

## Appendix A

### Policy Delphi First-Round Quick Summary (Closed-Ended Responses)

#### Top Ten Learning Outcomes - Desirability

Desirable Learning Outcome	Mean	Std. Deviation
The CSUB graduate will demonstrate an understanding of the basic principles of a specific discipline or m	3.730	0.476
The CSUB graduate will read critically and effectively.	3.706	0.602
The CSUB graduate will demonstrate the ability to link discipline-based theory and methods to real-world	3.643	0.537
The CSUB graduate will demonstrate an ability to work independently.	3.614	0.605
Graduates will express satisfaction with their educational and professional preparation.	3.594	0.631
The CSUB graduate will speak critically and effectively.	3.576	0.677
The CSUB graduate will effectively use technology to accomplish tasks and solve problems.	3.561	0.578
The CSUB graduate will develop a well-conceived ethical framework to guide decision making and behavi	3.556	0.652
The CSUB graduate will demonstrate the ability to collect, analyze, interpret, and synthesize information c	3.509	0.622
The CSUB graduate will value diversity and demonstrate cultural understanding.	3.506	0.654

#### Top Ten Learning Outcomes – Appropriateness to Career Preparation

Appropriate for Career Preparation	Mean	Std. Deviation
The CSUB graduate will read critically and effectively.	3.692	0.554
The CSUB graduate will be able to think critically and analytically.	3.650	0.638
The CSUB graduate will demonstrate an ability to work independently.	3.646	0.506
The CSUB graduate will demonstrate an understanding of the basic principles of a specific discipline or m:	3.633	0.554
The CSUB graduate will write critically and effectively.	3.611	0.652
The CSUB graduate will effectively use technology to accomplish tasks and solve problems.	3.607	0.526
The CSUB graduate will speak critically and effectively.	3.606	0.601
The CSUB graduate will develop a well-conceived ethical framework to guide decision making and behavi	3.604	0.616
The CSUB graduate will demonstrate an ability to work well with others and in groups or teams.	3.580	0.637
The CSUB graduate will demonstrate the ability to link discipline-based theory and methods to real-world	3.578	0.579

### Top Ten Learning Outcomes – Appropriateness to General Education

Appropriate to General Education?	Mean	Std. Deviation
The CSUB graduate will read critically and effectively.	3.606	0.531
The CSUB graduate will write critically and effectively.	3.585	0.590
The CSUB graduate will demonstrate an ability to work independently.	3.513	0.576
The CSUB graduate will be able to think critically and analytically.	3.493	0.621
The CSUB graduate will speak critically and effectively.	3.472	0.568
The CSUB graduate will effectively use technology to accomplish tasks and solve problems.	3.447	0.569
The CSUB graduate will develop a well-conceived ethical framework to guide decision making and behavior.	3.437	0.653
The CSUB graduate will be able to perform the core mathematical calculations.	3.394	0.558
The CSUB graduate will value diversity and demonstrate cultural understanding.	3.385	0.676
The CSUB graduate will demonstrate a systematic approach to problem solving.	3.351	0.635

### Top Ten Learning Outcomes – Appropriateness to Specific Discipline

Appropriate to a Specific Discipline?	Mean	Std. Deviation
The CSUB graduate will demonstrate an understanding of the basic principles of a specific discipline or major.	3.709	0.528
The CSUB graduate will read critically and effectively.	3.700	0.572
The CSUB graduate will demonstrate the ability to link discipline-based theory and methods to real-world applications.	3.693	0.563
The CSUB graduate will be able to think critically and analytically.	3.653	0.597
The CSUB graduate will write critically and effectively.	3.628	0.617
The CSUB graduate will demonstrate the ability to collect, analyze, interpret, and synthesize information.	3.623	0.579
The CSUB graduate will demonstrate an ability to work independently.	3.595	0.555
The CSUB graduate will speak critically and effectively.	3.575	0.647
The CSUB graduate will develop a well-conceived ethical framework to guide decision making and behavior.	3.566	0.651
The CSUB graduate will effectively use technology to accomplish tasks and solve problems.	3.563	0.558

