

<b>Other desirable learning outcomes?</b>
-Express satisfaction for attending CSUB -Express satisfaction with CSUB faculty, staff and other students. - Express satisfaction that their academic experiences including preparation for the trends of 21st century
I believe CSUB graduates should be advised about the different career opportunities in their discipline of study. They should also have field experience in the profession they desire to persue at some point during their undergruate period. It is really easy to get a Bachelors degree, but in order to make use of it you need job experience. Advisors should push their students in making decisions about the future.
*Be able to participate in a dinnertime conversation about Homer, Lao Tzu, Pythagoras, Frida Kahlo, and
1. exhibit profession/personal integrity 2. value knowledge and learning independent for career goals 3. continue education--learning--formally and informally after graduation 4. represent CSUB proudly in the community with excellent knowledge and skills reflective of a university education
1. Good citizenship 2. community service
1. Hands on experience on their chosen profession 2. Good job interview skills and resume writing 3. Proper dress etique for a chosen profession 4. A true understanding of employer(s) expectations (etique, dress, ethnics) 5. Good verbal skills - with the ability to articulate their message.
1. Should have realistic knowledge. 2. Should be creative and innovative. 3. Should have confidence and grace. 4. Should have fundamental people skills. 5. Should know how to work on a project to completion without
A competetancy in their degree subject matter which I do not think all graduates have.
A core set of leadership skills
A firm grasp on the fundamental principles of a wide range of study areas. Critical thinking and writing abilities as well as synthesis and analysis skills for professional, educational, and everyday activities.
A passion for their major and their career; an ability to get along well with others; an appreciation for the arts; a willingness to give their time and money to people less fortunate than themselves; an ability to communicate clearly and effectively in speech and in writing; some sense of how to maintain their health and fitness level after middle-age flab has set in; and a loyalty to their alma mater (future fundraising, etc.).
a reduction of emphasis from this university on athletic achievement and a greater emphasis on real world application of skills learned. As an older student who many times has to interact with 'graduates' who expect their sheepskin to be superior to 30 years of field experience, students need to be taught humility and the realization that most of their learning comes from life and that is not taught in school.
A sense of creative adventure.
A thick coat of ethics to face a shitty and unethical world,,,
Be able to articulate a set of beliefs and explain them with evidence. Be able to situate themselves analytically into a global community.
Be able to make effective presentations to a group. Be able to read and follow directions or know to ask for clarification. Have time management/prioritization skills. Be able to think strategically about life, career and
Being a student of BA(acct.)I've weight things in cost/benefit. Also returning student of 2x the average age. So, an additional characteristic. Does the student feel that their time, effort, and money, were well spent? Do they feel they got their dollars worth of education? This may only be important to me!
critical thinking
CSUB graduates should have knowledge and commitment to accountability for personal actions and understand the concept of accountability management.
CSUB lacks a realistic view of the outside world. Academia is completely out of touch with what non-government careers are like.
Diversity with colleagues and more hands on preparation from major of study.
Honesty, integrity, self-worth
I believe that all students should have skills in work place etiquette, leadership skills training, and workplace preparation training for the field you hope to go into upon graduation.
I believe that as a CSUB graduate you should be prepared and have a full set of goals and confidence in your

<b>Other desirable learning outcomes?</b>
I believe that CSUB lacks severely in their 'preparation' for real word/career placement. The University system is NOT concerned with the education and enlightenment of their student as much as they are in taking their money at every chance they are given. Poor instruction, bad teachers, and a lack of communication between main campus and AV campus destroyed my college experience. I'm glad I didn't pay for more than a 1/3 of it!!!! \$14 grand- for a worthless piece of paper that has not payed off yet, nor do I see it doing anything for me in the near
I find that most freshmen(or most college students) are very unaware of how the world actually runs. The students need more expereince working, living,interacting, and dealing with the the society they will be thrown into when they graduate. more hands on experience.
I would like for them to move beyond an awareness that they are supposed to think diversity is good, and genuinely understand why it benefits everyone.
job fairs
nice job.
no
No, but I think critical thinking skills are, by far, the most important skill a college student should graduate with.
