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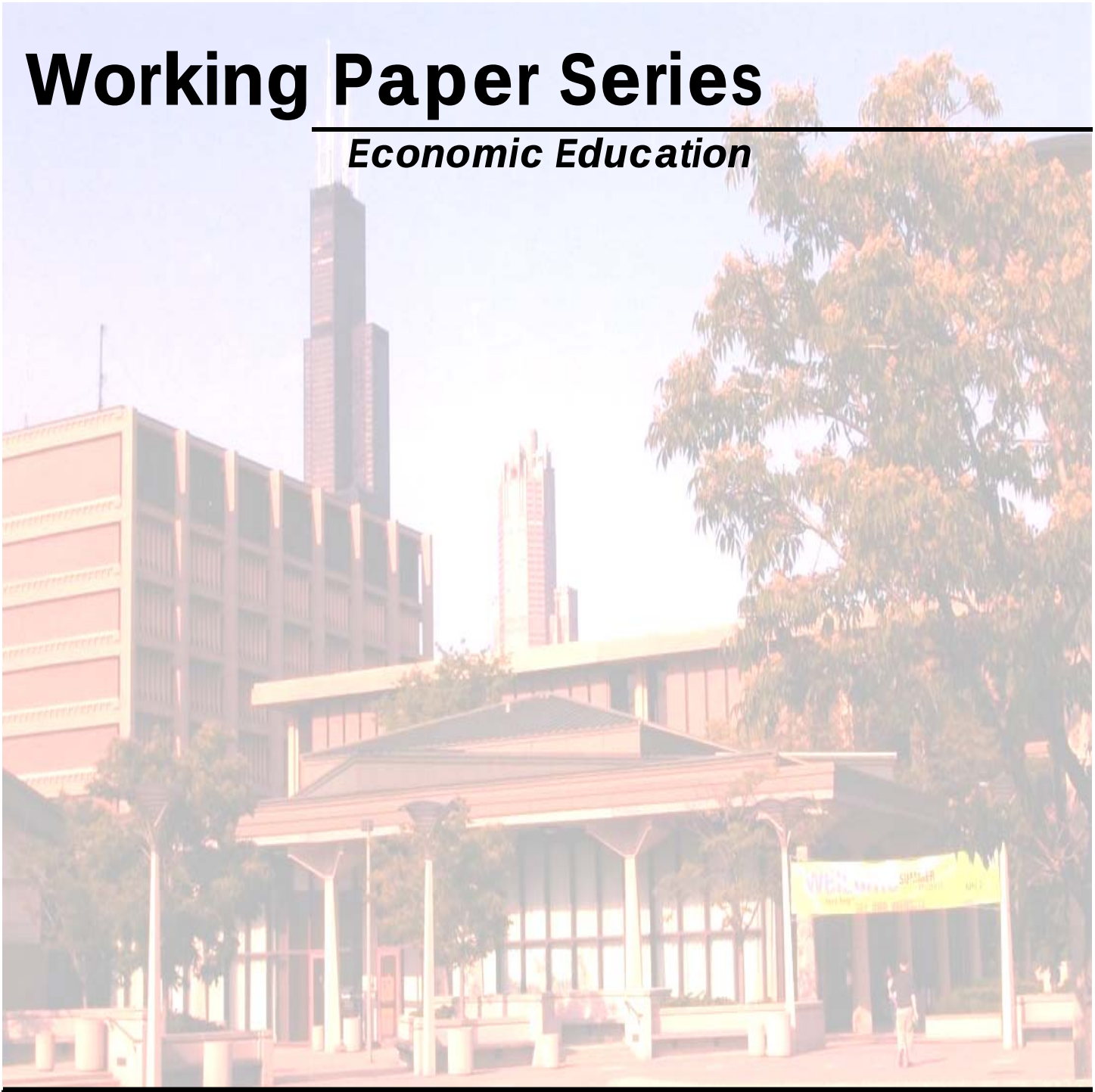

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A Faculty-Drive Assessment Model: Measuring Student and Faculty Perceptions of Classroom Learning Techniques

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Abstract

In this paper, the process of developing a faculty driven model of assessment is examined for a school of business at a small midwestern urban university. The purpose of developing a model for assessment is two-fold. First, the process is examined from the development of strategic initiatives to the creation of an instrument used to obtain both quantitative and qualitative measures of how **first** faculty perceive they are performing in light of these strategic initiatives. Once faculty were provided with the opportunity to reflect on their performance, the students are then asked to evaluate instruction in relation to these strategic initiatives and a comparison between instructor and student perception of teaching is made. The results are then used to compare full and part time faculty as well as undergraduate and graduate classroom instruction with respect to the initiatives. Required and elective courses are contrasted as well.

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Introduction

Business schools generally are highly dependent upon a full-time faculty as well as a part-time faculty in order to satisfy two different needs. A part-time (or adjunct) faculty is generally well connected to the surrounding business community and provides up-to-date information on emerging topics such as derivative securities and simulation models. In comparison, a full-time faculty acts as a mentor to students and is a stable presence during their academic career in addition to providing instruction. However, the expertise of both adjunct and full-time faculty should be exchanged and developed together in an effort to provide quality instruction to their student body under the guise of the mission statement of the department at both the graduate and undergraduate level.

In this paper, the process of assessment, from developing a mission statement for a business school at a small private midwestern university to assessing instruction under that mission statement is explored. This study is being conducted in four primary stages.

1. The first stage involved the development and construction of the mission statement for the School of Business at the university. During this process, faculty actively participated in developing the mission and its contents.
2. The second stage consisted of the construction of a survey delivered solely to full-time and adjunct faculty in Spring 2000 and Summer 2000. In this survey, faculty were asked to honestly assess their performance based upon the strategic initiatives. A discussion ensued after the survey results were tabulated to assess the program in its entirety.
3. In the third stage, a discussion ensued in Fall 2000 concerning the results of that survey and how the faculty might attempt to change or adapt their teaching pedagogy in response to survey results.
4. The fourth stage consisted of the construction of a survey delivered to all undergraduate and graduate students and faculty in Spring 2001. Faculty and student responses were compared to determine if expectations with regards to classroom instruction were congruent.

Literature Search

Although it has been well documented that finding reliable quantifiable variables to assess teaching excellence has led to the development of student evaluations as a method of assessment, many studies conclude that these student-driven evaluations yield little usable information in assessing teaching and distort, rather than clarify, teaching effectiveness. Studies by Cohen (1981), White (1995), and Marsh and Roche (1997) all indicate that creating reliability measures within a curriculum may be dependent upon a collaborative effort on the part of instructor and student to clearly define and identify the primary factors that contribute to creating a positive learning environment.

With the adoption of a mission-based accreditation standard by the AACSB in the mid- 1990s, business schools have been struggling to devise a coherent method to assess teaching effectiveness and research productivity. While many studies suggest the lack of quantifiable variables and the difficulty in tracking alumni over time lends credence to using survey data as a means to assess a program, the use of student evaluations as a measure of teaching excellence can be biased by the academic rigor of a course or instructor enthusiasm rather than material learned.

To date, very few studies adequately assess student perception of teaching excellence because the perspective of the individual instructor's "vision" is not clearly defined. How can a student assess an instructor if the instructor is not clear of his/her objectives? Bosshardt and Watts (2001) are one of the first to attempt to answer this question; however, their study is contingent on the correlation between instructor and student perceptions by evaluating those perceptions simultaneously. It is the contention of this paper that this ineffectiveness may be a response to the lack of time spent by faculty in self-assessment and peer assessment.

