

**Appendix 5. Interview of Campus Assessment Leaders: Response Frequencies (N=65). May, 2005.**

**Q01 First, in your department to date, would you say that you gained useable information from your assessment work?**

Have	60	92%
Have Not	5	8
Missing	0	
<i>Total</i>	<i>65</i>	<i>100</i>

**Q02 Have you used assessment information in discussions of your program?**

Yes	57	87%
No	2	3
Don't know	1	2
Missing	5	8
<i>Total</i>	<i>60</i>	<i>100</i>

**Q03 Have you based programmatic decisions on assessment information?**

Yes	45	69%
No	13	20
Don't know	0	0
Missing	7	11
<i>Total</i>	<i>58</i>	<i>100</i>

**Q04 Has the assessment process itself engendered good faculty discussions?**

Yes	48	74%
No	10	15
Don't know	1	2
Missing	6	9
<i>Total</i>	<i>59</i>	<i>100</i>

**Q05 In your opinion, has your assessment work translated into improvements in student learning?**

Yes	40	61%
No	11	17
Don't know	7	11
Missing	7	11
<i>Total</i>	<i>58</i>	<i>100%</i>

**Q06 Do you have useable assessment information that you haven't done anything with yet?**

Yes	45	69%
No	13	20
Don't know	1	2
Missing	6	9
<i>Total</i>	<i>59</i>	<i>100%</i>

**Q07 Are these the themes that you would expect from such a review? Do they make sense to you as general undergraduate student learning goals?**

Yes	61	94%
No	4	6
Don't know	0	0
Missing	0	
<i>Total</i>	<i>65</i>	<i>100%</i>

**Q08 Do you think that these goals fit for graduate programs, too?**

Yes	48	74%
No	10	15
Don't know	2	3
Missing	5	8
<i>Total</i>	<i>60</i>	<i>100%</i>

**Q09 Some people see "diversity" and "international and global perspectives" as one goal. Others see them as separate. Which way do you like better?**

One goal	16	25%
Two goals	46	71
Don't know	3	5
<i>Total</i>	<i>65</i>	<i>100</i>

**Q10 Is "international and global perspectives" an important learning goal in your program?**

Yes	42	64%
No	22	34
Don't know	1	2
Missing	0	
<i>Total</i>	<i>65</i>	<i>100%</i>