



San José State
UNIVERSITY

A campus of The California State University

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SS-S03-6

At its meeting of May 12, 2003, the Academic Senate passed the following Sense of the Senate Resolution presented by Miriam Donoho for the Curriculum and Research Committee.

**SENSE OF THE SENATE RESOLUTION
REGARDING THE REPORT ON EVALUATION OF THE GENERAL EDUCATION
ASSESSMENT PROCESS**

- Whereas Assessment is a required component of all General Education courses
- Whereas In Fall 2001, the Academic Senate Chair requested the Assessment Operating Committee of the Curriculum and Research Committee to conduct a review of the GE certification process with focus on the component related to course assessment; be it therefore
- Resolved That the SJSU Senate commend the Assessment Director and the Assessment Committee for their work culminating in their report on GE assessment; and be it further
- Resolved That the Academic Senate accept the attached report of the Assessment committee and urge Undergraduate Studies to act, where possible, on the committee's recommendations; and be it further
- Resolved That, as suggested by the Assessment Committee, Professional Standards Committee review the RTP criteria with respect to assessment and consider listing assessment activities as an important contribution in the area of service.

Vote: 9/0/4

Vote taken: April 7

Present: Cooper, : Donoho, Ibrahim, Lessow-Hurley, Matthes, Reynolds, Rott, van Hoff & Williams

**Final Report: Evaluations of General Education Assessment Process
By the Academic Senate Assessment Committee (Fall 2002)**

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Committee Members:

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Thalia Anagnos

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Final Report: Evaluations of General Education Assessment Process Executive Summary

In Fall 2001 the Academic Senate requested that the Assessment Committee conduct a review of the GE Certification Process, with a focus on components related to course assessment. Members of the Academic Senate had received a number of communications from faculty expressing concern over the GE Certification process and requirements related to assessment. Information about problems related to this process were largely anecdotal. Consequently, the Assessment Committee was charged to develop and implement an evaluation of the GE assessment process. To this end, the Assessment Committee conducted the following activities over the 2001-2002 academic year:

- Designed, implemented and analyzed a survey targeting GE coordinators and faculty.
- Designed focus group protocols. Implemented and analyzed three focus groups composed of GE faculty and coordinators from diverse Colleges and GE areas.
- Conducted extensive outreach to Chairs and faculty to facilitate participation in the survey and focus groups.
- Informally surveyed members of the Board of General Studies regarding the assessment and certification process.

Based on the analysis of input from the surveys, the focus groups and the Board of General Studies, the Assessment Committee makes the following recommendations:

- The Office of Undergraduate Studies should convene faculty to discuss the interpretation of and summarize examples of student learning objectives in each of the General Education areas. Summaries of these discussions should be posted on the web as companion documents to the GE Guidelines and communicated in writing to all GE coordinators.
- The Office of Undergraduate Studies should provide the opportunity for and encourage visits to departments by the Director of Assessment, the Dean and Associate Dean of Undergraduate Studies, the GE Faculty in Residence and members of the Board to discuss specific issues relevant to particular GE courses and to clarify how initial and continuing certification differ.
- The Office of Undergraduate Studies and the Board of General Studies should investigate streamlining the GE assessment and reporting process, particularly for multi-section, multi-instructor courses.
- The mechanism to provide trained objective technical assistance for GE assessment in the form of facilitation and advising to departments and faculty should be continued and expanded.
- Workshops at key times during the year with paid stipends should be available to train course coordinators, new faculty and other designated faculty about GE assessment.
- Workshops should be offered on a continuous basis that allow faculty to discuss and learn about issues related to General Education that arise from the assessment process.

- Provide resources to support faculty who are developing assessment plans for new courses or advancing assessment in a program or GE area.
- Develop a mechanism to recognize outstanding assessment activities.
- Request that the Professional Standards Committee of the Academic Senate review the RTP criteria with respect to assessment and to consider listing assessment activities as an important contribution in the area of service.

Final Report: Evaluations of General Education Assessment Process By the Academic Senate Assessment Committee (Fall 2002)

Background

In 1998, the Academic Senate approved a revised general education policy in which student learning, not just course content, became the driving criterion behind course development. Under the revised General Education Guidelines, courses are based on a set of area competency goals, student learning objectives, and content objectives, and must include a plan to embed assessment in course delivery.

When the new General Education Guidelines were approved, all GE courses, including existing courses, had to be submitted for certification. When the Board of General Studies (The Board) and the area-specific General Education Advisory Panels (GEAP) reviewed courses, members used several criteria to determine if a course should be certified. These were

- Did the course content address the competency goals for that particular GE area?
- Did the course content address the student learning objectives for that particular GE area?
- Did the course include the specified content objectives for that particular GE area?
- Did the assessment plan include a mix of instruments for measuring student performance?

Since Fall semester 1998 the Board has reviewed about 260 courses and assessment plans. To date, 230 courses have been approved. In Fall semester 2001, the first systematic collection of assessment data was completed. Assessment data and recent greensheets were submitted for a subset of 71 GE courses, which were then evaluated for continuing certification. This subset consisted of courses that were approved during the initial certification cycle but were not approved unanimously because members of The Board had concerns with how the GE criteria were being met. As part of the long term certification process, course coordinators were asked to submit responses to identified concerns as well as assessment data documenting student success in meeting the learning objectives defined for the general education area.

Throughout Fall 2001 and Spring 2002 all 71 courses were reviewed. Sixty-six courses were given continuing certification (44 courses for 4 years and 22 for 2 or 3 years). For five courses, The Board requested additional materials addressing their concerns to be submitted by 9/1/02. In addition, during this same period, 19 new courses were submitted for GE certification. Of these, nine were approved, eight were denied and two were withdrawn.

Introduction

In Fall 2001 the Academic Senate requested that the Assessment Committee conduct a review of the GE Certification Process, with a focus on components related to course assessment. Members of the Academic Senate had received a number of communications from faculty expressing concern over the GE certification process and requirements related to assessment. Information about problems related to this process

were largely anecdotal. Consequently, the Assessment Committee was charged to develop and implement an evaluation of the GE assessment process. To this end, the Assessment Committee conducted the following activities over the 2001-2002 academic year:

- Designed, implemented and analyzed a survey targeting GE coordinators and faculty.
- Designed focus group protocols. Implemented and analyzed three focus groups composed of GE faculty and coordinators from diverse Colleges and GE areas.
- Conducted extensive outreach to Chairs and faculty to facilitate participation in the survey and focus groups.
- Compiled data into a report for the Academic Senate

A survey was sent to 486 faculty who were currently teaching or who have taught general education courses. A total of 118 surveys were returned with a good distribution of faculty with experience in general education as shown in Table 1

Table 1: Demographics of Survey Respondents

Faculty Appointment					
<i>Tenured or Tenure-track</i>	<i>Lecturer</i>	<i>No Answer</i>			
81 (68.6%)	34 (28.8%)	3 (2.5%)			
GE Coordinator					
<i>Yes</i>	<i>No</i>	<i>No Answer</i>			
71 (60.2%)	43 (36.4%)	4 (3.3%)			
Submitted Continuing Certification Packet in Fall 2001					
<i>Yes</i>	<i>No</i>	<i>No Answer</i>			
44 (37.2%)	65 (55.1%)	9 (7.6%)			
Years Taught GE Courses					
<i>1 - 2</i>	<i>3 - 4</i>	<i>5 - 6</i>	<i>More than 6</i>	<i>No Answer</i>	
16 (13.6%)	11 (9.3%)	6 (5.1%)	81 (68.6%)	4 (3.4%)	
Number of Different GE Courses Taught					
<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4 or more</i>	<i>No Answer</i>
2 (1.7%)	27 (22.9%)	26 (22.0%)	28 (23.7%)	30 (25.4%)	5 (4.2%)

All colleges in the university except Business were represented. Respondents had taught courses in all general education areas. See Appendix A for more complete survey demographics.