Description of Curriculum and Faculty

The School of Business is comprised of both an undergraduate and graduate curriculum. In the 2000-2001 academic year, the faculty consisted of 12 full-time professors with a course load of four classes per Fall and Spring semester and approximately two courses during the summer. All full-time faculty teach within the undergraduate and graduate school of business. During the same academic year, approximately 26 adjunct (part-time) instructors taught courses within the undergraduate and graduate school of business, with 21 adjuncts solely teaching graduate courses.

The undergraduate school of business consists of 168 students, both full and part time, majoring in accounting, general business administration, international business, economics, and environmental management. Of these majors, approximately 82% of students declared general business administration as their primary major. Roughly 23 additional students minored in one of the aforementioned subjects.

Within the graduate school of business, 238 students were currently enrolled during the 2000-2001 academic year. Approximately, 67% of those students are general MBA, 21% are CIS/MIS (masters in information sciences), 6% are MSA (masters of science in accounting), and 5.5% are MSOM (masters of science in organizational management).

Stage I: Construction of Mission Statement

A core committee consisting of full-time faculty within the school of business was designated to create a working paradigm in order to assess the undergraduate and graduate programs on the basis of teaching, research activity on the part of faculty, and student learning. After reviewing the mission statement of the overall university as a whole and the strategic initiatives of the school of business in the past, the committee drafted a model that lead to initiatives that could be tested using qualitative and quantitative measures.

According to the mission statement, the school of business has endeavored to enhance the educational opportunities of its students through its willingness to continually adapt its rubric to the changing demands of the business community. Although the emphasis of increased technological innovations and globalization in business remain of paramount importance within the educational experience, the primary pedagogical model mandates that the intellectual and ethical development of the student should never be superseded by the technological tools that aid them in analyzing data and implementing decisions. By creating a nurturing and vibrant environment that encourages as well as cultivates students in their effort to discover the determinants that expedite business research, the school of business recognizes that the role of a successful business manager begins with understanding that human initiative acts as the driver of technology. Therefore, under the auspices of that assumption, the role of the school of business is to provide a forum from which

students can effectively learn to solve contemporary managerial problems by continually adapting technology and incorporating new technology into their business structure.

At the core of the strategic mission is the basic belief that business decisions cannot be effectively implemented in a microcosm. Through the creation of a "capstone" course that integrates the business disciplines, the school of business provides students with the opportunity to function as a member of a multidisciplinary team, which acts as a socially responsible agent in analyzing managerial decisions, and allows students to effectively communicate their ideas orally and in writing.

Based upon the core of the strategic mission, the members of the core committee developed ten strategic initiatives that were intended to provide a framework for achieving specific learning outcomes at the graduate and undergraduate levels.

Statement of Strategic Initiatives

1. Promote social responsibility and ethical leadership in managerial decision-making.
2. Integrate technology and electronic learning in business courses as appropriate.
3. Reinforce understanding of the impact of globalization on business.
4. Stimulate the development of student research skills.
5. Emphasize the importance of effective oral and written communication and team-based learning.
6. Foster quantitative skill development in business valuation techniques.
7. Expose students to contemporary management problems.
8. Establish a greater appreciation for entrepreneurial, small business and nonprofit organizations.
9. Reassess academic and student support services.
10. Continually review and adapt the curriculum.

Once the strategic initiatives were drafted, the members of the core committee presented the initiatives to the rest of the faculty for discussion and suggestions. The order of presentation is not reflective of order of importance but merely a statement of overall objectives that will be assessed over the next two years.

Stage II: Construction and Administration of Faculty Surveys

After the entire faculty within the school of business reviewed the initiatives and commented on them, it was important that faculty first evaluate how their current syllabi, teaching methods, and assignments reflect the strategic initiatives drafted. Once faculty are aware of the mission, they were provided time to evaluate how they are performing in light of that mission. In the second stage, a survey was designed solely for faculty with the intention of delaying student surveys until faculty could better assess their own performance in light of this mission.

To meaningfully assess the program with respect to the initiatives, each instructor was asked to complete a survey that was designed to determine how these initiatives have currently been implemented into teaching methodologies. It is important to note that all initiatives do not need to be represented in each course taught within the school of business; however, all initiatives must be represented within the sequence of courses required by students graduating with a specified business degree or MBA.

Using a five-point scale (5 representing frequent implementation, 4 representing sometimes, 3 representing rarely), instructors were asked to rank how each initiative is integrated into their coursework. Departing from the traditional Likert scale for informational purposes, a score of 2 indicates that the initiatives are never used within the course (but could be) whereas a score of 1 indicates that the initiative is not relevant to the course and therefore cannot be implemented. The distinction between a score of "2" or "1" is of paramount importance for evaluation because it reflects the instructors willingness or bias in approaching a subject from a specified angle. For example, where one professor teaching business ethics may rank the use of technology within this course as "1", another professor teaching the same course may rank technology use as "2" and then change his/her teaching pedagogy. In addition, instructors were encouraged to include any specific comments regarding textbooks, technology aids, syllabi design, and/or grading policy at the end of the survey.

It is important to note that the survey asks specific questions with regards to the implementation of each initiative in each course taught. For example, sub-questions under the second initiative would include how often faculty use PowerPoint, spreadsheet applications (such as Excel or specialty software for specific disciplines), simulation models, etc.

Due to a high number of permanent adjunct faculty who teach only during certain semesters, faculty surveys were distributed in Spring 2000 and Summer 2000 to ensure that all permanent faculty were represented in terms of their contribution to the strategic mission. From the ten initiatives outlined previously, a series of three or four sub-statements were derived for each initiative to clearly assess its implementation in the classroom.

Overview of Undergraduate School of Business:

During Spring 2000, of the 23 courses for which survey responses were submitted, roughly 52% consisted of full-time faculty. Of the core classes offered, approximately 75% of those courses were taught by full-time faculty. Nearly 25% reflect multiple sections of the same course; and for those courses with multiple sections, 82% were required for the major and at least one section was taught by an adjunct faculty member. For the purposes of data reporting, each class will be equally weighted and the modal score represents the most frequently observed score. The response rate for survey reporting was approximately 90%.

1. Nearly 74% of all respondents attempt to integrate ethical behavior into their courses (score of 4 or more).
2. Nine of 23 respondents frequently use technological aids in the classroom; however, seven indicated a score of "1".
3. Nearly 48% of respondents discuss global issues frequently in the classroom.
4. Roughly 30% of those surveyed assigned an original research paper to their undergraduate students; however, all of these responses are courses that are required for the general undergraduate business major.
5. Over 52% of those responding indicate that they frequently require students to prepare individual or group papers; 2 of the 23 responses indicate they frequently encourage student presentations with technological aids.
6. Nine of the 23 respondents indicate that there is frequent use of computer applications inside the classroom.

7. Over 73% indicate that there is sufficient student encouragement of participation in internships and study abroad programs. 40% frequently require students to read outside journals and newspapers.
8. Nearly 38% of those surveyed indicate that they frequently focus on case studies that highlight entrepreneurs and/or small businesses.
9. About 52% of respondents frequently organize review sessions focusing for exams inside and outside the classroom.
10. Over 95% clearly define the course prerequisites for students and enforce them, when applicable.