### Top Ten Learning Outcomes – Most Important for a Graduate of CSUB

Ten Most Important Characteristics after Graduation	Mean	Std. Deviation
Critical Thinking	0.877	0.330
Problem Solving	0.788	0.410
Critical Writing	0.664	0.474
Critical Reading	0.596	0.492
Critical Speaking	0.575	0.496
Effective Interpersonal Skills	0.562	0.498
Ethical Framework	0.507	0.502
Diversity and Cultural Understanding	0.486	0.502
Application of a Discipline to Real World	0.459	0.500
Ability to Work Independently	0.452	0.499

### Number of Top Ten Occurrences

Learning Outcome	Top Tens
The CSUB graduate will speak critically and effectively.	5
The CSUB graduate will read critically and effectively.	5
The CSUB graduate will develop a well-conceived ethical framework to guide decision making and behavior.	5
The CSUB graduate will demonstrate an ability to work independently.	5
The CSUB graduate will write critically and effectively.	4
The CSUB graduate will effectively use technology to accomplish tasks and solve problems.	4
The CSUB graduate will demonstrate the ability to link discipline-based theory and methods to real-world applications.	4
The CSUB graduate will be able to think critically and analytically.	4
The CSUB graduate will value diversity and demonstrate cultural understanding.	3
The CSUB graduate will demonstrate an understanding of the basic principles of a specific discipline or major.	3
The CSUB graduate will demonstrate the ability to collect, analyze, interpret, and synthesize information.	2
The CSUB graduate will demonstrate a systematic approach to problem solving.	2
The CSUB graduate will develop and demonstrate effective interpersonal skills.	1
The CSUB graduate will demonstrate an ability to work well with others and in groups or teams.	1
The CSUB graduate will be able to perform the core mathematical calculations.	1
Graduates will express satisfaction with their educational and professional preparation.	1

## Significant Variations across Type of Respondent (Individual Learning Objectives)

### Faculty>Staff>Students>Alumni

<b>Critical Reasoning</b>		<b>Faculty/Admin.</b>	<b>Staff</b>	<b>Student</b>	<b>Alumni/Comm.</b>
Career Preparation	Critical Thinking	3.91	3.81	3.61	3.33
General Education	Critical Thinking	3.77	3.75	3.43	3.50
Career Preparation	Critical Writing	3.89	3.69	3.58	3.33
Career Preparation	Critical Reading	3.94	3.60	3.63	3.33
Specific Discipline	Critical Reading	3.91	3.73	3.62	3.33
<b>Discipline-Based Learning</b>		<b>Faculty/Admin.</b>	<b>Staff</b>	<b>Student</b>	<b>Alumni/Comm.</b>
Desirability	Basic Principles of Discipline	3.80	3.85	3.72	3.00
Career Preparation	Basic Principles of Discipline	3.74	3.69	3.62	2.75
Specific Discipline	Basic Principles of Discipline	3.91	3.69	3.68	2.50
Specific Discipline	Application of Discipline to Real-World	3.82	3.62	3.69	2.75

### Faculty>Alumni>Students>Staff

<b>Lifelong Learning</b>		<b>Faculty/Admin.</b>	<b>Staff</b>	<b>Student</b>	<b>Alumni/Comm.</b>
Career Preparation	Continual Inquiry and Lifelong Learning	3.58	3.13	3.28	3.67
<b>Mathematical Competence</b>		<b>Faculty/Admin.</b>	<b>Staff</b>	<b>Student</b>	<b>Alumni/Comm.</b>
Desirability	Mathematical Reasoning and Logical Inference	3.59	2.93	3.27	3.40
Career Preparation	Mathematical Reasoning and Logical Inference	3.53	2.93	3.18	3.40
General Education	Mathematical Reasoning and Logical Inference	3.54	3.06	3.17	3.40
Specific Discipline	Mathematical Reasoning and Logical Inference	3.60	3.13	3.24	3.40
Career Preparation	Applied Mathematics to Professional, Vocational, and Everyday Settings	3.64	3.14	3.35	3.50