No, this seems pretty thorough. One should expect, upon graduation, to at least accomplish the following: *demonstrate confidence in their field. *work independently and effectively with others. *think critically and organize and analyze data,( mathmatically as well) *perform ethically *desire to continue and update education in order to continue to be effective in one's field of choice. *To view all situations with an open mind and evaluate situations fairly. * Feel as though their education has adequately prepared them to seek employment and to
Open-mindedness. Also, acceptance of and respect for diverse ethnicities,cultures, and religions.
Speaking and writing capabilities are very important. I am concerned about the number of 'memorize and regurgitate' courses in the curriculum. Too many students are passed who do dnot know the subject matter at all.
The ability to adapt and change to their environment...and to handle that change emotionally.
The ability to differentiate facts from inferences, and the ability to use that differentiation in discussions with others. The ability to use standard written English. (It is a continuing embarrassment that CSUB officials distribute documents that do not demonstrate this ability.)
The ability to have real world experience before heading out to job market. What is all the knowledge in the world without any experience to show for it.
The CSUB Graduate should have a well rounded general education. However the focus should not be as much upon area such as Feminism. It is too specific. Gender Communications yes. But that is not how the course is taught by soeminstructors. I beleive that cultural sensitivity and not race or gender should be more focused upon. The mathematics issue is focused upon to much. Yes, we need the skills to navigate the world, yet not all disciplines require mathematics. A person should be able to communicate effectively in the written and spoken word. In this country and genrally in the International Business Community English is the universal language. I have found that to much focus on the process versus the content of a paper required by the Professor is the norm. I have also found that if one does not agree with the Professor then they are marked down. Many subjects that involve life experiences the younger students may not have. Yet, at my age ( 44 years ) I have experienced
The CSUB graduate would do well to use his/her skills and knowledge to benefit the good of those who trust him
The desire to encourage others to follow the same path of self-development. The desire to remain proficient by seeking higher degree status. Education should become contagious. The iniversity should make the relationship a life long one. Participation never stops.
The goals stated in this survey are well-stated and all worth-while.
The most important skills a CSUB graduate should have are basic math, English, and writing abilities. Too many in our society today speak poorly, cannot write a grammatically correct sentence, and cannot do basic
There should be more emphasis on writing, logic, and mathematics in general education and for each specific major as it is appropriate for the major.
They need to be able to dress, act, interact and carry themselves as a professional.
We need more online programs for remote students as myself in Ridgecrest...particularly Education counseling
Yes, I believe CSUB graduates should possess the ability to write clearly, concisely, and be able to use correct grammar and syntax. For example, this question has grammatical errors; i.e. number agreement - 'a CSUB graduate' does not agree in number with 'their education!'

**Other desirable learning outcomes?**

Yes, I think that every graduate/instructor should be required take a computer literacy course. 1) Computers are used in almost every job from the CEO of a company to a cashier at a fast food restaurant. 2) Computer Science being the newest but most important science of the 21st century should be included in the general education. 3) One of the main goals of education is to create a well rounded individual. Someone who has breadth of knowledge. If computer literacy is no included then this is saying that computers are not important and should be excluded from all walks of life. Yes, computers are tools to gain knowledge but so are books. We must take a English course in order to know how to use a book. In the same way students/instructor should take a computer literacy course in order to use it properly and to understand it's use. 4) Spam, viruses, worms... most are spread not my security holes but by ignorant computer users. An education institution has a civic duty to educate it's populous to

<b>Looking ten years in the future, what new knowledge, skills, and abilities might a CSUB graduate need to make sure he or she is effective in society at large?</b>
. ability to work with others effectivley .
1) Skills relevant to up-to-date technology, 2) understanding of diversity (race, ethnicity, sexual orientation,
1. True understanding of communitiy engagement 2. Good speaking skills & be able to articulate what they are trying to say. 3. How to handle ethical situations 4. Skills to work with a diverse population
A family with a lot of \$\$\$\$\$. CSUB isn't going to help them .. get a good job.