After reviewing all the surveys, it was apparent that permanent adjunct faculty were more apt to respond with a modal score of "2" or higher in comparison to their full-time colleagues, particularly with respect to strategic initiative #2 (Integrate technology and electronic learning in business courses as appropriate). Adjunct instructors were twice as likely to incorporate web-based learning in business ethics, entrepreneurial studies, and marketing courses than their full-time counterparts. This may reflect the fact that adjunct instructors, who traditionally have very close ties to the business community, have greater access to up-to-date models and trends in business and are more likely to experiment and incorporate that information into a classroom setting.

Although the number of courses offered during the undergraduate level was very small, the distinctions between adjuncts and full-time faculty carefully mirrored the overall results of the Spring 2000 term.

Overview of Graduate School of Business

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The Graduate School of Business contains four major delineations of coursework: foundations, core, concentration, and electives. Foundational coursework in the areas of accounting, finance, economics, and statistics may be waived for an advanced student who has received an undergraduate degree in business or the equivalent. Core and concentration courses cannot be waived and incorporate advanced material in specific areas of study. Of the 24 courses for which survey responses were submitted, nearly 33% represented foundation and core courses. The remaining 67% were comprised solely of courses in a student’s concentration or electives within a concentration. 83% of all foundation was taught by full-time faculty, 100% of core courses were taught by full-time faculty, and 44% of concentration and elective courses were taught by permanent adjunct faculty. With a response rate of approximately 84%, the following summary will be delineated in an effort to compare responses across the three major divisions of coursework at the graduate level: foundation, core, and concentration.

1. Roughly 75% state that an attempt is made to integrate discussions concerning ethical behavior into their courses.
2. Nearly 80% attempt to use software to enhance classroom learning. 67% of all respondents use email frequently to correspond with students in comparison to 75% of instructors of both foundation and core courses.
3. Over 95% incorporate global issues into their teaching methods.
4. Although 29% of respondents state that data analysis is not applicable to their area of study, 47% of the remaining respondents frequently use computer programs to analyze data inside the classroom.

5. 83.3% respondents frequently require students to write individual or group papers for their courses compared to 100% of foundation courses and 75% of core courses.
6. Although nearly 46% of all respondents do not consider this question applicable to their area of study, 38% of the remaining respondents frequently choose textbooks and materials with quantitative software. All respondents that taught core courses considered this question to be not applicable to their area of study.
7. Nearly 33% of all courses frequently provide students with the opportunity to listen to guest speakers that discuss contemporary business issues. In addition, 75% of foundation courses provide at least some encouragement of student exposure to guest lectures as opposed to 25% of the core courses.
8. Nearly 55% of the courses frequently integrate case studies regarding small business or nonprofit organizations into their discussions. A modal score of 5 within this category substantiates this claim. 75% of the reported core courses also frequently integrate case studies with an entrepreneurial focus.
9. Over 58% of all courses reported that the instructor frequently provides tutoring and actively arranges review sessions for students. The modal scores of 5 reflect this finding. In comparison, 100% of the foundation courses and 75% of the core courses provide students with this same opportunity. Nearly 87.5% of the responses suggest that instructors do discuss various career opportunities with their students over the course of the academic year.
10. Nearly 71% of the responses suggest that courses are frequently updated to provide students with meaningful discussions of new techniques being utilized in business. A modal score of 5 may substantiate these claims. Furthermore, 100% of foundation courses and 75% of core courses are continually updated to reflect current events.

After reviewing the data in an effort to compare full-time and part-time faculty, some surprising similar results were revealed. First, adjunct and full-time faculty had similar scores with respect to the incorporation of ethics and globalization into the classroom, with modal scores of "5" with respect to 95% of all courses taught on the graduate level. Second, adjunct and full-time faculty actively assign written research papers and encourage the development of written skills throughout the program. In addition, all scores in this category ranged from "4" to "5" across foundation, core, and concentration courses.

Despite some positive similarities, it appears that adjunct instructors were more likely to choose textbooks or supplementary material that included software for applications in finance, accounting, economics, and statistics. All core course instructors, those courses that must be taken in order to complete the MBA, recorded a score of "1" for this question. The fact that core instructors, which consist entirely of full-time faculty, view the use of software, financial calculators, basic Office 97/2000 packages as "non-essential" in their field indicates a more theoretical training approach to the MBA in comparison to adjunct faculty. Although 75% of core instructors indicated that they frequently update material in an effort to effectively train a new MBA, this may reflect a less empirical approach using the technology implemented by many major corporations.

Stage III Faculty-Driven Assessment

All faculty were provided with one semester to discuss their strength and weaknesses with their peers and to address those weaknesses definitively. In particular, full-time faculty at both the undergraduate and graduate level felt they needed to strengthen their use of technology and incorporation of contemporary issues in the classroom. In comparison, adjunct faculty needed to

provide more individual or tutorial sessions with students and incorporate ethics into the curriculum.

Again, it is important to note that it is not necessary that each course incorporate all aspects of each strategic initiative. For example, a course in business ethics is not a technology course; however, can an instructor use technology effectively in order to enhance learning? However, once instructors reflect on their teaching pedagogy in light of the mission, how is the adaptation of the mission to each course translated into the students' perception of that mission? Therefore, it would appear that if faculty choose to incorporate certain initiatives more frequently than others, based upon the content of their course, the rank they assign to each initiative should reflect the rank assigned by students when the course is near its end.

Interpretation of Perceptions of Undergraduate Adjunct versus Full-Time Faculty

In order to determine whether adjunct and full-time faculty perceptions of the type of instruction provided are somewhat equivalent, the following hypotheses were test at the 5% level of significance using a Chi-Squared distribution.

H_0: There is no difference between the rank assigned to each initiative by the adjunct faculty and the rank assigned by full-time faculty.

H_1: There is a difference between the rank assigned to each initiative by the adjunct faculty and the rank assigned by the full-time faculty.

Table I Comparison of Adjunct versus Full-Time Faculty Responses at the Undergraduate Level

Initiative	Undergraduate (Adjunct vs. Full-Time)	Undergraduate (Double sections)	Undergraduate (Economics Adjunct vs. Full-Time)
1. Ethics	Reject the null. (p=0.0455)	Reject the null. (p=0.0449)	Reject the null. (p=0.0418)
2. Technology	Reject the null. (p=0.0487)	Reject the null. (p=0.0319)	Cannot reject the null. (p=0.1432)
3. Globalization	Reject the null. (p=0.0432)	Reject the null. (p=0.0412)	Reject the null. (p=0.0247)
4. Student Research	Cannot reject the null. (p=0.1476)	Reject the null. (p=0.0258)	Cannot reject the null. (p=0.1945)
5. Communication	Cannot reject the null. (p=0.1218)	Reject the null. (p=0.0433)	Cannot reject the null. (p=0.1533)
6. Business Skill	Cannot reject the null. (p=0.1618)	Reject the null. (p=0.0411)	Cannot reject the null. (p=0.1817)
7. Contemporary Issues	Reject the null. (p=0.0300)	Reject the null. (p=0.0418)	Reject the null. (p=0.0466)
8. Entrepreneurial	Reject the null. (p=0.0328)	Reject the null. (p=0.0411)	Reject the null. (p=0.0218)
9. Student Support	Reject the null. (p=0.0448)	Reject the null. (p=0.0411)	Cannot reject the null. (p=0.1427)
10. Adapt curricula.	Reject the null. (p=0.0377)	Reject the null. (p=0.0328)	Reject the null. (p=0.0417)

Table I presents the p-values in brackets and the hypothesis decision for three tests. In the first column, a comparison between all adjunct versus full-time faculty was made for all courses taught during the Spring 2001 semester. In the second column, a comparison only between adjunct faculty and full-time faculty in which double sections were recorded. For example, if two sections of finance are taught in a semester, it is usually the case that an adjunct teaches one section and a full-time instructor teaches another. Therefore, the second column will record the disparity between full-time and adjunct instructors for the exact same class. In the third column, all economics courses were isolated from the sample.