In addition, the Assessment Committee held three focus groups on April 10, 11 and 15. Thirty two general education faculty attended the focus groups as well as the Associate Dean for Undergraduate Studies, the Director of Assessment and several members of the Assessment Committee. The Assessment Committee made an effort to invite faculty from a broad cross-section of programs that are teaching General Education Courses. Appendix B summarizes the themes and comments from the three focus groups and Appendix D lists the focus group attendees.

In Fall 2002, present and former members of the Board of General Studies were informally surveyed to collect their impressions of the effectiveness of the GE Assessment process and suggestions for improvement.

This report contains a brief introduction on the faculty's perspectives on assessment based on the survey results. This is followed by a summary of seven themes that emerged from the focus groups and a short section summarizing the impressions of the Board of General Studies. The last section presents conclusions and recommendations.

Findings

Survey Results

The survey questions were broken into several areas

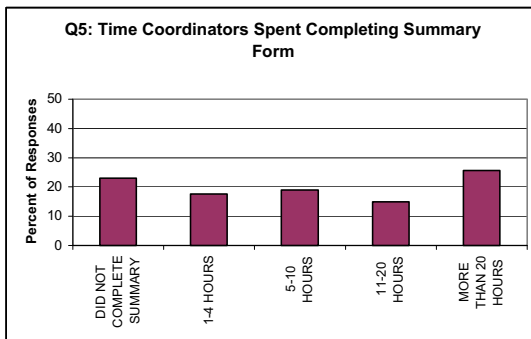
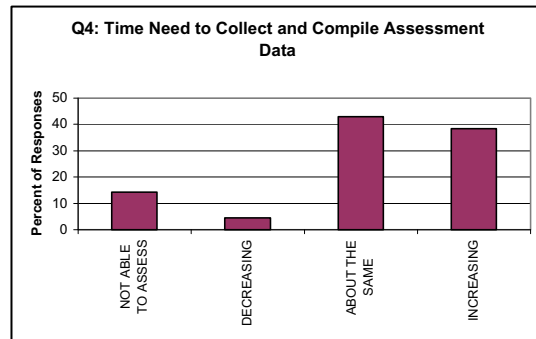
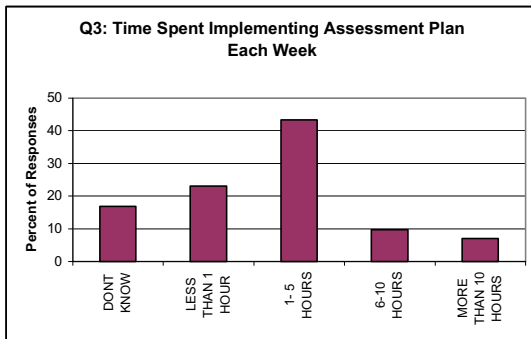
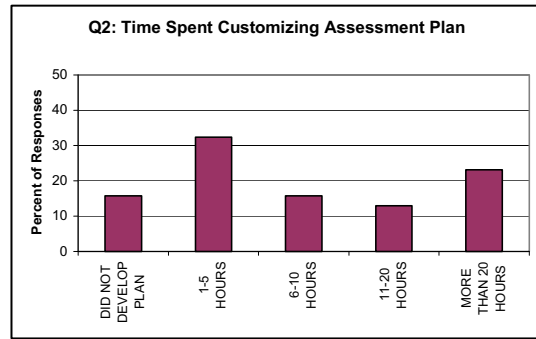
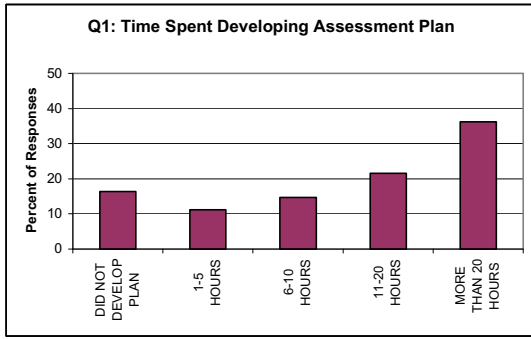
1. Amount of time spent doing assessment (Questions 1-5)
2. Attitudes about the purpose and benefits of assessment (Questions 6 - 10 and 16)
3. Resources, training and support for assessment (Question 11 - 15 and 17)
4. Course certification and feedback (Questions 18-22)

Amount of time spent doing assessment

Figure 1 summarizes faculty responses to questions about time spent collecting, compiling and reporting assessment data. More than half of those who responded indicated that developing the initial assessment plan took more than 10 hours to complete. Close to 40% spend more than 10 hours customizing the assessment plan to their particular course offering.

More than 60% of faculty indicated that they spend 5 hours or less each week implementing their assessment plans. About 40% indicated the time they spend collecting and compiling assessment data is decreasing and 40% indicated the time is increasing. The committee was not able to determine from the focus groups what is the cause of increasing time for collecting and compiling General Education assessment data. The responses regarding the amount of time coordinators spend completing the summary form were almost uniformly distributed. About 50% of those who had completed the summary form indicated that they spent less than 10 hours and 50% spent more than 10 hours completing the form.

Figure 1. Summary of faculty responses related to the time needed to collect, compile and report assessment Data.



Attitudes About the Purpose and Benefits of Assessment

In general, faculty were fairly negative with respect to their attitudes about assessment. This is particularly evident regarding their opinion on how useful GE data are to the University (Q9). Figure 2 indicates that the GE faculty is evenly split about whether assessment is or is not a useful activity. A large percentage of GE faculty members do not feel that assessment will help them meet their learning objectives or better understand student difficulties. It is notable that more than 50% do not feel that assessment data will be put to good use by the university.

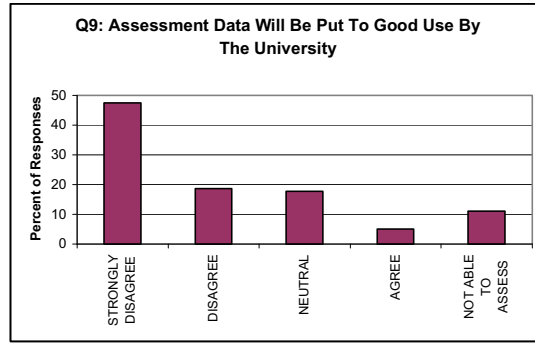
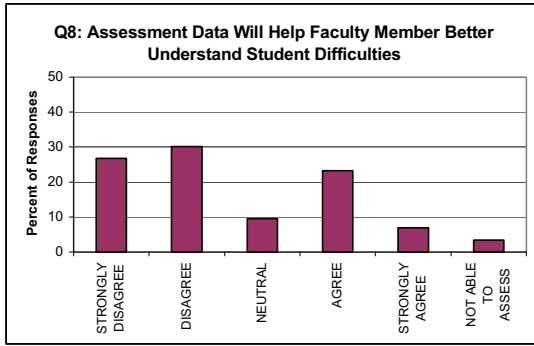
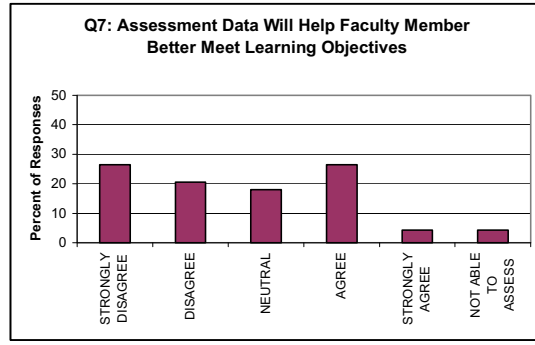
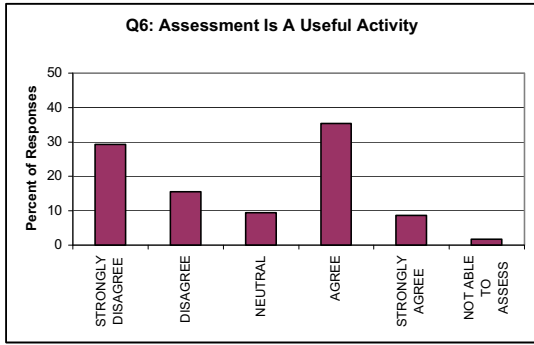
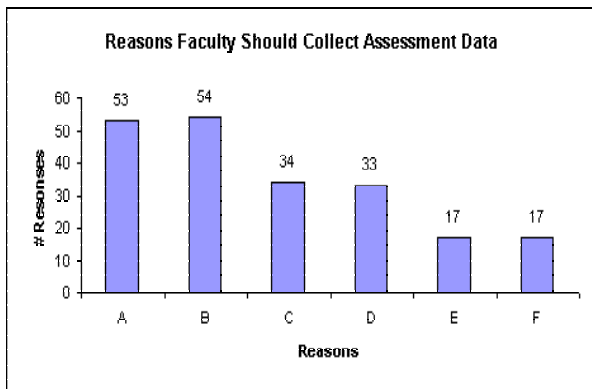


Figure 2. Summary of faculty responses related to the purposes and benefits of assessment.