A liberal arts education is the best preparation for the future, as we don't know what specific new knowledge, skills, and/or abilities will be needed.
Ability to adapt and thrive in a global community which requires intercultural knowledge and sensitivity. Ability to continually learn and adapt to new technologies and changing environment.
Ability to communicate effectively with other cultures (languages), stay atune with the latest technology for globalized economy, and ability to adapt to constant change.
accept and deal with change
access to cutting edge technology.
Adaptation to new/emerging technology.
As as older student I think you summed up what is necessary in todays workplace.
As long as logical thinking, writing, a speaking are being met, with just enough technical knowledge to apply those skills to a specific discipline, then that should be fine 10, 20, or 30 years from now.
Being able to interact with the community using knowledge gained from CSUB
collaborative work with technology and people problem solving given real world changes
Common sense and the ability to solve basic systems problems, like why the car wont start, why the light wont work, how basic mechanical systems work. The highest technical competence level of the current under grad is 'I
Communication skills and technological skills
communication skills, career goals and objectives, education requirements
compassion
comprehensive computer and technological skills. The ability to understand and function within changing social norms. The flexibility to change with society and within their own professional goals.
computer skills
Continous education.
continue taking courses to keep current.
Critical thinking and problem solving skills will allow graduates to adapt to changes in society,and in their careers.
CSUB graduates need more 'real world' learning.
Cultural awareness
Develop a value for lifelong education Education at the Masters level interdisciplinary experiences
Diversity training
Effectively evaluating sources of knowledge and information. Geographic literacty including economics, political systems, culture, physical geography.
environmental issues
Free speech does not necessarily constitute truth (critical analysis of contemporary views). Fundamental human truths can be passed on through education (critical analysis of historical views). Share your particular, learned truth through whatever contemporary or historical medium that suits it.
global understanding/ anthropology and how cultures fit together and influence people. Ability to connect with others in distance situations - like ITV and Chat and camera interviews and teleconferencing.
Hands on experience instead of all book knowledge.
He/she will need to be able to ride a horse, and grow their own food, because in 10 years the world will be out of oil and society as we know it will no longer exist.
I feel it is important for a person to adapt to their ever changing environment.
I think that the skills gained with a research based education now will apply then as well. The basic needs of human beings have not really changed, and neither have the effective ways of meeting those needs. Only technology has shown any significant change over the years, so the ways to apply knowledge will be affected by

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In the field of psychology (my major) I feel that we need to study (possibly in Senior Seminar) emergent fields of psychological study, for instance the growing field of ecopsychology. We need to have a vision of what is coming.
Information Processing.
It all depends on what the individual wants a normal day to be like in ten years. This is a journey we all live
Keep up with the Information Management field.
Keeping up with technology and computer skills.
Knowledge of the importance of a great retirement plan.
Knowledge in the professional career they want to obtain
manners
Multicultural knowledge will be a must, as well as knowledge of computer systems, and the internet.
Must be a bi-lingual, technological, critical thinker.
patience, tolerance, technology, micro management politics in the workplace
People skills for the consumer-based economy.
porn
see previous comment. Computer Literacy. Less general education and more major focused.
See the effects of input into the lives of students interacted with. The programs should offer more for future students to use as tools to improve teaching techniques.
She must be able to write clearly and understand and appreciate diversity.
Simply the habit of mind to stay curious and connected to the larger world.
Strong technology knowledge no matter the discipline chosen.
Students need to shed the 'I deserve' attitudes for 'I must earn' attitudes.
Students will need career flexibility, financial knowledge (how to save for retirement--appropriate investment vehicles), and general knowledge-seeking curiosity.
Technological literacy is extremely important.
Technological skills
Technological skills that keep up with the times.
Technology-based information processing.
