

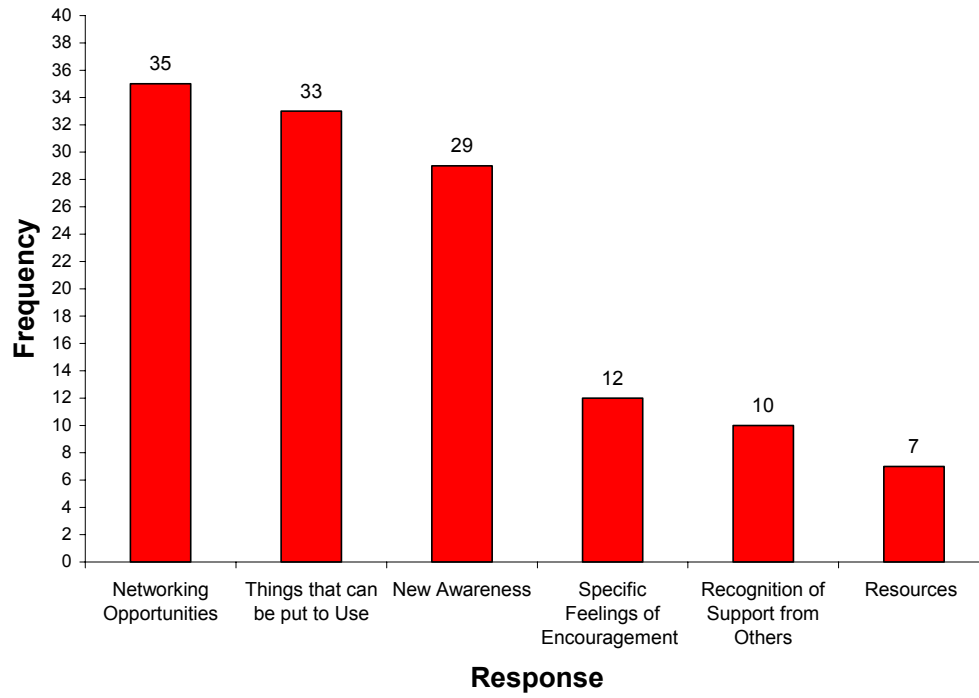
Note from statistician: There was considerable categorical overlap in the responses and it was often necessary to make subjective decisions regarding category placement. Some responses were general and others were very specific. Many of the participants gave multiple responses that fell into the same category.

Similar responses are grouped together under one term (e.g., networking) and examples of the other related answers grouped with that term are noted in parentheses. A response that is a mostly a duplicate of another is counted in the overall tally, but not repeated as an example. Response wording is shortened or paraphrased for the sake of brevity. Some participants offered more responses to the open-ended items than others. Therefore, we must keep in mind that response frequencies may be weighted in favor of these multi-responsive individuals. Note: although it could probably be combined with awareness or encouragement, support was left as a category by itself because so many people referred to it specifically.

**Item 1: What have you gained from attending the first California State University System-wide Science Education Colloquium?**