Figure 3 displays the responses to reasons faculty should be involved in the collection of assessment data on student learning. Aside from the assertion that faculty should not collect assessment data (which presents an interesting challenge to campus assessment initiatives), the improvement of teaching stands out as the primary reason for collecting and utilizing assessment data.



- A - Do not believe faculty should collect data
- B - To improve teaching effectiveness
- C - To meet discipline-specific accreditation requirements
- D - To meet regional (WASC) accreditation requirements
- E - To satisfy CSU Chancellor's Office requirements
- F - To address political concerns of the State of California

Figure 3 Reasons faculty should collect assessment data

Resources, training and support for assessment

Figure 4 summarizes the support and training GE faculty members received with respect to assessment. One issue that was repeatedly raised during the focus groups was that faculty perceive GE Assessment to be an “unfunded mandate,” a required activity with no additional support. Close to 80 % of respondents indicated that they had received no additional support to complete GE assessment.

More than 50% indicated that they did not receive adequate guidance when they were developing their assessment plans. While more faculty feel that they currently have adequate guidance with respect to assessment plans, close to 40% of faculty members indicated that they still do not have adequate guidance. This issue was explored in the focus groups.

It appears from survey responses (Q17), that faculty members are more positive about receiving department level assessment training, than college or university level assessment training.

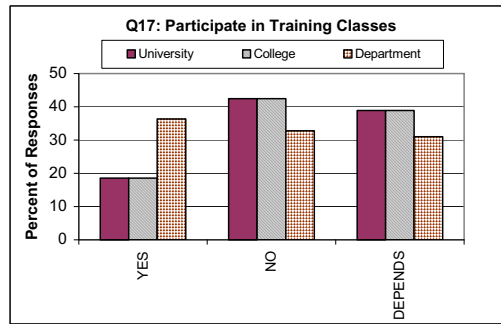
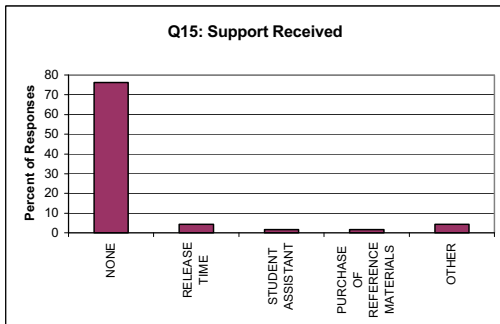
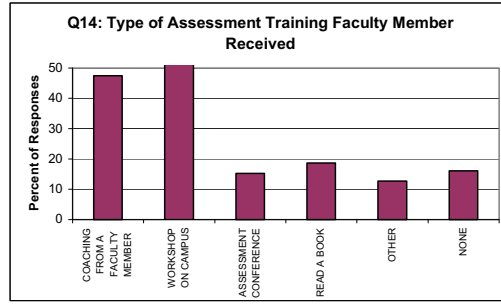
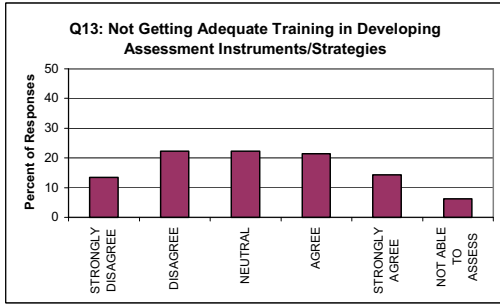
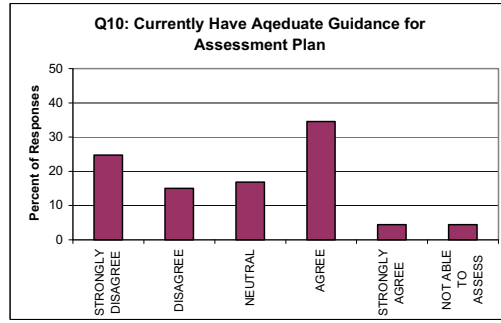
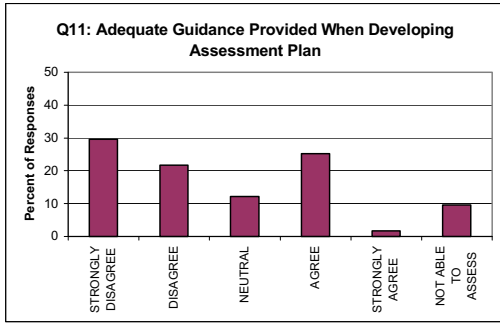


Figure 4. Summary of responses related to resources, training and support for GE assessment.

Course certification and feedback

Close to 70% of those who responded indicated that their GE course was approved on the first or second submittal (See Figure 5). Those who were required to submit their course more than once indicated that the feedback they received with respect to the first submittal was not consistent with the criteria that were used to evaluate the course during the second and subsequent submittals.

Respondents were largely uninformed about substantial differences in the focus of continuing certification compared to initial certification (Q20). Philosophically, the process for continuing certification is quite different from the initial certification process. While initial certification focuses on course content and whether or not the course is designed to meet the learning objectives, continuing certification focuses on the assessment data and how the faculty members teaching the course are responding to that assessment data. Survey responses indicate that close to 50% of faculty are not aware of this distinction.