**Significant Variations across Type of Respondent (Ten Most Important Outcomes)**

<b>Faculty&gt;Staff&gt;Students&gt;Alumni</b>	<b>Faculty/Admin.</b>	<b>Staff</b>	<b>Student</b>	<b>Alumni/Comm.</b>
<b>Mathematical Reasoning</b>	0.43	0.19	0.19	0.17
<b>Staff&gt;Student&gt;Faculty&gt;Alumni</b>	<b>Faculty/Admin.</b>	<b>Staff</b>	<b>Student</b>	<b>Alumni/Comm.</b>
<b>Effective Interpersonal Skills</b>	0.34	0.81	0.63	0.17
<b>Staff&gt;Alumni&gt;Faculty&gt;Student</b>	<b>Faculty/Admin.</b>	<b>Staff</b>	<b>Student</b>	<b>Alumni/Comm.</b>
<b>Community and University Engagement</b>	0.11	0.38	0.08	0.33
<b>Alumni&gt;Student&gt;Staff&gt;Faculty</b>	<b>Faculty/Admin.</b>	<b>Staff</b>	<b>Student</b>	<b>Alumni/Comm.</b>
<b>Satisfaction with Career Preparation</b>	0.09	0.19	0.29	0.67

## Additional Learning Outcomes – Open-Ended

<b>Additional Learning Outcome</b>	<b>Mentions</b>	<b>% of Respondents</b>	<b>In Survey</b>
Real-world preparation and experience	9	19.1%	No
Self-confidence in own knowledge, skills, and abilities	4	8.5%	No
Adaptability	4	8.5%	No
Community service/citizenship	3	6.4%	No
Personal presentation skills	3	6.4%	No
Analytical/synthesis skills	2	4.3%	No
Leadership skills	2	4.3%	No
Creativity	2	4.3%	No
Belief structure	1	2.1%	No
Global viewpoint	1	2.1%	No
Goal and outcome orientation	1	2.1%	No
Cost/benefit of education	1	2.1%	No
Current events (history, politics)	1	2.1%	No
Active learning	1	2.1%	No
Media, corporate influence	1	2.1%	No
Distance education	1	2.1%	No
Passion and commitment	1	2.1%	No
Personal fitness	1	2.1%	No
Loyalty to alma mater	1	2.1%	No
Time management	1	2.1%	No

<b>Learning Outcomes Mentioned in Survey</b>	<b>Mentions</b>	<b>% of Respondents</b>	<b>In Survey</b>
Critical writing	6	12.8%	Yes
Ethics, integrity, accountability	5	10.6%	Yes
Career preparation	5	10.6%	Yes
General education/ liberal arts	5	10.6%	Yes
Critical speaking	5	10.6%	Yes
Critical/strategic thinking	4	8.5%	Yes
Diversity	4	8.5%	Yes
Teamwork and interpersonal skills	3	6.4%	Yes
Lifelong learning	3	6.4%	Yes
Work independently	2	4.3%	Yes
Self-knowledge	2	4.3%	Yes
Application of discipline to real-world	1	2.1%	Yes
Overall satisfaction	1	2.1%	Yes
Core skills ( writing, English, math)	1	2.1%	Yes
Computer literacy	1	2.1%	Yes
Critical reading	1	2.1%	Yes
Competence in discipline	1	2.1%	Yes