The output generated poses interesting results with respect to this sample. In the first column, the perceptions between full-time and adjuncts are most pronounced with respect to the use of ethics, globalization, technology, and contemporary issues in the classroom. When a disparity in perceptions exist, the rank assigned to an initiative by an adjunct instructor was always higher than the rank assigned by a full-time counterpart. Adjunct instructors are more likely to incorporate ethics and contemporary issues into the classroom, even in courses such as accounting and computer science.

The second column indicates that when a double section for a course is run, the adjunct and full-time instructor have different perceptions as to how to incorporate each initiative in the same course. In particular, adjunct faculty ranked initiatives regarding globalization, ethics, and contemporary issues with a "4" or more in comparison to their full-time colleagues. In addition, more full-time faculty ranked the use of technology or business skill acquisition initiatives with a "1" or "0" than their adjunct colleagues in all courses. For example, an adjunct faculty member would be more apt to use technology in a business ethics course or a management course than their full-time counterpart.

When isolating economics courses from the sample, many of which are traditionally double-sectioned, the disparity between full-time and adjunct faculty are not as pronounced in comparison to the results displayed in the second column. In particular, both adjunct and full-time faculty ranked the use of technology in all economics courses similarly; however, the majority of economics faculty (45%) ranked this initiative with a "1" and 23% ranked this with a "0". When an instructor ranks an initiative with "1", this indicates that the initiative is never implemented within a course. A rank of "0" indicates that this initiative is not applicable or cannot be applied to a course. This result is interesting because of all tests run, the economics faculty in general are more likely to rank the use of technology as not applicable to their field of study than any other faculty (including those that teach communications and business ethics).

Interpretation of Perceptions of Graduate Adjunct versus Full-Time Faculty

In order to determine whether adjunct and full-time faculty perceptions of the type of instruction provided are somewhat equivalent, the following hypotheses were test at the 5% level of significance using a Chi-Squared distribution.

H_0: There is no difference between the rank assigned to each initiative by the adjunct faculty and the rank assigned by full-time faculty.

H_1: There is a difference between the rank assigned to each initiative by the adjunct faculty and the rank assigned by the full-time faculty.

Table II Comparison of Adjunct versus Full-Time Faculty Responses at the Graduate Level

Initiative	Graduate (Adjunct vs. Full-Time)	Graduate (Required)	Graduate (Concentration)
1. Ethics	Reject the null. (p=0.0328)	Reject the null. (p=0.0397)	Reject the null. (p=0.0419)
2. Technology	Cannot reject the null. (p=0.1576)	Cannot reject the null. (p=0.1945)	Cannot reject the null. (p=0.1274)
3. Globalization	Cannot reject the null. (p=0.1024)	Cannot reject the null. (p=0.0934)	Cannot reject the null. (p=0.1117)
4. Student Research	Cannot reject the null. (p=0.1006)	Cannot reject the null. (p=0.0833)	Cannot reject the null. (p=0.1094)
5. Communication	Cannot reject the null. (p=0.1139)	Cannot reject the null. (p=0.1098)	Cannot reject the null. (p=0.1201)
6. Business Skill	Cannot reject the null. (p=0.0844)	Cannot reject the null. (p=0.0901)	Cannot reject the null. (p=0.0877)
7. Contemporary Issues	Reject the null. (p=0.0288)	Reject the null. (p=0.0322)	Reject the null. (p=0.0129)
8. Entrepreneurial	Reject the null. (p=0.0433)	Reject the null. (p=0.0429)	Reject the null. (p=0.0422)
9. Student Support	Reject the null. (p=0.0311)	Reject the null. (p=0.0326)	Cannot reject the null. (p=0.0397)
10. Adapt curricula.	Reject the null. (p=0.0422)	Reject the null. (p=0.0497)	Reject the null. (p=0.0426)

Table II presents the p-values in brackets and the hypothesis decision for three tests. In the first columns, results are presented for all adjunct versus full-time faculty. In the second columns, perceptions were recorded for all required and foundational courses taught by both adjunct and full-time faculty. In the third column, perceptions were recorded for all courses within a students' concentration taught by both adjunct and full-time faculty. Because few courses are double-sectioned at the graduate level, the previous model developed at the undergraduate level could not be implemented.

First, adjunct and full-time instructors perceive the incorporation of technology, globalization, business skill, and communication at the same level. The modal score of "4" in these categories indicates that all instructors actively perceive that they aggressively incorporate these initiatives in their courses. Second, the ranking of initiatives for required courses versus concentration courses versus all courses closely mirror each other.

Interpretation of Perceptions of Graduate versus Undergraduate Faculty

Since the full-time faculty and adjunct faculty teach both undergraduate and graduate courses in business, the sample was further subdivided to reflect if faculty incorporate initiatives differently depending upon the student. For example, does a full-time instructor teaching economics to freshman rank initiatives differently in comparison to the introductory MBA economics course being taught that same semester? In order to determine whether adjunct and full-time faculty perceptions of the type of instruction provided are somewhat equivalent, the following hypotheses were test at the 5% level of significance using a Chi-Squared distribution.

H_0: There is no difference between the rank assigned to each initiative by the adjunct faculty and the rank assigned by full-time faculty.
H_1: There is a difference between the rank assigned to each initiative by the adjunct faculty and the rank assigned by the full-time faculty.

Table III presents the result of the Chi-squared test with p-values in parenthesis. The data pose interesting comparison between undergraduate and graduate teaching philosophy. First, full-time faculty members teach both undergraduate and graduate courses; however, they always rank the incorporation of these initiatives higher at the graduate level. For example, an instructor teaching a management course for undergraduates who ranked the incorporation of student research with a low number (say "2" for example), will rank the same initiative with a "3" or "4" for a graduate level management course. Since the full-time faculty base is stable and the adjunct base teach both graduate and undergraduate courses, the data suggest that full-time faculty may be more rigorous in their graduate courses in comparison to their undergraduate courses.