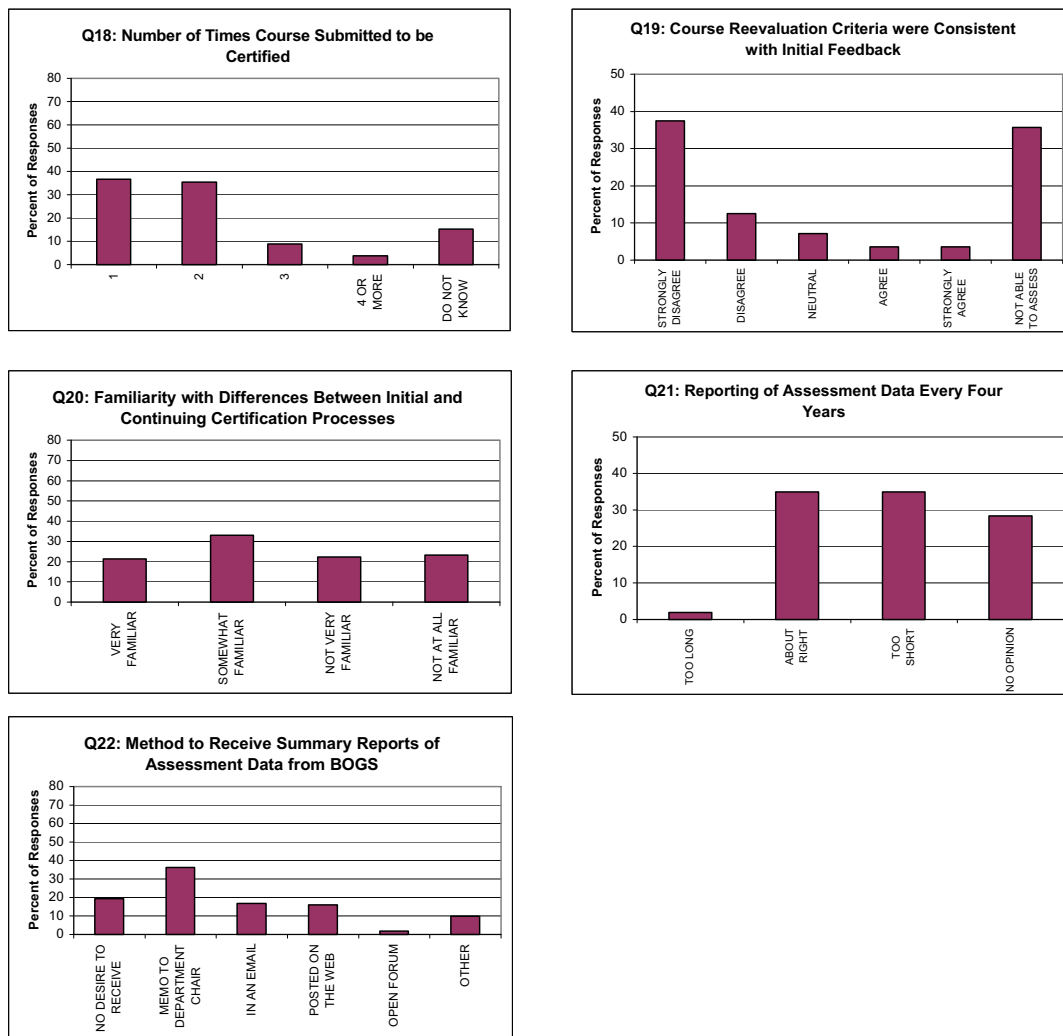


Figure 5. Summary of responses related to course certification and feedback.

The faculty are split as to the length of time that should be required between submittals of assessment data. 35% think it's about right and 35% think it is not long enough.

Focus Group Results

In general faculty focus group participants felt that assessment has a potential for positive results in their coursework. Some professors mentioned assessment helped to measure students' growth, as well as their academic needs. On the other hand, focus group participants also expressed frustration at what they perceived to be an unnecessarily complicated, confusing and time consuming process. In addition, many participants expressed the need to understand all the reasons why assessment takes place. All participants strongly suggested that assessment be done in a collaborative versus an adversarial manner. It is notable in relation to concerns about communication, one of the dominant themes of the focus groups, that members in each of the focus groups spent some part of the session requesting clarification from the Assessment Director, the Associate Dean for Undergraduate Studies, and other faculty about issues that arose.

The following is viewed as positive in the assessment process:

1. Facilitates grading;
2. Brings into focus the attainment of the learning objectives;
3. Encourages teachers to change their approach;
4. Increases teachers' knowledge of students.

The following is viewed as negative in the assessment process:

1. Is punitive;
2. It presents vague, inadequate and contradictory guidelines;
3. It has been impersonal;
4. Is open to question as far as course-content/assessment competency of reviewers.
5. Inferring teaching effectiveness from assessment data may be unfairly made. Other factors are involved, such as the students' role.

Several themes emerged in the analysis of focus group responses related to the challenges of assessment. Many of these themes overlapped with focus group participant concerns related to the overall GE certification process.

- **Need for improved communication, information and clarity.** The most common concern expressed across focus groups related to the need for more effective and meaningful communication about assessment and other facets of the GE process. First, focus group participants expressed a need for clarity and consistency about the purpose of assessment as well as the "rules of the game" for obtaining approval for courses. Focus group participants observed that they and other faculty were often confused or given mixed messages about the purpose of assessment. "What institutional forces are driving this?," asked one focus group participant. Another noted, "If it is about accrediting the University, we need to know that." Second, faculty noted a myriad of problems in communication related to the GE and assessment process including insufficient or inconsistent feedback loops for use of data on a department/course level, lack of clarity about operationalizing objectives in specific GE areas, ambiguity about "what BOGS is looking for," and inconsistency in feedback about required changes for BOGS approval. Finally, faculty called for a collaborative rather than

a “top down” or adversarial approach for addressing University level concerns, such as preparing for WASC accreditation, and developing meaningful assessment requirements.

- **Time Consuming Process.** Faculty across all focus group noted that the assessment and recertification process was time consuming. Faculty have insufficient time to develop the level of assessment that they perceive is required or that, ideally, they would like to implement. Focus group participants pointed out that assessment design and implementation can be a “drain on faculty time,” particularly when consultation and support for these processes are insufficient. Analysis of data from large classes, or multiple sections of a class, that may be useful is difficult without assigned time or tangible assistance.
- **Assessment Needs Vary Across Departments.** Several faculty noted that Department level needs were important in the overall process. Focus group participants noted that the pressure to maintain FTE students for department survival made the GE certification and assessment process particularly significant. In relation to certification, some participants suggested that the way some GE objectives are implemented (e.g., related to integration of diversity) may have a number of unintended outcomes including diverting students from faculty (particularly faculty of color) who may be experts in these areas, loss of ethnic study FTE minors, and finding that the “the students we want to give a voice to are now minorities in another class.” In relation to assessment, several focus group participants stressed the different needs of diverse disciplines. For example, “assessment of performance based GE courses such as music and drama provide their own set of challenges.”
- **Need for More Support for Assessment.** A number of focus group participants also called for strengthening faculty capacity to conduct effective (both in terms of time and outcome) evaluations. Workshop participants suggested that workshops, tutoring, communication across GE areas and other strategies were critical (also see themes regarding recommendations). Several focus group members pointed out that having course proposals and assessment plans evaluated by colleagues who were unfamiliar with their field and/or weak in assessment skills could be an impediment.
- **Faculty Development for Improving Teaching.** Some faculty argued for the value of existing assessment strategies. Several focus group participants pointed out that assessment of student learning was already occurring through grading and other evaluative processes. Others noted that, if part of the purpose was to strengthen teaching, then “forms won’t do it” and strengthening opportunities for faculty development would be appropriate.
- **Academic Freedom Concerns.** Some focus group members expressed a concern that the certification and assessment processes, if overly rigid, could impede academic freedom (e.g., possible conflicts between faculty and demands in relation to changing course content).

Focus group participants discussed possible solutions or directions for change that would enhance the Assessment process. Participants also provided suggestions related to strengthening the overall GE certification process. The primary themes (discussed in greater detail in the following section) included the following

- Creation of clear guidelines for assessment in different GE areas and consideration of alternative/qualitative assessment methods.
- Improved communication throughout the GE approval process (from initial information about BOGS terminology and process to later feedback about recommended course changes) as well as greater coordination and interface between course coordinators and BOGS.
- Investment of resources to facilitate effective assessment, including learning opportunities for faculty and release time to advance assessment efforts.
- Consideration of alternative assessment methods.

Summary of Comments from Board of General Studies

Members of the Board recognize that the "start up" phase of GE assessment did not go smoothly. Board members, GE faculty and administrators were all learning about how to do assessment and develop assessment tools. The lack of clarity about what was expected and how to do it created an enormous amount of frustration and resentment. However, now that the process is in place and is more clearly articulated, it is going much more smoothly. Board members feel that the process is stimulating people to tie their course objectives to the GE objectives much more explicitly. It has led to much more thought and coordination related to GE courses at the department level. In the last year, the Board has seen a significant positive change in faculty member's understanding of assessment.

On the negative side, Board members recognize that the process is time-consuming. Some concern was expressed about junior faculty as coordinators and how the workload of course coordination and assessment could have a negative impact in RTP. Particular concern was expressed about the workload and complexities of multi-section courses. If done thoroughly, developing the assessment document for a multi-instructor course is a very time-consuming. Board members indicated a desire to simplify the process and reporting, but felt that any change needed to be phased-in rather than sudden, to minimize the disruption to GE faculty.