Technology
technology competence interpersonal skills critical thinking problem solving
Technology, Multicultural interaction/understanding
the ability to discard ideas that have been disproven the discipline of continuous exposure to new information (This is not merely an ability: It is a practice.) the ability to participate in work groups that are geographically distributed the ability to integrate ideas from many disciplines
The ability to look at the world as a whole in the work place. We will also need to keep up with all of the changes in technology and be exposed to all of the software that is currently being used in the workplace. Also I believe we should be able to get certified in typing, and other commonly used software packages that are currently being used
The ability to realize that what is written is not necessarily true, to know that what is reported is most likely half truths or sensationalized facts, and to understand that the key to knowledge rests with one's own curiosity and the ability to answer questions without the expectation that they are always going to be right.
The ability to think outside the box...creativity and ingenuity based on honesty and integrity
The ability to use technology without any doubt. The ability to apply knowledge to the technology is invaluable. Note: The Universities somehow need to pick-up the pace of obtaining new technology and getting it into the hands of the students. But this is a problem at all levels of education.
The ability to use technology, knowledge from a range of disciplines (in order to compete effectively), clear logic and reasoning and the ability to communicate ideas effectively
The broad goals of our educational system should not change much in ten, twenty, or thirty years. Society may become more technological and a deeper understanding of technology and science would become more important to act as a responsible citizen but the basic goals should not change.

<b>Looking ten years in the future, what new knowledge, skills, and abilities might a CSUB graduate need to make sure he or she is effective in society at large?</b>
The operative word is 'Flexibility.' The days of the person working in one job for 45 years and retiring is over. In fact most of the younger students will have to work for their entire lives as it was in the past. The term retirement is new. My great grand parents never retired, nor where they placed in an institution to die a lonely death. Family took care of family. Our economy is in ruins with a multi trillion dollar debt and the out sourcing of jobs. I would encourage all students to plan on learnign new skills and knowledge for life. I also question the amount of retention in these fast paced quarters? We also need to focus on cultural diversity and history. History repeats itself and Americans tend to have very short term memories. Also more focus on how our government works at all
The thing about college is this: no matter how stuffed full of information graduates may feel on the day they don the funny black hat, the most important thing they learn is how to learn. They haven't learned everything they need to know to deal with life or careers or anything else, by any means. Therefore, no matter what happens with technology or cultural studies in the next ten years, whether we graduated thirty years ago (when I should have) or last year (when I finally did) or ten years from now,the most important thing to take from college is this: a basic
There are two major areas that need to be covered as our students graduate. One is to be technologically savy and the other is to be appreciative and understanding of diversity and culture. Both of these areas have a great presence on campus today however I don't know that our students graduate having expeired it to its full capacity. Looking ten years into the future I hope that all areas of the university are active in enriching our students so that as graduates they are proud of what the partnership between themselves and their university
Time Management and speed of decision making, speed of data analysis. Ethical and legal responsibilities.
Time management, technological advances, and methods to reduce stress and focus on mind-body-spirit rather than work only and material goods.
To Speak Multiple Languages fluently
Understanding and use of all technological advancements available.
understanding of technology, problem solving skills, be able to connect with other people around the world, knowledge and understanding in specific field and general knowledge of fields associated with it
Use of Technology
Wow! Great question! At the top of my list would be the ability to think, read, and write analytically. Also important in the future will be the ability to use technology effectively, to get along well with others, to be flexible enough to change career paths when necessary, to stay healthy, to raise children in our complex, often dangerous world, and to maintain one's moral and ethical bearings.

<b>What actions need to be taken by the individual faculty member to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
* in some departments faculty memmbers need to set aside personal feelings in order to assure that students have the advantage of learning from skilled and knowledgable instructors. It saddens me deeply to see extraordinary instructors leave our campus because of conflicts within the department. * It would be wonderful if graduating seniors could provide information through a poll such as this for their major. * There are opportunities in our community to bring the university and business or projects together. Both student and community would benefit and allow for a greater understanding of needs in the university program.