Table III Comparison of Graduate versus Undergraduate

Initiative	Graduate vs. Undergrad (Full-Time)	Graduate vs. Undergrad (Adjunct)
1. Ethics	Reject the null. (p=0.0411)	Reject the null. (p=0.0428)
2. Technology	Reject the null. (p=0.0327)	Cannot reject the null. (p=0.1174)
3. Globalization	Reject the null. (p=0.0433)	Cannot reject the null. (p=0.1002)
4. Student Research	Reject the null. (p=0.0355)	Cannot reject the null. (p=0.1288)
5. Communication	Cannot reject the null. (p=0.1322)	Cannot reject the null. (p=0.0922)
6. Business Skill	Reject the null. (p=0.0275)	Cannot reject the null. (p=0.1143)
7. Contemporary Issues	Reject the null. (p=0.0408)	Cannot reject the null. (p=0.1176)
8. Entrepreneurial	Reject the null. (p=0.0476)	Reject the null. (p=0.0335)
9. Student Support	Cannot reject the null. (p=0.1134)	Cannot reject the null. (p=0.1322)
10. Adapt curricula.	Reject the null. (p=0.0389)	Reject the null. (p=0.0419)

Stage IV Faculty and Student Survey Analysis

In Spring 2001, faculty and student surveys were administered to a random sample of courses at the undergraduate and graduate level. All surveys were administered in the last three weeks of the session in order to ensure that students had covered material necessary for making an objective analysis of instruction. The response rate for all surveys collected is 58% at the graduate level and 67% at the undergraduate level.

The surveys consisted of a qualitative section and a quantitative section. In the qualitative section, students were asked their academic year, number of extracurricular activities, number of hours of

prep for each class per week, and whether they were a transfer student. In comparison, faculty were asked the number of years of teaching and business experience, number of current committees, number of hours spent prepping for a course, and number of conferences attended per year.

In the quantitative section, students and faculty were asked, on a scale of 1 to 5, the same set of questions paralleling the faculty survey administered in Spring 2000 and Summer 2000. If faculty truly assessed their performance in Spring 2000 and Summer 2000, then the scores of select initiatives should increase and these scores should parallel student responses.

Undergraduate School of Business Analysis: Full-Time versus Adjunct Faculty

When first assessing faculty scores, undergraduate full-time faculty did improve in the areas of technology and the integration of guest speakers into their coursework. Roughly 53% of faculty reported they more frequently (score of 4) used technology (software, simulations, etc.) inside the classroom and nearly 63% more frequently (score of 4 or 5) solicited the use of guest lectures to enhance student learning. In addition, adjunct faculty fared slightly better in attempting to organize tutorial sessions (55% responded with a score of 4 or 5).

When analyzing the student qualitative results, the average number of hours studied per week on a course was 1.5 hours. In accounting and finance, the number of hours studied was slightly higher at 2.2 hours per week. These numbers were approximately the same whether the course was an elective or required for the major. In comparison, faculty reported that they spent about 6.2 hours per week per course in an attempt to update and organize material for the classroom.

At the undergraduate level, the average number of years of teaching experience and business experience was 9.6 years and 8 years respectively. The average full-time teaching load is approximately four courses (graduate and undergraduate) in the Fall and Spring semester and two during the Summer, for a total of 10 courses per year.

In order to determine whether faculty and students perceptions of the type of instruction provided are somewhat equivalent, the following hypotheses were test at the 5% level of significance using a Chi-Squared distribution.

H_0: There is no difference between the rank assigned to each initiative by the faculty and the rank assigned by the student.

H_1: There is a difference between the rank assigned to each initiative by the faculty and the rank assigned by the student.

Table IV presents the p-values and the results of the test for each strategic initiative for all undergraduate faculty, adjunct faculty, and full-time faculty respectively. Only data for required courses within the major are presented in the table. Some important conclusions can be made from the following table.

1. When reviewing the data, not rejecting the null hypothesis indicated, when additional tests were run, that all faculty scored themselves higher than the assessment of the student in the classroom.
2. Adjunct and full-time faculty did improve in their self-assessment score in terms of the incorporation of ethics into the classroom; however, students tended to evaluate this incorporation with a lower score. The average score by students concerning the first

strategic initiative was a modal score of 3 (in comparison to a modal score of 4 and 5 by adjunct and full-time faculty respectively.

3. Both student and full-time faculty assessment of the use of technology in the classroom was similar; however, adjunct faculty tended to view their use of technology with a higher modal score than the general student body.
4. Adjunct faculty and student scores reflect the fact that globalization issues are at the forefront of discussion. 90% of students ranked globalization discussions with adjunct instructors at a 5.
5. Full-time faculty performed well when evaluated by students in the area of student research (initiative #4) and business skill (initiative #6). About 76% of full-time faculty ranked their performance at 4 or more (modal score of 5) whereas about 68% of students ranked this initiative at 4 or more (modal score of 5).

Table IV Comparison of Faculty and Student Responses at the Undergraduate Level

Initiative	Undergraduate (All)	Undergraduate (Adjunct)	Undergraduate (Full-Time)
1. Ethics	Reject the null. (p=0.0330)	Reject the null. (p=0.0420)	Reject the null. (p=0.0253)
2. Technology	Reject the null. (p=0.0357)	Reject the null. (p=0.0478)	Cannot reject the null. (p=0.1527)
3. Globalization	Cannot reject the null. (p=0.1527)	Cannot reject the null. (p=0.1639)	Reject the null. (p=0.0447)
4. Student Research	Cannot reject the null. (p=0.1143)	Reject the null. (p=0.0185)	Cannot reject the null. (p=0.1378)
5. Communication	Cannot reject the null. (p=0.1381)	Cannot reject the null. (p=0.1416)	Cannot reject the null. (p=0.1215)
6. Business Skill	Cannot reject the null. (p=0.1483)	Reject the null. (p=0.0355)	Cannot reject the null. (p=0.1444)
7. Contemporary Issues	Reject the null. (p=0.0423)	Reject the null. (p=0.0395)	Reject the null. (p=0.0497)
8. Entrepreneurial	Reject the null. (p=0.0442)	Reject the null. (p=0.0348)	Reject the null. (p=0.0397)
9. Student Support	Reject the null. (p=0.0356)	Reject the null. (p=0.0384)	Cannot reject the null. (p=0.0233)
10. Adapt curricula.	Reject the null. (p=0.0407)	Reject the null. (p=0.0448)	Reject the null. (p=0.0121)

Undergraduate School of Business Analysis: Required Courses

In an effort to determine how the ranking of the initiatives, the course offerings were subdivided into those that were required by the major and those that were elective courses. In general, intuition from the faculty expects that required courses within the major should exhibit more of the initiatives than elective courses in general. The hypothesis test was designed as follows.

H_0: There is no difference between the rank assigned to each initiative by the faculty and the rank assigned by the student with regards to required courses.

H_1: There is a difference between the rank assigned to each initiative by the faculty and the rank assigned by the student with regards to required courses.