The Board is aware that the GE learning objectives need further clarification, possibly by the use of published examples. They recognize the need for better education of Department Chairs, course coordinators and GE faculty about general education goals and learning objectives, and assessment. Board members felt that the appointment of a GE Faculty in Residence at the Center for Faculty Development, best practices workshops and the use of Board members to provide assistance to faculty as they respond to Board concerns is good start with respect to the need for improved communication.

Discussion

Many of the participants expressed dissatisfaction with the assessment process, concern about the degree to which assessment information is used productively, and frustration about whether the potential benefits of assessment are outweighed by the

"costs" in time and effort. At the same time their suggestions and comments seem to indicate a belief that, given certain conditions assessment can be useful and constructive. It is important to note, that the development of an assessment plan for GE courses was implemented for the first time at SJSU in Fall 1998, and was new to most faculty members. As is indicated in responses in the survey (Q11-Q15), there were a lack of training, templates and examples to follow. Development and customization of assessment plans was essentially a one-time effort for each course that in the future will only occur for new GE course proposals.

Participants seek transparency in the assessment process. Participants need to understand the rationality of the process. They need clear guidelines. They request reliable information on what constitutes an adequate assessment plan. Specific themes that emerged from focus group comments, are described below.

- Creation of Clear Guidelines. Focus group participants called for greater clarity about assessment and course certification guidelines (e.g., how specific objectives might be operationalized and evaluated in a specific GE area.) One focus group participant noted "we need instructions in plain English with examples."
- Improved Communication and Coordination. Some of the challenges, such as lack of communication, were also "hot" topics in the discussion of potential solutions. It was apparent that many faculty felt that they were using a different language than BOGS. Faculty recommended seminars, retreats, emails and discussion forums in order to inform faculty of the certification terminology and process. Faculty also suggested that coordination and communication between BOGS and course coordinators could be strengthened (e.g., invitation to BOGS when courses are to be reviewed or mechanism to have course coordinator address BOGS at a meeting). Faculty also called for a clear "personal contact or second chance option" if courses are not certified. Faculty generally felt that having direct feedback and consultation would be helpful and that such support should be institutionalized rather than dependent on accessing "the old boys network."

Course coordinators might also have a larger role in determining what assessment strategies are appropriate for different courses. Since "best assessments are those that evolve," collaboration between faculty, course coordinators and GE Assessment staff should be continued and further developed.

- Facilitation of faculty learning and exchange of ideas. Focus group participants suggested a wide array of strategies for strengthening assessment on campus. Participants requested resources (time, money) and the facilitation by the University of a forum, in which faculty from same discipline and other disciplines can meet, converse, compare notes and learn from each other. In addition to traditional learning opportunities such as workshops, faculty suggested retreats (e.g., summer retreat with modest stipend and lunch), roundtables for exchange of ideas among colleagues teaching in similar GE areas, and use of technology (such as email discussion lists).

- Compensation for Assessment. Consider allocation of resources in the form of release time or scheduled retreats to advance assessment. Faculty gave numerous suggestions of compensating the faculty with release time, and RTP credit. Release time of one faculty may serve to leverage relief from other faculty (e.g., in relation to planning assessment, analysis of data, or proposals based on assessment results). Faculty noted that time devoted to assessment sometimes takes time away from teaching, advisement, publications, etc. Since providing leadership in assessment is a particular hardship for part time faculty, some participants suggested that mainly full time faculty members should do assessment.

Since February 2002, the Board has implemented several strategies to address issues of communication:

- sending all correspondence directly to course coordinators, as well as chairs
- having liaisons from the Board meet directly with course coordinators to clarify issues that are brought up in the course review.
- distributing Board agendas to all Associate Deans each week, so that interested parties may observe the Board of General Studies meeting if they wish.

An initial response by the Office of Undergraduate Studies to concerns about training and sharing of best practices has been to:

- appoint a General Education Faculty-in-Residence at the Center for Faculty Development
- offer three workshops in Spring 2002 that addressed issues specific to General Education courses
- design workshops for Spring 2003 centered on clarifying GE learning objectives
- extend an offer to all colleges to meet with chairs, associate deans, or individual departments to discuss GE topics

Recommendations

Based on the analysis of input from the surveys, the focus groups and the Board of General Studies, the Assessment Committee makes the following recommendations:

- The Office of Undergraduate Studies should convene faculty to discuss the interpretation of and summarize examples of student learning objectives in each of the General Education areas. Summaries of these discussions should be posted on the web as companion documents to the GE Guidelines and communicated in writing to all GE coordinators.
- The Office of Undergraduate Studies should provide the opportunity for and encourage visits to departments by the Director of Assessment, the Dean and Associate Dean of Undergraduate Studies, the GE Faculty in Residence and members of the Board to discuss specific issues relevant to particular GE courses and to clarify how initial and continuing certification differ.
- The Office of Undergraduate Studies and the Board of General Studies should investigate streamlining the GE assessment and reporting process, particularly for multi-section, multi-instructor courses.

- The mechanism to provide trained objective technical assistance for GE assessment in the form of facilitation and advising to departments and faculty should be continued and expanded.
- Workshops at key times during the year with paid stipends should be available to train course coordinators, new faculty and other designated faculty about GE assessment.
- Workshops should be offered on a continuous basis that allow faculty to discuss and learn about issues related to General Education that arise from the assessment process.
- Provide resources to support faculty who are developing assessment plans for new courses or advancing assessment in a program or GE area.
- Develop a mechanism to recognize outstanding assessment activities.
- Request that the Professional Standards Committee of the Academic Senate review the RTP criteria with respect to assessment and to consider listing assessment activities as an important contribution in the area of service.

Appendix A: Survey Results

Demographics

Q23

HOW MANY GE SECTIONS DO YOU TYPICALLY TEACH PER YEAR		
	Frequency	Percent
1	14	12.28
2	31	27.19
3-4	43	37.72
5-6	22	19.30
7 OR MORE	4	3.51
Total	114	100.00
Missing	4	

Q25 - A1 to Z

TYPE OF GE COURSES TAUGHT:		
	Frequency	Percent
ORAL COMMUNICATIONS	15	12.71
WRITTEN COMMUNICATION 1A	6	5.08
CRITICAL THINKING	16	13.56
PHYSICAL SCIENCE	10	8.47
LIFE SCIENCE	5	4.24
LABORATORY SCIENCE	5	4.24
MATHEMATICAL CONCEPTS	5	4.24
HUMANITIES AND ARTS-ARTS	21	17.80
HUMANITIES & ARTS-LETTERS	21	17.80
WRITTEN COMMUNICATION 1B	5	4.24
SOCIAL SCIENCES-COMPARATIVE SYSTEMS	17	14.41
HUMAN UNDERSTANDING & DEVELOPMENT	11	9.32
EARTH & ENVIRONMENT	22	18.64
SELF, SOCIETY, AND EQUALITY IN THE US CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING	25	21.19
WRITTEN COMMUNICATION II	19	16.10

Q28

DID YOU SUBMIT A CONTINUING CERTIFICATION PACKET IN FALL 2001		
	Frequency	Percent
YES	44	37.29%
NO	65	55.08%
Total	109	
Missing	9	7.63%

Q30

YOUR FACULTY APPOINTMENT		
	Frequency	Percent
LECTURER	34	28.81%
TENURED OR TENURE TRACK	81	68.64%
Total	115	
Missing	3	2.54%

Q24

HOW MANY DIFFERENT GE COURSES HAVE YOU TAUGHT		
	Frequency	Percent
NONE	2	1.77
1	27	23.89
2	26	23.01
3	28	24.78
4 OR MORE	30	26.55
Total	113	
Missing	5	

Q26

YEARS HAVE BEEN TEACHING GE COURSES		
	Frequency	Percent
1-2YEARS	16	14.04
3-4YEARS	11	9.65
5-6YEARS	6	5.26
MORE THAN 6 YEARS	81	71.05
Total	114	
Missing	4	

Q27

HAVE YOU BEEN A GE COURSE COORDINATOR		
	Frequency	Percent
YES	71	60.17%
NO	43	36.44%
Total	114	
Missing	4	3.39%