## Ten-Year Knowledge, Skills and Abilities

Ten-Year KSA's	Mentions	% of Respondents
Technology applications	32	40.5%
Adaptability/ Future thinking	12	15.2%
Critical thinking/analysis/synthesis	11	13.9%
Lifelong learning	10	12.7%
Multiculturalism/Globalism	10	12.7%
Critical writing	6	7.6%
Critical speaking	6	7.6%
Teamwork/interpersonal skills	6	7.6%
Problem-solving	5	6.3%
Diversity	5	6.3%
Ethics/integrity/accountability/personal responsibility	5	6.3%
Real-world experience	3	3.8%
Information management	3	3.8%
Retirement planning	2	2.5%
Career preparation	2	2.5%
General education/liberal arts	2	2.5%
Competence in discipline	2	2.5%
Community engagement/service	2	2.5%
Time management	2	2.5%
Interdisciplinary knowledge	1	1.3%
Management skills	1	1.3%
Environmental issues	1	1.3%
Creativity	1	1.3%
Survival skills	1	1.3%
Personal presentation skills	1	1.3%
Money	1	1.3%
Distance learning	1	1.3%
Geographic literacy	1	1.3%
Personal fitness/ stress management	1	1.3%

## Actions of Individual Faculty to Improve Learning Outcomes

<b>Actions of Individual Faculty to Develop KSAs</b>	<b>Mentions</b>	<b>% of Respondents</b>
Mentoring, intervention, interaction with students	17	18.3%
Assessment, goals, objectives, learning outcomes, lesson plans, student expectations	12	12.9%
Faculty competence, knowledge, and oversight	12	12.9%
Patience, respect, fairness, caring	9	9.7%
Real-world applications, instructors, internships	6	6.5%
Quality control of student performance	6	6.5%
Better advising	5	5.4%
Faculty accessibility to students	4	4.3%
Interdisciplinary learning	3	3.2%
Community/business engagement	3	3.2%
Better balance of quality assignments and busy work	2	2.2%
Critical thinking	2	2.2%
Professionalism and resources at A.V.	2	2.2%
Career preparation	2	2.2%
Critical writing	2	2.2%
Reduce faculty personality conflicts	1	1.1%
Poll graduating students	1	1.1%
Provide more courses essential to graduation	1	1.1%
Fairing grading system	1	1.1%
Participate in department specific technology outcome action plans	1	1.1%
Use ideas from Policy Delphi in classes	1	1.1%
Student self-motivation	1	1.1%
Student portfolio development rather than tests	1	1.1%
Expand distance education	1	1.1%
Improve and update campus technology	1	1.1%
Promote globalism	1	1.1%
Lifelong learning	1	1.1%
Critical reading	1	1.1%
Education versus training	1	1.1%
Link budget to learning outcomes	1	1.1%

## **Actions of Academic Departments to Improve Learning Outcomes**

<b>Actions of Individual Departments to Develop KSAs</b>	<b>Mentions</b>	<b>% of Respondents</b>
Implement goals, objectives, assessment, learning outcomes	11	13.8%
Faculty competence and currency	11	13.8%
Focus on real-world experience and outcomes	7	8.8%
Interdisciplinary communication and coordination	6	7.5%
Fairness, patience, understanding of students	5	6.3%
Better advising of students	5	6.3%
Quality control of curriculum	4	5.0%
Mentoring, intervention, interaction	4	5.0%
Better management of technology outcomes and applications	3	3.8%
Administrative support to faculty	3	3.8%
Promote diversity	2	2.5%
No changes	2	2.5%
Community engagement	2	2.5%
Career preparation	2	2.5%
Adequate funding of departmental and faculty activities	2	2.5%
Small class size	1	1.3%
Promote excellence	1	1.3%
Promote distance education	1	1.3%
Promote creativity	1	1.3%
More surveys like this	1	1.3%
Link faculty hiring to mission	1	1.3%
Less group or team work	1	1.3%
Focus budget on learning outcomes	1	1.3%
Faculty accessibility	1	1.3%
Ensuring fair grading	1	1.3%
Discontinue minors	1	1.3%
Develop outreach/recruitment programs	1	1.3%
Develop courses that use Policy Delphi KSAs	1	1.3%
Develop attractive academic environment	1	1.3%
Critical writing	1	1.3%
Critical thinking	1	1.3%
Course and program structuring	1	1.3%
Consistent guidelines for assessing writing	1	1.3%
Active learning	1	1.3%
A.V. support	1	1.3%