Table V Comparison of Faculty and Student Responses at the Undergraduate Level (Required Courses)

Initiative	Undergraduate (All)	Undergraduate (Adjunct)	Undergraduate (Full-Time)
1. Ethics	Cannot reject the null. (p=0.1832)	Cannot reject the null. (p=0.1397)	Cannot reject the null. (p=0.2216)
2. Technology	Cannot reject the null. (p=0.1822)	Reject the null. (p=0.0238)	Cannot reject the null. (p=0.1925)
3. Globalization	Cannot reject the null. (p=0.1211)	Cannot reject the null. (p=0.1486)	Reject the null. (p=0.0347)
4. Student Research	Cannot reject the null. (p=0.1432)	Reject the null. (p=0.0428)	Cannot reject the null. (p=0.1685)
5. Communication	Cannot reject the null. (p=0.1925)	Cannot reject the null. (p=0.1632)	Cannot reject the null. (p=0.2433)
6. Business Skill	Cannot reject the null. (p=0.1563)	Reject the null. (p=0.0466)	Cannot reject the null. (p=0.1843)
7. Contemporary Issues	Reject the null. (p=0.0322)	Reject the null. (p=0.0227)	Reject the null. (p=0.0411)
8. Entrepreneurial	Reject the null. (p=0.0465)	Reject the null. (p=0.0418)	Reject the null. (p=0.0364)
9. Student Support	Reject the null. (p=0.0439)	Reject the null. (p=0.0338)	Cannot reject the null. (p=0.0447)
10. Adapt curricula.	Cannot reject the null. (p=0.1447)	Reject the null. (p=0.0337)	Cannot reject the null. (p=0.1744)

Most notably, the ranking of ethics by students is similar to the scores indicated by full-time and adjunct faculty. When required courses are isolated in the sample, roughly 82% ranked the incorporation of ethics at a "4" in full-time faculty courses as opposed to 59% at "3" in adjunct faculty courses. In addition, the use of technology particularly by full-time faculty became more in tune to student perception.

Undergraduate School of Business Analysis: Elective Courses

In an effort to determine how the ranking of the initiatives, the course offerings were subdivided into those that were elective courses. In general, intuition from the faculty expects that elective courses are often taken by students that express a particular interest in that area. The hypothesis test was designed as follows.

H_0: There is no difference between the rank assigned to each initiative by the faculty and the rank assigned by the student with regards to elective courses.

H_1: There is a difference between the rank assigned to each initiative by the faculty and the rank assigned by the student with regards to elective courses.

Table VI Comparison of Faculty and Student Responses at the Undergraduate Level in Elective Courses

Initiative	Undergraduate (All)	Undergraduate (Adjunct)	Undergraduate (Full-Time)
1. Ethics	Reject the null. (p=0.0411)	Reject the null. (p=0.0318)	Reject the null. (p=0.0472)
2. Technology	Reject the null. (p=0.0213)	Reject the null. (p=0.0311)	Reject the null. (p=0.0438)
3. Globalization	Cannot reject the null. (p=0.1628)	Cannot reject the null. (p=0.1518)	Cannot reject the null. (p=0.1728)
4. Student Research	Reject the null. (p=0.0377)	Reject the null. (p=0.0278)	Reject the null. (p=0.0411)
5. Communication	Cannot reject the null. (p=0.2448)	Cannot reject the null. (p=0.2138)	Cannot reject the null. (p=0.2833)
6. Business Skill	Reject the null. (p=0.0103)	Reject the null. (p=0.0422)	Reject the null. (p=0.0444)
7. Contemporary Issues	Reject the null. (p=0.0387)	Reject the null. (p=0.0395)	Reject the null. (p=0.0412)
8. Entrepreneurial	Reject the null. (p=0.0387)	Reject the null. (p=0.0318)	Reject the null. (p=0.0402)
9. Student Support	Reject the null. (p=0.0400)	Reject the null. (p=0.0395)	Reject the null. (p=0.0297)
10. Adapt curricula.	Reject the null. (p=0.0483)	Reject the null. (p=0.0411)	Reject the null. (p=0.0366)

When only elective courses are reviewed at the undergraduate level, both adjunct and full-time faculty rankings are very different from student rankings in all categories except initiatives concerning globalization and communication. In elective courses, both adjunct and full-time faculty tended to bias their perception of the use of technology, incorporation of contemporary issues, and student support services upward in comparison to students. For example, with regards to contemporary issues, 90% of both adjunct and full-time faculty ranked that initiative at "4" whereas 85% of students ranked globalization at "3" or below. In addition, student comments on several surveys indicated that they would like to see more contemporary issues discussed within the context of the course.

Undergraduate School of Business Analysis: Economic Courses

In most universities, a traditional economics course is usually one of the first courses taken by a student prior to declaring a major in business or accounting. Economics courses are often taken by nonbusiness majors in order to fulfill a general social science requirement. Often, student may major in economics without taking the traditional courses in accounting, finance, international business, and management. Because courses in macroeconomics and microeconomic principles may be very large and comprised of many nonbusiness majors, student and faculty perception with regards to business initiatives are measured. The hypothesis test was designed as follows.

H_0: There is no difference between the rank assigned to each initiative by the faculty and the rank assigned by the student with regards to economic courses.

H_1: There is a difference between the rank assigned to each initiative by the faculty and the rank assigned by the student with regards to economic courses.

Table VII Comparison of Faculty and Student Responses at the Undergraduate Level for Economic courses

Initiative	Undergraduate (All)	Undergraduate (Adjunct)	Undergraduate (Full-Time)
1. Ethics	Reject the null. (p=0.0411)	Reject the null. (p=0.0398)	Reject the null. (p=0.0486)
2. Technology	Reject the null. (p=0.0426)	Reject the null. (p=0.0418)	Cannot reject the null. (p=0.0433)
3. Globalization	Cannot reject the null. (p=0.2618)	Cannot reject the null. (p=0.2411)	Cannot reject the null. (p=0.2719)
4. Student Research	Cannot reject the null. (p=0.1699)	Cannot reject the null. (p=0.1644)	Cannot reject the null. (p=0.1736)
5. Communication	Cannot reject the null. (p=0.1984)	Cannot reject the null. (p=0.1922)	Cannot reject the null. (p=0.1997)
6. Business Skill	Cannot reject the null. (p=0.1900)	Cannot reject the null. (p=0.1857)	Cannot reject the null. (p=0.1999)
7. Contemporary Issues	Cannot reject the null. (p=0.2287)	Cannot reject the null. (p=0.1975)	Cannot reject the null. (p=0.2450)
8. Entrepreneurial	Reject the null. (p=0.0322)	Reject the null. (p=0.0218)	Reject the null. (p=0.0378)
9. Student Support	Cannot reject the null. (p=0.1177)	Cannot reject the null. (p=0.1384)	Cannot reject the null. (p=0.1133)
10. Adapt curricula.	Cannot reject the null. (p=0.1156)	Cannot reject the null. (p=0.1348)	Cannot reject the null. (p=0.1021)

In this section, all economic courses were removed from the main sample and differences in rankings between students and faculty were calculated. It is important to note that the principle courses of macroeconomics and microeconomics have the largest enrollments of all business courses taken. In addition, most students enrolled in a principles course are underclassmen (freshman or sophomore) and have not yet declared an official major.

When analyzing economic courses, the disparity between student and faculty rankings were small with ethics, technology, and entrepreneurial issues being the exceptions. With respect to technology, roughly 82% of full-time faculty and 90% of adjunct faculty ranked the use of technology at "3" whereas students ranked this initiative at "2" or below. When asked for comments on the survey, several students indicated that they would like to see more technology in use within economics classes. For example, one student commented that most economic books are equipped with a CD that may be used to help graph demand and supply curves. Although the student is welcome to use the supplement, it is not incorporated into the classroom arena.

In addition, economics faculty, both adjunct and full-time, scored well in the areas of incorporating contemporary issues into the classroom. 95% of full-time and adjunct faculty stated that they frequently (score of "5") discuss contemporary issues in the classroom; roughly 87% of students ranked this initiative the same.