Q29

DOES YOUR DEPARTMENT HAVE ACCREDITED PROGRAMS		
	Frequency	Percent
YES	74	70.48
NO	31	29.52
Total	105	
Missing	13	

Q31

THE COLLEGE YOU ARE PRIMARILY ASSIGNED TO		
	Frequency	Percent
CASA	15	13.27
EDUCATION	1	0.88
ENGINEERING	5	4.42
HUM&ARTS	33	29.20
SCIENCE	20	17.70
SOCIAL SCIENCE	34	30.09
SOCIAL WORK	5	4.42
Total	113	
Missing	5	

Total Responses = 118

Amount of Time Spent on Assessment

Q1

TIME SPENT DEVELOPING THE ASSESSMENT PLAN FOR YOUR COURSE PROPOSAL		
	Frequency	Percent
DID NOT DEVELOP PLAN	19	16.38
1-5 HOURS	13	11.21
6-10 HOURS	17	14.66
11-20 HOURS	25	21.55
MORE THAN 20 HOURS	42	36.21
Total	116	100.00
Missing	2	

Q2

TIME SPENT CUSTOMIZING THE COURSE ASSESSMENT PLAN FOR YOUR INDIVIDUAL SECTION OF THE COURSE		
	Frequency	Percent
DID NOT DEVELOP PLAN	17	15.74
1-5 HOURS	35	32.41
6-10 HOURS	17	15.74
11-20 HOURS	14	12.96
MORE THAN 20 HOURS	25	23.15
Total	108	100.00
Missing	10	

Q3

IN ADDITION TO THE TIME IT TAKES TO TEACH YOUR COURSE, HOW MUCH TIME IS SPENT EACH WEEK IMPLEMENTING COMPONENTS OF THE ASSESSEMENT PLAN		
	Frequency	Percent
DONT KNOW	19	16.81
LESS THAN 1 HOUR	26	23.01
1- 5 HOURS	49	43.36
6-10 HOURS	11	9.73
MORE THAN 10 HOURS	8	7.08
Total	113	100.00
Missing	5	

Q4

SINCE YOU BEGAN COLLECTING ASSESSMENT DATA FOR GE, IS THE AMOUNT OF TIME NEEDED TO COLLECT AND COMPILE THESE DATA FOR YOUR CLASSES		
	Frequency	Percent
NOT ABLE TO ASSESS	16	14.29
DECREASING	5	4.46
ABOUT THE SAME	48	42.86
INCREASING	43	38.39
Total	112	
Missing	6	

Q5

(FOR COORDINATORS ONLY) TIME SPENT COMPLETING THE COORDINATOR SUMMARY FORM TO REPORT YOUR ASSESSMENT FINDINGS		
	Frequency	Percent
DID NOT COMPLETE SUMMARY	17	22.97
1-4 HOURS	13	17.57
5-10 HOURS	14	18.92
11-20 HOURS	11	14.86
MORE THAN 20 HOURS	19	25.68
Total	74	100.00
Missing	44	

Attitudes About the Purposes and Benefits of Assessment

Q6

IN GENERAL, ASSESSMENT OF STUDENT LEARNING, EITHER SPECIFICALLY EMBEDDED IN OR IN ADDITION TO THE USUAL TESTS, PAPERS, PROJECTS AND GRADES, IS A VALUABLE ACTIVITY FOR FACULTY		
	Frequency	Percent
STRONGLY DISAGREE	34	29.31
DISAGREE	18	15.52
NEUTRAL	11	9.48
AGREE	41	35.34
STRONGLY AGREE	10	8.62
NOT ABLE TO ASSESS	2	1.72
Total	116	100.00
Missing	2	

Q7

THE ASSESSMENT DATA COLLECTED FOR YOUR GE COURSE WILL HELP YOU BETTER MEET THE GE LEARNING OBJECTIVES		
	Frequency	Percent
STRONGLY DISAGREE	31	26.50
DISAGREE	24	20.51
NEUTRAL	21	17.95
AGREE	31	26.50
STRONGLY AGREE	5	4.27
NOT ABLE TO ASSESS	5	4.27
Total	117	100.00
Missing	1	

Q8

THE ASSESSMENT DATA COLLECTED FOR YOUR GE COURSE WILL HELP YOU BETTER UNDERSTAND WHERE STUDENTS HAVE DIFFICULTIES IN LEARNING		
	Frequency	Percent
STRONGLY DISAGREE	31	26.72
DISAGREE	35	30.17
NEUTRAL	11	9.48
AGREE	27	23.28
STRONGLY AGREE	8	6.90
NOT ABLE TO ASSESS	4	3.45
Total	116	100.00
Missing	2	

Q9

DATA COLLECTED AND REPORTED FOR GE ASSESSMENT WILL BE PUT TO GOOD USE BY THE UNIVERSITY		
	Frequency	Percent
STRONGLY DISAGREE	56	47.46
DISAGREE	22	18.64
NEUTRAL	21	17.80
AGREE	6	5.08
NOT ABLE TO ASSESS	13	11.02
Total	118	100.00

Q10

INDICATE THE TOP THREE REASONS WHY FACULTY SHOULD COLLECT ASSESSMENT DATA ON STUDENT LEARNING (Mark no more than 3):		
	Frequency	Percent
DO NOT BELIEVE FACULTY SHOULD COLLECT ASSESSMENT DATA TO IMPROVE TEACHING EFFECTIVENESS	53	44.92
TO MEET DISCIPLINE SPECIFIC ACCREDITATION REQUIREMENTS	54	45.76
TO MEET REGIONAL ACCREDITATION REQUIREMENTS	34	28.81
TO SATISFY CSU CHANCELLORS OFFICE REQUIREMENTS	33	27.97
TO ADDRESS POLITICAL CONCERNS IN THE STATE OF CALIFORNIA	17	14.41
	17	14.41

Q16

IN GENERAL, YOUR DEPARTMENT BELIEVES THAT THE ASSESSMENT PROCESS IS IMPORTANT		
	Frequency	Percent
STRONGLY DISAGREE	32	27.83
DISAGREE	20	17.39
NEUTRAL	22	19.13
AGREE	23	20.00
STRONGLY AGREE	4	3.48
NOT ABLE TO ASSESS	14	12.17
Total	115	
Missing	3	

Resources, Training and Support for Assessment

Q11

WHEN DEVELOPING YOUR ASSESSMENT PLAN, YOU HAD ADEQUATE GUIDANCE - WORKSHOPS, SAMPLES, REFERENCES, ETC - TO UNDERSTAND THE ELEMENTS OF A GOOD ASSESSMENT PLAN		
	Frequency	Percent
STRONGLY DISAGREE	34	29.57
DISAGREE	25	21.74
NEUTRAL	14	12.17
AGREE	29	25.22
STRONGLY AGREE	2	1.74
NOT ABLE TO ASSESS	11	9.57
Total	115	100.00
Missing	3	

Q12

YOU CURRENTLY HAVE ADEQUATE GUIDANCE TO UNDERSTAND THE ELEMENTS OF A GOOD ASSESSMENT PLAN		
	Frequency	Percent
STRONGLY DISAGREE	28	24.78
DISAGREE	17	15.04
NEUTRAL	19	16.81
AGREE	39	34.51
STRONGLY AGREE	5	4.42
NOT ABLE TO ASSESS	5	4.42
Total	113	
Missing	5	

Q13

YOU ARE NOT GETTING ADEQUATE TRAINING IN DEVELOPING ASSESSMENT INSTRUMENTS AND STRATEGIES		
	Frequency	Percent
STRONGLY DISAGREE	15	13.39
DISAGREE	25	22.32
NEUTRAL	25	22.32
AGREE	24	21.43
STRONGLY AGREE	16	14.29
NOT ABLE TO ASSESS	7	6.25
Total	112	100.00
Missing	6	

