



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

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**Committee Members:**

# Final Report: Evaluations of General Education Assessment Process Executive Summary

2001-2002

The assessment process for general education has been evaluated over the period 2001-2002. The process is designed to ensure that all students receive a quality education and that the assessment process is fair and equitable. The process is designed to ensure that all students receive a quality education and that the assessment process is fair and equitable.

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

## Background

The Academic Senate Assessment Committee (ASAC) was established in 1997 to oversee the general education assessment process. The ASAC's primary responsibility is to ensure that the general education program is assessed in a systematic and consistent manner. The ASAC has developed a set of standards for general education assessment and has worked with the faculty to implement these standards. The ASAC has also conducted several studies to evaluate the general education assessment process. The most recent study was conducted in 2002 and is the subject of this report.

The ASAC's findings indicate that the general education assessment process is not working as well as it should. There are several areas that need to be improved:

- The assessment process is not systematic and consistent.
- The assessment process is not based on clear learning objectives.
- The assessment process is not based on sound assessment practices.
- The assessment process is not based on a shared understanding of the general education program.

The ASAC's findings also indicate that the general education assessment process is not based on a shared understanding of the general education program. This is a major problem because the general education program is the foundation of the university's education. Without a shared understanding of the program, it is difficult to assess it in a meaningful way.

The ASAC's findings also indicate that the assessment process is not based on sound assessment practices. This is a major problem because sound assessment practices are essential for ensuring that the assessment process is valid and reliable. Without sound assessment practices, the assessment process is likely to be flawed and the results are likely to be unreliable.

The ASAC's findings also indicate that the assessment process is not based on clear learning objectives. This is a major problem because clear learning objectives are essential for ensuring that the assessment process is focused and meaningful. Without clear learning objectives, the assessment process is likely to be unfocused and meaningless.

The ASAC's findings also indicate that the assessment process is not systematic and consistent. This is a major problem because a systematic and consistent assessment process is essential for ensuring that the assessment process is fair and equitable. Without a systematic and consistent assessment process, the assessment process is likely to be unfair and inequitable.

## Introduction

The ASAC's findings indicate that the general education assessment process is not working as well as it should. There are several areas that need to be improved:

- The assessment process is not systematic and consistent.
- The assessment process is not based on clear learning objectives.
- The assessment process is not based on sound assessment practices.
- The assessment process is not based on a shared understanding of the general education program.

2001-2002

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**Table 1: Demographics of Survey Respondents**

Faculty Appointment					
Tenured	Non-Tenured	Assistant Professor	Associate Professor	Full Professor	Other
1 (6.6%)	34 (21.2%)	3 (2.5%)			
GE Coordinator					
Yes	No	Not Answered			
71 (60.2%)	43 (36.4%)	4 (3.3%)			

Submitted Contingency

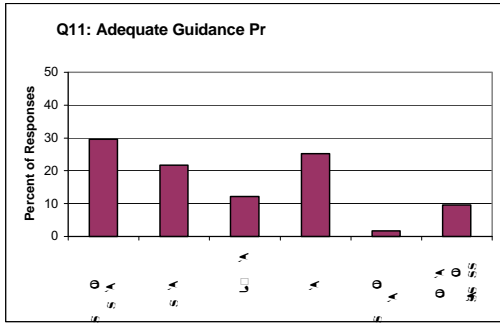
















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- **Time Consuming Process.**

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**Recommendations**

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- $\int_0^1 \frac{1}{x} dx = \lim_{\epsilon \rightarrow 0^+} \int_{\epsilon}^1 \frac{1}{x} dx = \lim_{\epsilon \rightarrow 0^+} \left[ \ln x \right]_{\epsilon}^1 = \lim_{\epsilon \rightarrow 0^+} (0 - \ln \epsilon) = \lim_{\epsilon \rightarrow 0^+} -\ln \epsilon = \infty$
- $\int_0^1 \frac{1}{\sqrt{x}} dx = \lim_{\epsilon \rightarrow 0^+} \int_{\epsilon}^1 \frac{1}{\sqrt{x}} dx = \lim_{\epsilon \rightarrow 0^+} \left[ 2\sqrt{x} \right]_{\epsilon}^1 = \lim_{\epsilon \rightarrow 0^+} (2 - 2\sqrt{\epsilon}) = 2$
- $\int_0^1 \frac{1}{x^2} dx = \lim_{\epsilon \rightarrow 0^+} \int_{\epsilon}^1 \frac{1}{x^2} dx = \lim_{\epsilon \rightarrow 0^+} \left[ -\frac{1}{x} \right]_{\epsilon}^1 = \lim_{\epsilon \rightarrow 0^+} \left( -1 + \frac{1}{\epsilon} \right) = \infty$
- $\int_0^1 \frac{1}{x^3} dx = \lim_{\epsilon \rightarrow 0^+} \int_{\epsilon}^1 \frac{1}{x^3} dx = \lim_{\epsilon \rightarrow 0^+} \left[ -\frac{1}{2x^2} \right]_{\epsilon}^1 = \lim_{\epsilon \rightarrow 0^+} \left( -\frac{1}{2} + \frac{1}{2\epsilon^2} \right) = \infty$
- $\int_0^1 \frac{1}{x^4} dx = \lim_{\epsilon \rightarrow 0^+} \int_{\epsilon}^1 \frac{1}{x^4} dx = \lim_{\epsilon \rightarrow 0^+} \left[ -\frac{1}{3x^3} \right]_{\epsilon}^1 = \lim_{\epsilon \rightarrow 0^+} \left( -\frac{1}{3} + \frac{1}{3\epsilon^3} \right) = \infty$