Graduate School of Business Analysis

When first assessing faculty scores, graduate full-time faculty did improve in all areas of self-reporting. First, adjunct and full-time faculty still had similar scores with respect to the incorporation of ethics and globalization into the classroom, with modal scores of "5" with respect to 89% of all courses taught on the graduate level. Second, adjunct and full-time faculty still actively assign written research papers and encourage the development of written skills throughout the program. In addition, all scores in this category ranged from "4" to "5" across foundation, core, and concentration courses.

Despite some positive similarities, it appears that adjunct instructors still were more likely to choose textbooks or supplementary material that included software for applications in finance, accounting, economics, and statistics. All core course instructors, except for one, recorded a score of "1" for this question. The fact that core instructors, which consist entirely of full-time faculty, view the use of software, financial calculators, basic Office 97/2000 packages as "non-essential" in their field indicates a more theoretical training approach to the MBA in comparison to adjunct faculty. Although 59% of core instructors indicated that they frequently update material in an effort to effectively train a new MBA, this may reflect a less empirical approach using the technology implemented by many major corporations.

When analyzing the student qualitative results, the average number of hours studied per week on a course was 1.8 hours. In core courses, those required for the graduate degree, the number of hours studied was slightly higher at 2.6 hours per week. These numbers were approximately the same whether the course was an elective or required for the major. In comparison, faculty reported that they spent about 7.8 hours per week per course in an attempt to update and organize material for the classroom.

At the graduate level, the average number of years of teaching experience and business experience was 7.8 years and 9.2 years respectively. The average full-time teaching load is approximately four courses (undergraduate and graduate) in the Fall and Spring semester and two during the Summer, for a total of 10 courses per year.

In order to determine whether faculty and students perceptions of the type of instruction provided are somewhat equivalent, the following hypotheses were test at the 10% level of significance.

H_0: There is no difference between the rank assigned to each initiative by the faculty and the rank assigned by the student.

H_1: There is a difference between the rank assigned to each initiative by the faculty and the rank assigned by the student.

Table VIII presents the p-values and the results of the test for each strategic initiative for all graduate faculty, adjunct faculty, and full-time faculty respectively. Some important conclusions can be made from the following table.

1. Students evaluated both full-time and adjunct faculty similarly on all initiatives except student research (initiative #4) and student support (initiative #9).
2. The modal scores of all initiatives increased for foundation courses (in preparation for the MBA), core courses (required courses for the MBA), and elective courses for initiatives regarding technology, globalization, communication, and contemporary issues. Students

scored both full-time and adjunct faculty a modal score of 5 (approximately 89% of students ranked these categories as a 5).

3. Faculty teaching core courses as a group did not perform as well in the areas of strategic initiative #6 (business skill) and initiative #3 (globalization) when removed from the overall sample. Faculty responses yielded a modal score of 5 in comparison to student responses with a modal score of 3. This represented the strongest dichotomy in the data.
4. In general, adjuncts believed that they strongly support students in terms of availability, scheduled tutorial sessions, and providing supplements to enhance learning. This is indicative of a score of 5 by 88.7% of the adjunct faculty. However, 72% of students only believed that faculty somewhat (score of 3) provided the support they needed outside the classroom in order to better understand the material.

Table VIII Comparison of Student and Faculty Responses at the Graduate Level

Initiative	Graduate (All)	Graduate (Adjunct)	Graduate (Full-Time)
1. Ethics	Reject the null. (p=0.0438)	Reject the null. (p=0.0459)	Reject the null. (p=0.0421)
2. Technology	Cannot reject the null. (p=0.1426)	Cannot reject the null. (p=0.1437)	Cannot reject the null. (p=0.1348)
3. Globalization	Cannot reject the null. (p=0.2216)	Cannot reject the null. (p=0.2387)	Cannot reject the null. (p=0.2199)
4. Student Research	Reject the null. (p=0.0326)	Reject the null. (p=0.0238)	Cannot reject the null. (p=0.1413)
5. Communication	Cannot reject the null. (p=0.1212)	Cannot reject the null. (p=0.1 212)	Cannot reject the null. (p=0.1113)
6. Business Skill	Cannot reject the null. (p=0.1326)	Reject the null. (p=0.1217)	Cannot reject the null. (p=0.1443)
7. Contemporary Issues	Cannot reject the null. (p=0.1225)	Cannot reject the null. (p=0.1106)	Cannot reject the null. (p=0.1388)
8. Entrepreneurial	Reject the null. (p=0.0256)	Reject the null. (p=0.0382)	Reject the null. (p=0.0287)
9. Student Support	Reject the null. (p=0.0387)	Reject the null. (p=0.0401)	Cannot reject the null. (p=0.1018)
10. Adapt curricula.	Reject the null. (p=0.0418)	Reject the null. (p=0.0136)	Reject the null. (p=0.0437)

Conclusion

In conclusion, the process of assessment, from developing a mission statement for a business school at a small private midwestern university to assessing instruction under that mission statement was explored in this paper. When faculty are first asked to assess their performance in the classroom and provided with a forum to discuss their strengths and weaknesses with their colleagues, evidence from this survey suggests that, after evaluation, faculty and student **perception** about the content of classroom instruction start to converge. Once faculty are able to see, through the students' eyes, whether the student identified with the instructor's example of globalization or use of technology, then faculty can build on this information to effectively evaluate classroom teaching.

In this survey, it is not expected that every course should attain scores of 4 or 5 for every category listed; however, it is expected that a faculty's **perception** of his or her incorporation should be measured against the student. If there is a divergence in perception, the instructor should, with the help of the students, attempt to analyze the development of the teaching pedagogy he or she has set forth.

Works Cited

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To: **School of Business Students**
Re: Spring 2001 Student Survey

Members of the Program Review Committee have developed the ten strategic initiatives given below. These initiatives provide a framework for achieving specific learning outcomes at the graduate and undergraduate levels. The survey below is designed to evaluate whether the School of Business is successful in achieving these learning outcomes.
Thank you for taking the time to fill out the survey. All response are confidential!

Statement of Strategic Initiatives

11. Promote social responsibility and ethical leadership in managerial decision making.
12. Integrate technology and electronic learning in business courses as appropriate.
13. Reinforce understanding of the impact of globalization on business.
14. Stimulate the development of student research skills.
15. Emphasize the importance of effective oral and written communication and team-based learning.
16. Foster quantitative skill development in business valuation techniques.
17. Expose students to contemporary management problems.
18. Establish a greater appreciation for entrepreneurial, small business and nonprofit organizations.
19. Reassess academic and student support services.
20. Continually review and adapt the curriculum.

Student Survey: Program Review Committee

Part 1: Please answer the following questions.

Instructor Name	
Current Semester	**Spring 2001**
Course (call number and title)	
Class (circle one)	Freshman Sophomore Junior Senior Graduate Other
Are you a transfer student?	Yes No
If so, how many semesters have you been a student at this university?	
If you are a transfer student, what type of institution were you previously enrolled at? (circle one)	4yr private university 4yr public university Community College Vocational/Trade School Graduate Program Other
Is this course… (please circle)	Required Elective in major/concentration Other

Part 2: Please assess your course in the light of each of the following questions and respond to each of the following questions by circling one number 1 through 5. Use the following five-point scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If you would like to expand and/or clarify any of your answers, please feel free to attach any notes to the back of this survey.