Q14

INDICATE ASSESSMENT TRAINING RECEIVED (Mark all that apply):		
	Frequency	Percent
COACHING FROM A FACULTY MEMBER	56	47.46
WORKSHOP ON CAMPUS	62	52.54
ASSESSMENT CONFERENCE	18	15.25
READ A BOOK	22	18.64
OTHER	15	12.71
NONE	19	16.10

Q15

INDICATE SUPPORT RECEIVED (Mark all that apply):		
	Frequency	Percent
NONE	90	76.27
RELEASE TIME	5	4.24
STUDENT ASSISTANT	2	1.69
PURCHASE OF REFERENCE MATERIALS	2	1.69
OTHER	5	4.24

Q17a

INDICATE IF YOU WOULD PARTICIPATE IN THE FOLLOWING ASSESSMENT TRAINING CLASSES - UNIVERSITY WIDE		
	Frequency	Percent
YES	15	13.39
NO	59	52.68
DEPENDS	38	33.93
Total	112	
Missing	6	

Q17b

INDICATE IF YOU WOULD PARTICIPATE IN THE FOLLOWING ASSESSMENT TRAINING CLASSES - IN THE COLLEGE		
	Frequency	Percent
YES	21	18.58
NO	48	42.48
DEPENDS	44	38.94
Total	113	
Missing	5	

Q17c

INDICATE IF YOU WOULD PARTICIPATE IN THE FOLLOWING ASSESSMENT TRAINING CLASSES - DEPARTMENT		
	Frequency	Percent
YES	41	36.28
NO	37	32.74
DEPENDS	35	30.97
Total	113	
Missing	5	

Course Certification and Feedback

Q18

THE NUMBER OF TIMES YOUR COURSE WAS SUBMITTED TO OBTAIN GE CERTIFICATION BASED ON THE 1998 GUIDELINES		
	Frequency	Percent
1	29	36.71
2	28	35.44
3	7	8.86
4 OR MORE	3	3.80
DO NOT KNOW	12	15.19
Total	79	
Missing	39	

Q19

IF THE COURSE WAS SUBMITTED MORE THAN ONCE, THE CRITERIA USED TO RE-EVALUATE THE PROPOSAL WAS CONSISTENT WITH THE FEEDBACK		
	Frequency	Percent
STRONGLY DISAGREE	21	37.50
DISAGREE	7	12.50
NEUTRAL	4	7.14
AGREE	2	3.57
STRONGLY AGREE	2	3.57
NOT ABLE TO ASSESS	20	35.71
Total	56	
Missing	62	

Q20

HOW FAMILIAR ARE YOU WITH THE DIFFERENCES BETWEEN THE GE COURSE CONTINUING CERTIFICATION PROCESS AND THE INITIAL GE CERTIFICATE PROCESS		
	Frequency	Percent
VERY FAMILIAR	24	21.43
SOMEWHAT FAMILIAR	37	33.04
NOT VERY FAMILIAR	25	22.32
NOT AT ALL FAMILIAR	26	23.21
Total	112	
Missing	6	

Q21

WHEN A COURSE HAS RECEIVED CONTINUING CERTIFICATION, IN MOST CASES, THE NEXT REPORTING OF ASSESSMENT DATA WILL BE 4 YEARS, IS THIS TIME FRAME		
	Frequency	Percent
TOO LONG	2	1.89
ABOUT RIGHT	37	34.91
TOO SHORT	37	34.91
NO OPINION	30	28.30
Total	106	
Missing	12	

Q22

BY WHICH METHOD WOULD YOU PREFER TO RECEIVE SUMMARY REPORTS OF THE BOARD OF GENERAL STUDIES REVIEW OF GE ASSESSMENT DATA		
	Frequency	Percent
NO DESIRE TO RECEIVE	22	19.47
MEMO TO DEPARTMENT CHAIR	41	36.28
IN AN EMAIL	19	16.81
POSTED ON THE WEB	18	15.93
OPEN FORUM	2	1.77
OTHER	11	9.73
Total	113	
Missing	5	

Appendix B: Focus Group Responses

Table B-1: Challenges of Assessment Process

<p>Conflicting needs at Department level</p>	<p>#1: Performance-based (music, drama, etc.) GE courses provide own set of challenges</p> <p>#7: Problems with figuring out how to fit “performance” (i.e. playing piano) into GE criteria – may need to modify assessment form to accommodate performance.</p> <p>#4a: Re-certification can be the life or death of the department.</p> <p>#14a: G.E enrollment politics can become incredible – don’t want to impact FTES.</p> <p>#14a: Diversity: Dept. (e.g. business) includes something on diversity. Other people spend lives in this area, compete. Have to police inclusion of gender in other courses as opposed to person’s studies. Ethnic studies lose FTE minors. Loses students in primarily faculty of color/ethnic studies lose. Unintended outcome. Don’t need faculty of color to teach diversity – other class is retooled. The students we want to give a voice to are now minorities in another class.</p> <p>#16a: Next layer of frustration – spend your life working on a subject. Another discipline comes up with competing course, sent to group that may not be knowledgeable in either discipline.</p> <p>#15a: Disciplinary argument is new and important.</p> <p>#8b: Knowing what students know don’t know in my area may not be the same as how they met specific GE objectives.</p>
<p>Focus on student learning</p>	<p>#11: Assessment was added on at end of Senate guidelines – more emphasis on content.</p> <p>#15: Critical thinking courses; issue of formal vs. informal reasoning that was recently addressed – will require faculty development.</p> <p>#14b: I’m all for assessment, but I am against the GE assessment process. We are doing assessment & were doing it before. For most people we aren’t doing more than before; just more paperwork. Summary forms are difficult to use, because I don’t have that information – how do you track objectives for each student? (Able to interpret graphic info in tables).</p> <p>#1a: Don’t know what objective is. If to show learning, short changes students as adult learners. If it’s about what students learn ABCD are enough. If about making me a better teacher, forms won’t do it. Have random visits, videos, one-on-one discussion with people who know my area.</p> <p>#19: Question: should % of students meeting GE objectives keep going up – when are we there?</p> <p>#9a: May be better to bring people together and learn from one another. Many ways would be supported in teaching rather than filling out form (e.g. differences in approach to material from different disciplines).</p>
<p>Resources (time;</p>	<p>#3: Senate does not believe in assessment - drain on faculty time</p>

<p>RTP; smaller classes)</p>	<p>#16: Sometimes getting info to the coordinator is long and complicated. Pieces are missing-coordinator may not know. GEAP should be the final authority. Assuming they have experts and committee has mentorship. BOGS should collect information. (Note) there is consultation occurring.</p> <p>#17: Moving away from lecture works better for smaller classes</p> <p>#18: Concern resources – provide faculty release time to do assessment. Assessment feels like just another thing on the faculty plate. Strong feeling of need to provide resources for assessment.</p> <p>#20: At some point limited additional learning for additional course work. There may be a cap where we can reach students.</p> <p>#1b: Lack of \$-buying out time, analysis of data collected. Takes time to do a good job. Assigned time would be most helpful.</p> <p>#2b: When you have multiple sections you are coordinating date, analysis of different classes (combined).</p> <p>#3b: Same issue for large classes. Data has to be done by faculty or trained students.</p>
<p>Academic freedom</p>	<p>#8a: Trip over things like academic freedom.</p> <p>#3a: Course being re-certified and changes are required. Faculty feels faculty does not have academic freedom, perception that assessment not being done. See meetings (end of semester meetings) as helpful but not forms.</p>
<p>Lack of communication</p> <p>a) more information & clarity about purpose</p> <p>b) collaborative vs. adversarial approach</p>	<p>#21: This is a game. What is BOGS looking for? What are the rules of the game?</p> <p>#22: Perception: It is more about how to play game than what really doing.</p> <p>#4: Discipline-specific interpretations of Guidelines can be quite different from BOGS</p> <p>#7a: What is assessment? For re-certification or just going along semester to semester doing it. Role ambiguous and not clear to faculty what point is. If students were all for it, we are teachers.</p> <p>#10a: Are we doing it for accrediting the University, (as listed on survey)? If so, want to know that. Didn't fill in that bubble.</p> <p>#12a: Confusion – objectives in area S. Trying to match objectives to objectives that (1) are not clear to objectives and (2) smack of political correctness</p> <p>#17a: There is the issue of evaluating the assessment of objectives. Can't make complete sense of the objectives.</p> <p>#18a: Some G.E criteria are vague. Can construe as trap depending on how you read it.</p> <p>#2: What institutional forces driving this? Senate guidelines didn't specify level of detail currently in place.</p> <p>#5: Need guidance about what is assessment – one-on-one guidance needed that is faculty need “customized contact”.</p> <p>#8: Adversarial instead of collaborative feeling – move toward collaborative</p> <p>#10: Is GE mandated? Yes, Title 5.</p>