All 43 of the participants responded to this item. The amount of categorized responses given by any one person ranged from one to five. A total of 126 responses were tallied from the 43 participants. There were 35 responses that referred to networking opportunities (contacts, seeing what others are doing helps me, have a peer group beyond my campus, connections with other science educators, meeting counterparts, making acquaintances, discussion with fellow faculty members and our friends in the Chancellor's office, sense of community); 33 responses described things they learned about that they can put to use (funding opportunities, opportunities to potentially collaborate with research colleagues, data gathering suggestions, will be able to produce an important paper, ideas for creating community of science educators at my institution, ideas for strengthening methods course, ideas for master's and waiver's programs, imparting responsibility to members of department for specifying the needs of a particular hire, produce a survey about d-b science education, ideas for recruitment and retention, clarification and prioritizing the issues, models for partnerships, models for credentialed programs, develop action items, create end products immediately, online science classes for students, statistics to use when talking with others, make a real difference, headway towards a document to help science department colleagues understand role of educators, how to develop advisory counsels in CSU system, opportunities for strengthening K-16 partnerships, strategies to overcome problems, join ASTE); 29 responses suggested an awareness of or new insight about something (knowledge about teacher recruiting and professional development at other campuses, peers struggling with same problems I have with DOEs, realized not enough communication between K-12 districts and university level, learned about responsibilities of science educators and range of support and non-support from departments and administration, obstacles that all campuses face, learned about wonderful programs at state level and the many campuses, teacher shortages, confusion over who should be called science educator, confusion over word "inquiry", apathy, anxieties that tenure-track faculty must deal with, understand perspective of new hires, greater understanding of differences between teacher educators and scientists, the need to refine our language and definitions, how science is organized at different universities, problems about faculty loads, knowledge of science education effort across campuses, political hurdles, who mover and shakers are, understand challenges and priorities, understand specific areas in which collaboration within and beyond CSU would be of value, there are proposals afoot, most science educators have a similar vision, diversity in ways to address same issues); 12 responses suggested encouragement (reassurance that I'm not alone, I am valuable, position of science educator is critical, much needed energy and enthusiasm, feeling empowered, sense of hope that things can and will improve, getting jazzed, rejuvenating, energizing, hope for systemic science education, confidence in the leadership in attendance and the knowledge); 10 responses directly referred to recognition of support out there (see how supportive my department in college really is, I'm part of a system that is very serious about its efforts to affect change in science education, optimism that chancellor's office is committed, my campus benefits/supports/rewards efforts towards science education through existing RTP process, my colleagues are highly committed to improvement of science education, have a stronger sense than had before that the opportunities to make an impact at the federal and state levels are better now than in a long time); and 7 indicated something about the resources available (handout on 3 Acts, website and advising packet from strand A, presentations, know who to go to for expertise beyond my own, learned about some useful resources, Merlot specifics, national and state organizations that are involved in science education).

## What have you Gained from Attending the Colloquium? (N=43)



Item 2: Please provide suggestions and/or comments.

Forty-one of the 43 participants responded to this item. The amount of categorized responses given by any one person ranged from one to four. A total of 77 responses were tallied from the 41 participants. There were 37 comments made about the structure of the colloquium (liked free structure but would like to see more focus, need more discussion on mentoring and supporting junior faculty, would be nice to work in smaller groups sometimes, keep focus on producing a product rather than just talking, “birds of a feather” groups is crucial, should not grow/expand beyond the group here, might consider a dinner keynote, need more discussion and presentation of techniques, need to mingle science and education people more, bring together in the AM of second day to organize ourselves, compose “white papers”/position statements/definitions before meeting and reach consensus at meeting, need more presenters like Joan Bissell, everyone needs a role, need session chairs to keep presentations on schedule, present short talks in the evening rather than during working sessions, appreciated networking time, schedule presentations in advance, future meetings should focus on sub-topics that came from each strand, always have Ed & Bev organize, need to have presentations and strands not conflict, have each work group put out a summary report that can be shared with everyone, continue with these training groups, encourage presentations on model programs rather than just research, a tighter organization at times, Maria was likeable but I wondered why was a UC person was there, offer listing of grant opportunities, this organizing committee fostered a great environment for open discussion); 21 responses were suggestions for actions beyond the colloquium (Cal Poly SLO needs single subject credential advisors, include K-12 teachers and administrators on CSU Advisory Panel for Science, implement website for future communication, single subject programs need to be constructed, steering committee needed to make sure various programs are on same page, send copy of all notes to participants afterwards, carry out recommendations of the strands, undergrad advisors could also use the advisement materials, pedagogical content courses could be developed, follow-up communities to help keep the momentum, need to meet on own campus to debrief some of the info, attention to follow-ups of each groups’ reports, develop a CSU discipline-based faculty leadership initiative, need communication to make sure action items are completed, communication with campus provosts and dean so that faculty can get time for these activities, send synopsis of these colloquium outcomes to department chairs for review and dissemination, CSU Fullerton students will probably not take advantage of loan cancellation/payback offer, be careful how partnerships with K-12 school districts develop); 12 responses suggested a follow-up or another colloquium (do this again, colloquium should be held annually, should be future meetings with the same group, meet regularly, meet twice a year, create opportunities for strand or regional follow-up efforts, must have follow-ups, quarterly meetings); 7 responses were directed at physical conditions of the colloquium (signs directing people to science building needed to be posted on Friday, needed a LCD projector or know how to work with smart board, designated room with tables and office equipment to generate documents has worked at other conferences, have more technology ready for people to share easily, meeting needs to be located at a more central site, make coffee available both mornings, appreciated how convenient the conference center was). Note: there were several people that also expressed their thanks and complimented the colloquium overall.

## Suggestions and/or Comments (N=41)