## Appendix A: Survey Results

### Demographics

Q23

Response	Count	Percentage
1	14	12.2
2	31	27.1
3-4	43	37.72
5-6	22	19.30
7	4	3.51
o	114	100.00
1.	4	

Q24

Response	Count	Percentage
1	2	1.77
2	27	23.01
3	26	23.01
4	2	1.77
o	30	26.55
1.	113	
	5	

Q25 - A1 o

Response	Count	Percentage
o		

Q26

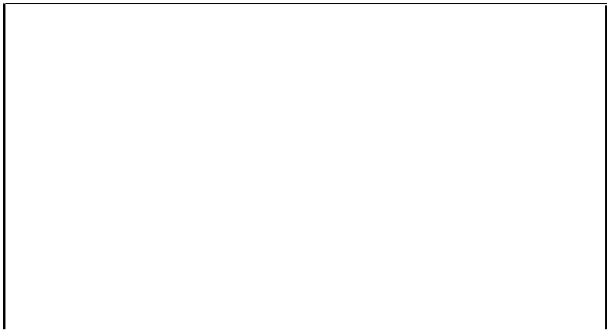
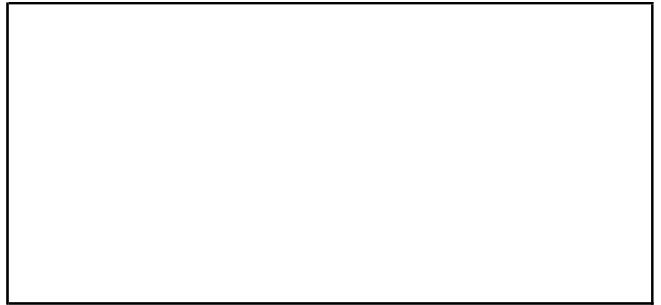
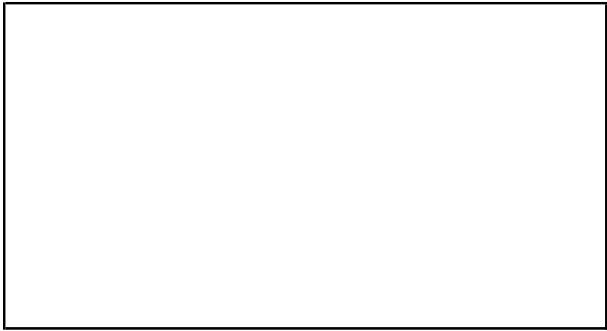
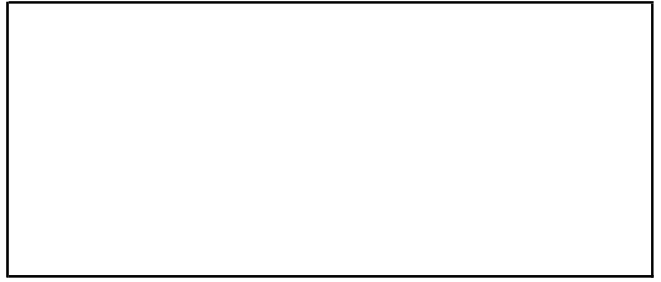
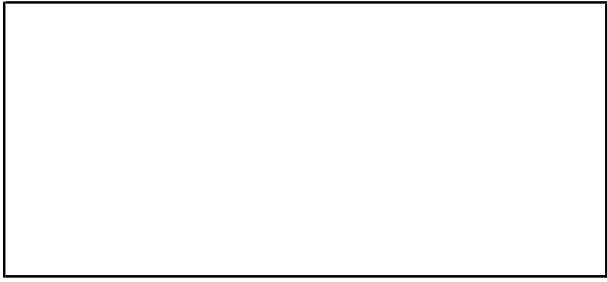
Response	Count	Percentage
A		

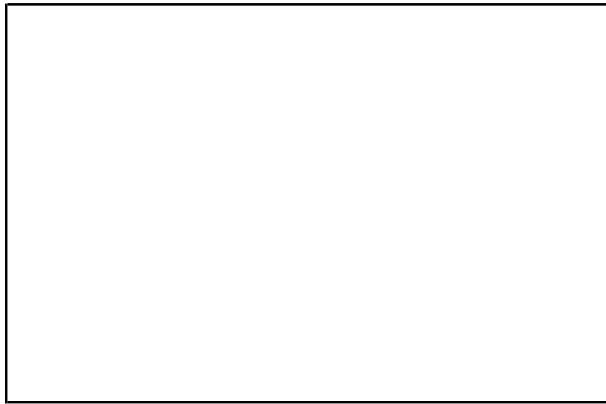
Response	Count	Percentage

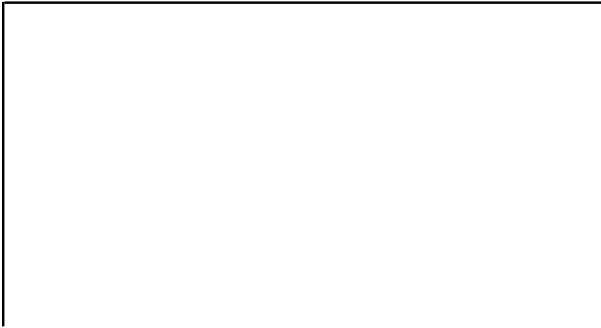
Response	Count	Percentage

Response	Count	Percentage

Response	Count	Percentage







# Course Certification and Feedback

Q1

1	2	36.71
2	2	35.44
3	7	.6
4	3	3.0
5	12	15.1
6	7	
7	3	

Q1

1	21	37.50
2	7	12.50
3	4	7.14
4	2	3.57
5	2	3.57
6	20	35.71
7	56	
8	62	

Q20

1	24	21.43
2	37	33.04

Q21

1	2	1.
2	37	34.1













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