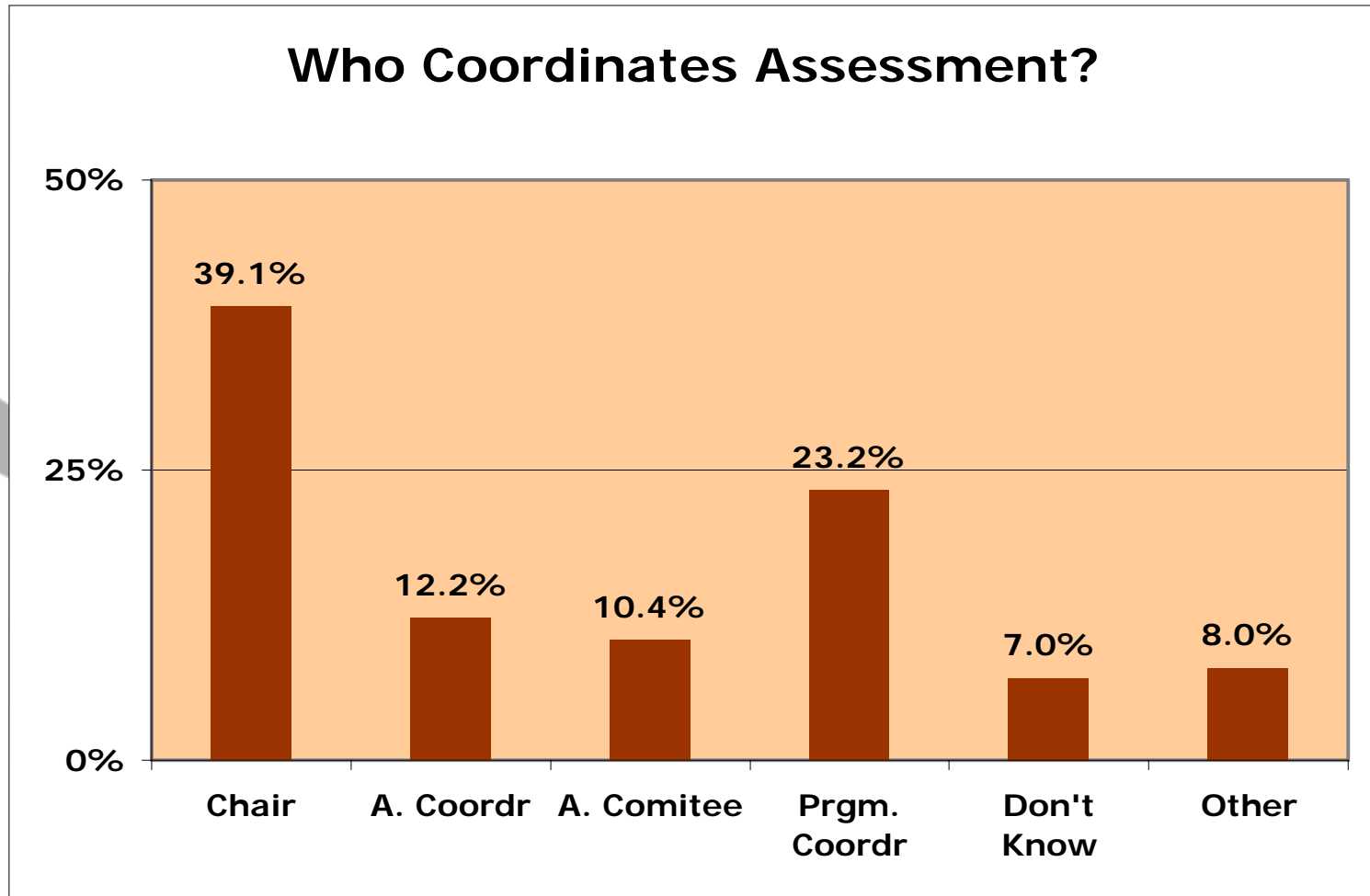


Survey Question #16

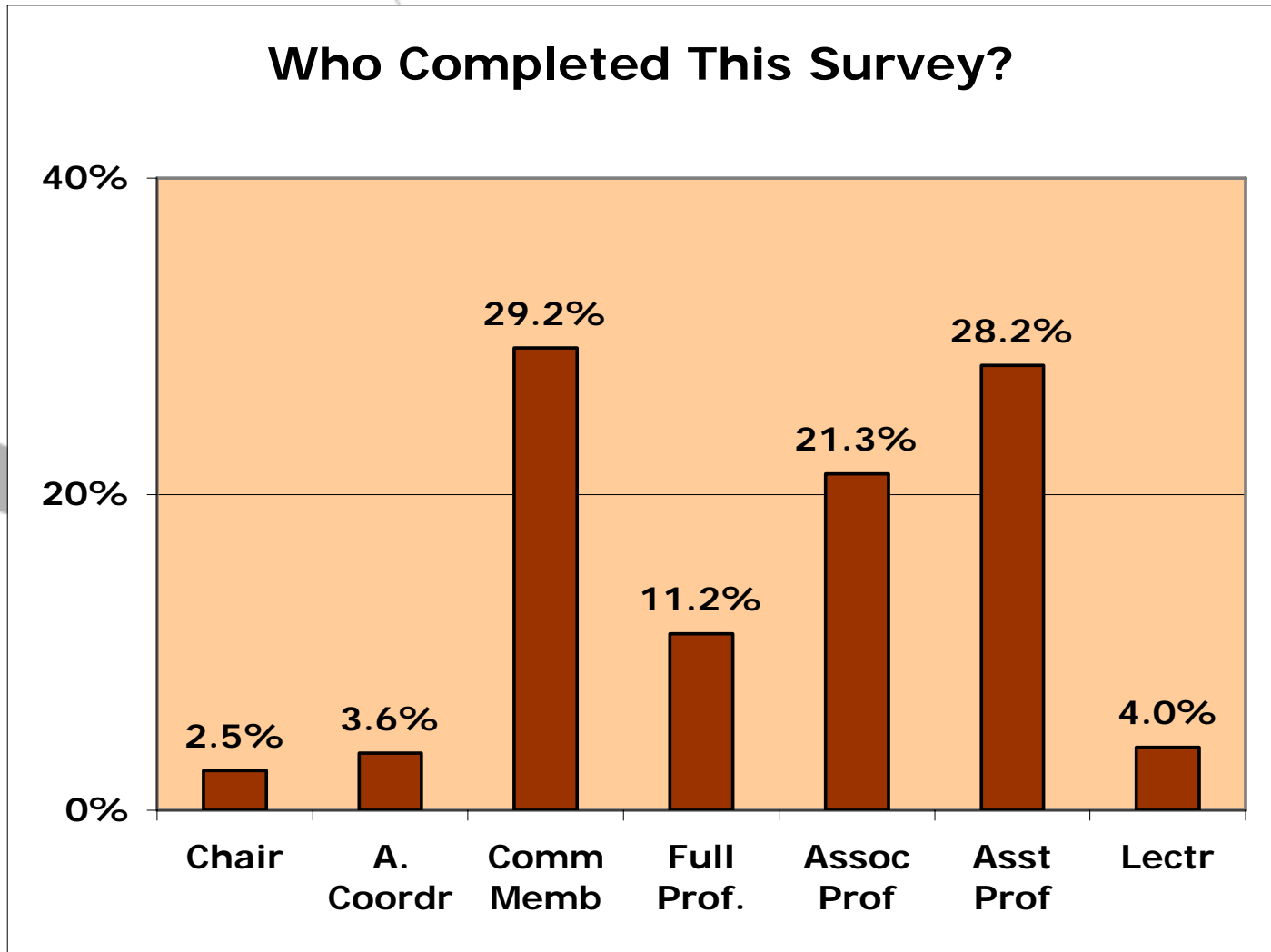
16. My department's faculty value the importance c assessment activities conducted in our department




Survey Question #17



Survey Question #19






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COMMENTS

101 Faculty offered comments

- Most commented positively about having some assessment process.
- Most commented on poor resources and/or “academic prerogatives”.
- 52 faculty left emails to see the report.
- Comments available upon request.





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Summary & Conclusions

- Most faculty support some kind of academic assessment.
- Among colleges, significant differences in only 3 questions (#7, #8, (informing) & #11 (skills))
- Most have reservations about resources available to actually do assessment.
- Many comments speak of academic freedom, and other assessment challenges.





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**The
End**