## Actions of Academic Schools to Improve Learning Outcomes

Actions of Individual Schools to Develop KSAs	Mentions	% of Respondents
Faculty and adjunct competence and currency, reward competence	8	11.0%
Common learning outcomes, best practices, assessment, link classes to mission	7	9.6%
Interdepartmental coordination and communication	6	8.2%
Quality control of student outcomes	6	8.2%
Mentoring, interaction, intervention with students	5	6.8%
Investment in faculty, faculty support	4	5.5%
Better course structuring and program development	4	5.5%
Community engagement	3	4.1%
Critical writing	3	4.1%
Adequate funding	3	4.1%
Fund on the basis of learning outcomes	3	4.1%
Small class size	3	4.1%
None	2	2.7%
Career preparation	2	2.7%
Promote active learning	2	2.7%
Develop technology skills	2	2.7%
Critical thinking/analytical skills	2	2.7%
Applications to real world	2	2.7%
Implement KSA's into curriculum	1	1.4%
Interdisciplinary course development	1	1.4%
Current classroom curriculum and scheduling for teachers (Educ.)	1	1.4%
Offer more classes	1	1.4%
Focus more on the middle class academic student	1	1.4%
Critical reading	1	1.4%
Focus on content as well as process	1	1.4%
Adjust courses to students	1	1.4%
Demand-based curriculum	1	1.4%
Teach responsible competition	1	1.4%
Student portfolio development	1	1.4%
Eliminate minors	1	1.4%
Develop culture of excellence	1	1.4%
Develop performing arts	1	1.4%
Improve library	1	1.4%
Improve faculty governance	1	1.4%
Impact of No Child Left Behind (Educ.)	1	1.4%
Fairness, caring	1	1.4%
Lifelong learning	1	1.4%
Distance education	1	1.4%
Devolve decision-making authority to departments	1	1.4%
Faculty accessibility	1	1.4%

## Actions by CSUB to Improve Learning Outcomes

Actions by University to Develop KSAs	Mentions	% of Respondents
Faculty competence and currency, reward competence	10	14.1%
Assessment, learning outcomes, measurement, link curriculum to mission	6	8.5%
Promote active learning	6	8.5%
Adequate funding	5	7.0%
Funding linked to outcomes	4	5.6%
Quality control of student outcomes	4	5.6%
None	3	4.2%
Lower tuition	3	4.2%
Improve technology skills	3	4.2%
Promote diversity	3	4.2%
Course structuring and scheduling	3	4.2%
Mentoring, interaction, intervention with students	3	4.2%
Listen to students, student input	2	2.8%
Keep up the good work, positive sentiments	2	2.8%
Community engagement	2	2.8%
Do not move to Division I	2	2.8%
Faculty governance	2	2.8%
Promote academic excellence	2	2.8%
Develop real world applications	2	2.8%
Interschool and interdepartment communication and coordination	2	2.8%
Improve distance education	2	2.8%
Smaller class size	2	2.8%
Restructure GST 160	1	1.4%
Keep working the problem	1	1.4%
Critical thinking/analytical skills	1	1.4%
Critical reading	1	1.4%
Critical writing	1	1.4%
Campus engagement	1	1.4%
Focus on agriculture and technology	1	1.4%
Improve financial aid	1	1.4%
Emphasize quality over FTES	1	1.4%
Better communication with students	1	1.4%
Establish long-term connection with University	1	1.4%
Student portfolio development	1	1.4%
Reduce interschool conflict	1	1.4%
Time management	1	1.4%
Increase tenure-track faculty	1	1.4%
Improve quality of advising	1	1.4%
Faculty support	1	1.4%
Oversee efficient operation of university	1	1.4%
Organization	1	1.4%
Alignment and articulation with other colleges and universities	1	1.4%