*Maintain quality control on each class and each program. *Resist treating education as if it is a commodity--treating graduates as widgets. *Maintain academic standards and implement policies that shore up those
1: be knowledgeable in his or her own field 2: be more interested in teaching than in tenure
A global learner view of each particular discipline. A knowledge of where and why did humans choose a particular discipline to communicate effectively with other humans...and why was that effective communication so
A great lesson plan and the ability to implement it to the students best interest.
A well defined rubric for each course.
Accessibility, patience
All faculty should have strict standards and not grade on 'curves.' Too many students are getting through that have no business with a degree. The liberal studies program is a large contributor to graduates that have no
Another great question! We need to care deeply about our students, to know a great deal about our academic discipline, to continue refining our ability to impart that knowledge to our students, to be involved with the life of the campus and community in which we live, and to make certain we keep learning and growing intellectually and emotionally (how else can we ask our students to do this if we don't do it ourselves?).
apply what we are learning in the classroom with hands-on approach instead of just talking about it and lecture from your professional experiance beyond the textbook, like the prof's did in undergrad work, and interact with your students like you have a vested interest in their success.
as far as I am aware, all steps necessary are being taken by the faculty, the students must motivate themselves to take advantage of it.
Attention to course objectives, goals, and outcomes. Participation in program and departmental work and growth.
Availability and access to students through office hours or teaching assistants.
Avoid personal or political agendas, and just teach the subject matter.
Be more pro-student. If a student needs assistance, even while taking an exam, the faculty member should give it to the student. Stopping teaching the method in which they were taught. Remember, this is a new day--just because they had to do something while they were a student doesn't mean that they should require their students
Be supportive in understanding the difficulties of living life while trying to attain the knowledge to be successful in it. Never pretend that this education is a black and white, either or, immutable thing. History is mostly based on few people's perception and is always culturally biased. Science is based on questions that one is always trying to disprove. Education is not a ethereal belief based system and should never be taught in that rhelm, no matter how the outside rhetoric might try to persuade.
Be the very best instructor they can be and always have the student's best interest at heart. Be willing to go the extra mile to help the worst student in the class. Never feel that 'Okay' is good enough.
Be understanding that students have lives other than their class.
Better professionalism within the secondary credential program at CSUB-AV. Faculty seems to continuously speak down to students, students who are completing their teaching credentials. It is completely unprofessional and sends a poor image of CSUB-AV to the Antelope Valley.
Bring in professionals from the community. Get the students into internships.... w/a 'feeder' mentality, in order to prep and assure students they are going down the right track.
Build them into each course her or she teaches
Communicate with businesses to see, then implement, skills education
Consistent intervention (conferences, probationary action, mandated homework/study clubs) for students who aren't displaying the necessary knowledge, skills, and abilities.
Continue to be supportive to students needs
Continuous probing of students for application of skills to real-world activites. Socratic questioning.

<b>What actions need to be taken by the individual faculty member to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
Courses need to be build around clearly defined goals and objectives that allow students to practice their new skills and gain feedback from faculty.
create more advising positions and have students 'check in' with their progress
CSUB needs to invest more in the technology for teaching and learning. Outdated computers and software make effective teaching difficult! More, and better resources are needed to communicate better with our students. There are too many students in many classes to seriously evaluate, with quality, student performance. The CSUB Administration clearly ignores this problem! Better technology, and additional staff, could help with this problem, but the Administration, again, ignores repeated requests for assistance regarding this matter.
Design and implement courses to meet selected objectives. To accomplish this, some of our faculty members will have to accept the idea that the univeristy as a whole is responsible for course content and that academic freedom does not mean that they are not accountable to the organization for meeting prescribed outcomes. We
Develop and encourage lasting relationships with students. Mentor and guide students and provide discussion of common measurements in similar courses of the major and general education
Do not go along with the attitude of lower education by making things too easy for students. College isn't supposed to be easy, it's supposed to be a challenge! So what if some students complain that things are too difficult? Those are typically the ones who were socially promoted through lower education rather than promoted because they actually LEARNED anything. Making things easy for the 'lowest common denominator' student cheats the students who are actually interested in learning and challenging their minds.