	<p>#12: Frustration – lack of guidance</p> <p>#13: Not enough feedback in writing</p> <p>#14: Confusion about what is really being asked from BOGS (inconsistent, vague).</p> <p>#11a: We are up for next WASC cycle, they do expect evidence of student learning. They expect portfolios that are up on web to show evidence of student learning. WASC says, for student learning. Next question is, what works to accomplish this goal (and what doesn't).</p> <p>#19a: Confusing – person in charge has changes. Memos get sent that faculty not received. Would be great to have one person to contact. My course was not re-certified and I only found out because I know someone on committee and asked. Composition changes, don't know who point person is.</p> <p>#6b: Not sure if this is required or if it's something the Dept. came up with. Requirements are confusing.</p> <p>#13b: Also, hard to discern if one particular activity or assignment meets an objective when assessments meet multiple objectives.</p>
<p>Expertise</p>	<p>#6: One instructor indicated that the BOGS visitors who came to discuss how to improve assessment were not helpful.</p> <p>#5a: Greatest issues: all people in room are competent in areas spent life developing. All these philosophers, or engineers determine that political science should be taught in a specific way.</p> <p>#15b: When I developed my class it was a new course. I put a lot of sweat equity. I got one negative vote – I was kicked back. It was unspecific about what was wrong. Here was a committee made up of non-scientists rejecting the class. Got help form colleague from BOGS who helped me put in right “buzz words”. Would help to have people with assessment experience help toward getting approved. Felt personal and insulting. Science and math faculty with assessment should have the say so and BOGS should be the stamp.</p> <p>27 Content expertise & assessment expertise</p> <p>#15b: People who do assessment should be trained to do it right. We do assessment & the GE process is a waste of time.</p>

Table B-2: Possible Solutions for Assessment Challenges

<p>Qualitative/alternate ways of assessing /rubrics/guidelines</p>	<p>#1b: Form that fits the course and learning objectives. Take a “snapshot” before and after a course. Qualitative statement /assessment would be reasonable. Could give an exercise at beginning of semester. Note common mistakes. If mistakes reduced by end of semester, that would be a positive outcome. May have a whole different set of problems with different students.</p> <p>#2b: Using framework of multiple intelligence, have group projects that students may describe as meaningful. Isn’t quantitative.</p> <p>#6b: Students have had life experiences. Have a majority/minority experienced racism and sexism. When teaching structural inequality, students have already experienced these things. “Why do we need the numbers if they trust us?” (issue – higher authority – WASC want to know if met learning objectives.) Get a general feel for the areas learned. Getting a “C” doesn’t mean that they are getting objectives in all areas. E.g. Student could do poorly in one objective area, but excel at others.</p> <p>#25: As an alternative to present system instructors would like to discuss assessment narratives with people in own GE area.</p> <p>#26: MUSE could serve as model for collaborative interaction in GE</p> <p>#29: MUSE model of instructors (same GE area) meeting to discuss courses and assessment w/participation from BOGS member.</p> <p>#30: Instead of assessment every semester, could assess sample of courses or sample of semesters.</p> <p>#40: Statistical based summaries may not be meaningful.</p> <p>#39: Different modes of reporting may work better for some courses.</p> <p>#41: Summary of roundtable could be standardized in terms of a series of questions to be answered.</p>
<p>Assessment separate from certification</p>	<p>#28: Separate assessment from certification + re-certification (on the other hand having them together provides incentive because if you don’t do assessment you won’t get course approved).</p> <p>#35: Separate assessment from certification – would take away “punitive” aspect</p>
<p>More information from BOGS (language (buzz words); process)</p> <p>Need coordinator interface with BOGS</p>	<p>#1a: Received many memos, because faculty members have resentment. It would be helpful to have personal contact or second chance option: We want to see these changes, will support you to make them, that is what meeting is about.</p> <p>#2a: Communication was late and confusing. Encouraged taking to people lunch – “Don’t quote me but this guy is impossible and you need to do.....to get it through. Old boy network –this is how it’s really done but don’t talk about it.</p> <p>#5a: Comes back to whether the focus is on the learning outcomes or how the outcomes occur.</p>

	<p>#13b: It can be difficult to have a specific assessment plan. Why not have course coordinators come up with their own questions. The problems escalate when you have more sections. When you know the course well, you know how to ask questions. It's the step in between the course objectives and assessment. Could be very specific questions about a specific course.</p> <p>#31: Send letter to course coordinator about schedule of courses being reviewed at BOGS meeting</p> <p>#32: Mechanism to have course coordinator address BOGS at a meeting</p>
<p>Resources (Time, RTP)</p> <p>Retreats/email/discussions/listserves</p> <p>Collaborative process</p>	<p>#36: Roundtables + workshops a good way to learn. How do you have time?</p> <p>#37: Faculty workload + reward on campus makes it difficult to do. Want reward (recognition for assessment).</p> <p>#38: Assessment goes unnoticed in RTP</p> <p>#11a: Get out of the workshop mode – we are commuter faculty. May look at formats e.g. retreat option.</p> <p>#12a: Could have email discussion list of areas.</p> <p>#13a: Summer retreat with modest faculty stipend and lunch.</p> <p>#14a: Some of the positive benefits of MUSE has been the opportunity for people to gather/talk who teach in similar areas.</p> <p>#15a: Good start to offer discussion. Also practical side – appreciated that re-certification was assumed for assessment. May want to adopt same approach. You are certified, but if there are major problems, will meet....</p> <p>#7b: Best assessments are those that evolve</p> <p>#18b: Instructions in plain English with examples. “We scratch our heads & ask, “What do they want- we sound like students.”</p>

Appendix D– Focus Group Attendees

<u>FirstName</u>	<u>LastName</u>	<u>Department or College</u>
1. David	Asquith	Sociology
2. Kurt	Baker	Psychology
3. Marilyn	Blockus	Mathematics
4. James	Brent	Political Science
5. Laurel	Brettell	School of Music & Dance
6. Barbara	Conry	Human Performance
7. Bob	Cooper	College of Social Science
8. Julia	Curry-Rodriguez	Mexican-American Studies
9. Caroline	Fee	Nutrition and Food Science
10. Peter	Hadreas	Philosophy
11. Rona	Halualani	Communications Studies
12. Doug	Henslee	Philosophy
13. Bob	Hyde	Biological Sciences
14. Chris	Jochim	Humanities
15. Jan	Johnson	Administration of Justice
16. Arthur	Kao	School of Art & Design
17. Tom	Leddy	Philosophy
18. Jeanne	Linsdell	College of Engineering
19. Rita	Manning	Philosophy
20. Johanna	Mavassat	School of Art & Design
21. Jonathan	Miller	Geology
22. Judy	Morill	Nutrition and Food Science
23. Ken	Nuger	Political Science
24. Pettis	Perry	Recreation & Hospitality Management
25. Curtis	Rooks	Social Science
26. Cynthia	Rostankowski	Humanities
27. Maureen	Scharberg	Chemistry
28. Barbara	Scholz	Philosophy
29. Bill	Shaw	Philosophy
30. Karl	Toepfer	College of Humanities & Arts
31. Noelle	Williams	English
32. Dan	Williamson	Philosophy