Initiative #1: Promote social responsibility in managerial decision making.					
In this class, do you…					
Discuss ethical behavior	1	2	3	4	5
Examine cases that include an ethics component	1	2	3	4	5
Initiative #2: Integrate technology and electronic learning in business courses					
In this class, do you…					
Utilize business software	1	2	3	4	5
Use PowerPoint, transparencies, and/or video equipment	1	2	3	4	5
Access on-line linkages to business sites (through faculty web page, Webboards, etc.)	1	2	3	4	5
Access course syllabi on the Web	1	2	3	4	5
Initiative #3: Reinforce understanding of the impact of globalization on business.					
In this class, do you…					
Discuss global issues	1	2	3	4	5
Work with international students through team projects	1	2	3	4	5
Initiative #4: Stimulate the development of student research skills.					
In this class, do you…					
Use computer programs or spreadsheets to analyze data	1	2	3	4	5
Write an original research paper as a part of this course	1	2	3	4	5
Initiative #5: Emphasize the importance of effective oral & written communication & team-based learning.					
In this class, do you…					
Prepare presentations using various forms of technology	1	2	3	4	5
Prepare individual or group papers	1	2	3	4	5
Initiative #6: Foster quantitative skill development in valuation techniques.					
In this class, do you…					
Use spreadsheets or computer applications in class	1	2	3	4	5
Analyze case studies in which empirical data is compiled and applied	1	2	3	4	5
Use textbooks equipped with quantitative developmental software	1	2	3	4	5
Initiative #7: Expose students to contemporary management problems.					
In this class, do you…					
Listen to guest speakers, business leaders who discuss contemporary business	1	2	3	4	5
Receive encouragement to participate in internships/practical to gain experience	1	2	3	4	5
Report on outside readings from newspaper or journal	1	2	3	4	5
Initiative #8: Establish a greater appreciation for entrepreneurial, small business and nonprofit organizations.					
In this class, do you…					
Analyze case studies focusing on methods of operation for diverse organizations	1	2	3	4	5
Receive encouragement to participate in internships/practical within these organizations	1	2	3	4	5
Listened to guest speakers, business leaders with expertise in these organizations	1	2	3	4	5

Initiative #9: Reassess academic and student support services.					
In this class, do you…					
Receive instructor-driven tutoring and review sessions	1	2	3	4	5
Discuss career opportunities	1	2	3	4	5
Initiative #10: Continually review and adapt curriculum.					
In this class, do you…					
Understand the appropriate prerequisites for the course	1	2	3	4	5
Integrate new business readings and current events into discussion	1	2	3	4	5

Part 3: Please answer the following questions to the best of your ability.

1. How many hours per week do you spend studying classroom material outside the classroom?
2. What percentage of classroom time has been devoted to traditional lecture? Experiential learning (business simulations, computer assignments, etc.)? Classroom discussion?
3. Do you utilize faculty office hours when you have questions concerning course material?
4. What is your expected grade for this course?
5. Why did you choose to attend this University?

Statement of Strategic Initiatives for Student Learning-School of Business

21. Promote social responsibility and ethical leadership in managerial decision making.
22. Integrate technology and electronic learning in business courses as appropriate.
23. Reinforce understanding of the impact of globalization on business.
24. Stimulate the development of student research skills.
25. Emphasize the importance of effective oral and written communication and team-based learning.
26. Foster quantitative skill development in business valuation techniques.
27. Expose students to contemporary management problems.
28. Establish a greater appreciation for entrepreneurial, small business and nonprofit organizations.
29. Reassess academic and student support services.
30. Continually review and adapt the curriculum.

Faculty Survey: Program Review Committee

Part 1: Please answer the following questions.

Current Semester	**Spring 2001**
Course (number and title)	
Rank (circle one)	Full Associate Assistant Visiting Adjunct
Is this a new prep for you?	Yes No
For the next three items, give the approximate number of years that you have been:	
Teaching at this institution	
Teaching at other institutions	
Working full or part-time in a corporate setting (legal, consulting, banking, etc.)	

Part 2: Please assess your course in the light of each of the following questions and respond to each of the following questions by circling one number 1 through 5. Use the following five-point scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

If you would like to expand and/or clarify any of your answers, please feel free to attach any notes to the back of this survey.

Initiative #1: Promote social responsibility in managerial decision making.	
In this class, do students…	
Discuss ethical behavior	1 2 3 4 5
Examine cases that include an ethics component	1 2 3 4 5
Initiative #2: Integrate technology and electronic learning in business courses	
In this class, do students…	
Utilize business software	1 2 3 4 5
Use PowerPoint, transparencies, and/or video equipment	1 2 3 4 5
Access on-line linkages to business sites (through faculty web page, Webboards, etc.)	1 2 3 4 5
Access course syllabi on the Web	1 2 3 4 5
Initiative #3: Reinforce understanding of the impact of globalization on business.	
In this class, do students…	
Discuss global issues	1 2 3 4 5
Work with international students through team projects	1 2 3 4 5
Initiative #4: Stimulate the development of student research skills.	
In this class, do students…	
Use computer programs or spreadsheets to analyze data	1 2 3 4 5
Write an original research paper as a part of this course	1 2 3 4 5

Initiative #5: Emphasize the importance of effective oral & written communication & team-based learning.					
In this class, do students…					
Prepare presentations using various forms of technology	1	2	3	4	5
Prepare individual or group papers	1	2	3	4	5
Initiative #6: Foster quantitative skill development in valuation techniques.					
In this class, do students…					
Use spreadsheets or computer applications in class	1	2	3	4	5
Analyze case studies in which empirical data is compiled and applied	1	2	3	4	5
Use textbooks equipped with quantitative developmental software	1	2	3	4	5
Initiative #7: Expose students to contemporary management problems.					
In this class, do students…					
Listen to guest speakers, business leaders who discuss contemporary business	1	2	3	4	5
Receive encouragement to participate in internships/practical to gain experience	1	2	3	4	5
Report on outside readings from newspaper or journal	1	2	3	4	5
Initiative #8: Establish a greater appreciation for entrepreneurial, small business and nonprofit organizations.					
In this class, do students…					
Analyze case studies focusing on methods of operation for diverse organizations	1	2	3	4	5
Receive encouragement to participate in internships/practical within these organizations	1	2	3	4	5
Listened to guest speakers, business leaders with expertise in these organizations	1	2	3	4	5
Initiative #9: Reassess academic and student support services.					
In this class, do students…					
Receive instructor-driven tutoring and review sessions	1	2	3	4	5
Discuss career opportunities	1	2	3	4	5
Initiative #10: Continually review and adapt curriculum.					
In this class, do students…					
Understand the appropriate prerequisites for the course	1	2	3	4	5
Integrate new business readings and current events into discussion	1	2	3	4	5

Part 3: Please answer the following questions to the best of your ability.

6. How many hours per week do you spend prepping your course outside of the classroom?
7. What resources do you need to enhance your effectiveness in teaching?
8. Have you participated in or attended any lectures on technology and its incorporation into the classroom (such as seminars or conferences on teaching techniques, syllabi construction, understanding how students learn)? Have you participated in any discussions/lectures on the implementation of technology in the classroom?
9. What percentage of class time is devoted to traditional lecture? Experiential learning (simulations, computer assignments, etc.)? Classroom discussion?
10. If applicable, please list the number of committees on which you are presently serving. .If applicable, please list any honors or awards received for teaching or research.