Do their job
Don't be overbearing, professing their own beliefs. Sometimes, a professor is limited to the real world knowledge of what actually takes place outside of the institution
encourage and incorporate cross-discipline learning, sharing teaching styles among faculty
Engagement The faculty needs to be encouraged to engage students in the classroom and out. As the campus grows it is ever more difficult to remain close with the students.
ethical treatment of students across the board (no favorites or 'favors') clear cut expectations/outcomes in reference to grading policies, assignments, projects, papers, and particiapation
Faculty at levels, including lecturers, need to be part of the process of identifying and establishing the 'knowledge, skills, and abilities' of CSUB students. Students need to recognize and know what is expected of them as university students and that faculty are united in their efforts to nuture students who value their education aside from the ability to secure a 'better' job after graduation. Faculty need to respect students' ability to be stretched and challenged academically in order to become better thinkers, readers, and writers.
Faculty could include these ideas in general discussions in any class where applicable.
Faculty members need play more of a mentor to student than a chosen few.
Faculty need to be aware of the cutting edge of their disciplines and be actively involved in their disciplines inside and outside traditioanl academic circles.
Faculty need to CHALLENGE students. Do not be lazy when grading assignments and if students can't write clearly/effectively, they shouldn't be passing classes. Faculty should motivate and mentor students who come to them for help. Be proactive if they see a student faltering. It IS a 2 way road, but I think Faculty should at least try to be proactive instead of just expecting the student to make all the effort.
Faculty need to share with the students how their classes apply to the current workplace. The advisors need to be better trained before they go over student transcripts and advise students as to what they need to take to graduate. Also more work needs to be done to develop career plans so the student's time is not waisted.
Faculty that has the ability to teach students and have the students fully understand what it expected of them in the real world. Faculty that cares about the students education and the willingness to provide assistance when
First, they must deminstrate how to care about learning and the values of knowledge. This is the empowerment of education. Secondly, the need to excite the subject for long term memory purposes. This lack of retaining information learned, demonstrates the need for changes in teaching techniques. Personable teachers produce better graduates and caring graduates.
formation of a real relationship with the student.
have accessilbe office hours and/or be reachable for questions.

<b>What actions need to be taken by the individual faculty member to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
Have an individual working in the field come to the class and describe what is required
I favor requiring each student to develop a portfolio, emphasizing each student's unique talents and strengths, also (but secondarily) including a demonstration of knowledge and skills at an acceptable level. Let's not put in place some final senior examination, where students just focus on passing it.
I feel that it is important for instructors to come to class with a prepared outline for discussion.
I think faculty members should take into account the amount of work they give their students. A lot of students have a hard time keeping up with the school work because they take full loads.
Incorporate learning activities within courses that develop these KSAs.
Instructors should provide ample opportunities throughout the quarter for students to practice those skills. How can we expect students to think and read critically unless we model that for them and require them to practice? How can we expect them to be interested in our community unless we give them opportunities to involve themselves in community programs and projects? Most often, they enter our classrooms expecting us to do their thinking for them. We need to make them do the thinking and acting. Push them out of their comfort zone.
Interact as much as possible with the student in order to challenge them intellectually.
Keep close relationships with business community and incorporate emerging practices to stay current with
keep the standards for students high for achievement levels to always be attractive.
Keep their knowledge base up to date, instill the need/desire for lifelong learning in the student.
Learn to TEACH! Professors might be experts in their fields, but that doesn't make them 'teachers.' There is zero accountability for the quality of education students receive at CSUB. SOCs do nothing for change. Someone needs to teach professors how to teach...impart knowledge, increase critical thinking, have lesson plans (with flexibility), know the material, respect colleagues, respect students, return assignments in a timely
Less textbook, more real world situations.
lobby for more emphasis on learning as opposed to recruiting, retention, numbers of students, administration. More funds and money for support in handling increased numbers of students. Tie budget to student numbers and some method of calculating costs to graduate a student in the various majors and fund accordingly.
Lots of advisement and career advice
Make the grading system to the students advantage.
Making sure the student who passes his or her class truly deserves to pass and is not just being pushed through. No social promotion or just getting by on lackluster performances. Just meeting the minimum requirement
More courses outside of general education ought to include critical writing and reading components that are rigorously evaluated by faculty. Faculty who teach basic skills at the lower-division level need to maintain consistent and high standards.
More involved with the students. More faculty advisors and make yearly/quarterly meetings with advisor
more online programs for remote students as myself. I live in Ridgecrest Ca. I'm looking to start graduate
more released time for advising
Most grads are hoping for employment when they move on. A class in preparation for the work environment would be of great benefit.
Nothing they can do.
open office hours
open relationship, willing to answer questions, interacting with students, guide students understanding taking to a higher level, ability to work with students
Participate in their department specific technology outcome action plans
patience and better communication with some flexibility for the 2nd career student that works full time and has family commitments
Possibly, all faculty members serve as mentors for students within their respective disciplines. Encourage for students to become engaged in research.

<b>What actions need to be taken by the individual faculty member to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
Professors should treat online courses the same way they teach in-class courses. The feeling that teachers set up a course and let it run itself on WebCt is creating a disconnect with the student population. The feeling is the professors collect an extra paycheck without doing any work and treating the students like a burden if they communicate with them (even through email). The professors go far as to not put a phone number on their syllabi so students only have the option to communicate electronically.
Provide more courses that the students require for graduation.
Reorganization of Academic Affairs toward interdisciplinary clusters---general ed, major/minor disciplines, applied
Set priorities in our strategic planning. We cannot be all things to all people. We need to focus on doing a few things very well. I think undergraduate education (vs. training) should be our first priority, closely followed by graduation education (vs. training). This means a focus on skills and abilities rather than content. This means more difficult assessment and a commitment to change our approach to education.
Setting clear objectives, clearly communicating those objectives and delegating particular tasks to available staff.
Stick to what they have to teach and not go off and teach something else. If the class is an English class make it an English class and not an ethics class.
Take the extra time to ensure the majority of students understand the basic principles as well as be familiar with more complex concepts. Focus on more than rote memorization, but on critical thinking skills as well as to apply the concepts that have real-world relevance.
The CSUB-Antelope Valley Campus needs more support. More staff. More major and minor coursework options. Bio-psychology lab. A larger facility with a student study area (separate from computer lab and library). Increase the on-site library's holdings. We need to see funding that is budgetted for us, and that we voted should be spent in specific ways, actually be invested in this campus.
The CSUB faculty needs to lead by example. Faculty who do not adhere to class requirements, do not teach the full time or show up for class, who show disrespect to students and colleagues, who otherwise do not do their job in a fair and ethical manner undermine the institution and what we teach here.
The faculty members who have been my instructors have all been very intelligent, kind, and humorous people who are easy to work for. There was one man a few years ago, Calhoun, who was not at all helpful to me.
The faculty need to treat the students as adults and not grammar school children. I had a professor throwing out candy to students who answered the question first. This is not a college level educator. We need more quality Professors who are not burned out or to inexperienced.
The faculty needs to have high expectations from students but not try to break them. In other words, they should encourage the student to do his/her best work but not overwhelm him/her with ridiculous amounts of busy work or the important role of having sexy socially.
The system seems to work well over all. Just a few are less than enthusiastic. Actions: Longer vacations,
There needs to a heavy emphasis on logical writing and reasoning in every class.
There needs to more oversight of some teaching staff. Tenure should not allow an instructor to suck and easily get away with it!
They should take every opportunity they have on a one to one basis to develop a positive connection that can help a student blossom in the areas that were listed.
We need to design a plan so we are all working toward the same primary goals.
When advisors meet with students for which they are assigned, be prepared with a knowledge of transcripts and course of action to take with regard to courses...

<b>What actions need to be taken by academic departments to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
-Create a department standard for minimum and intermediate technology outcome requirements. -Implement the policy and follow-up every 2-3 years to update the policy according to employment and community trends.
*Enforce a minimum level of rigor for each class. *Keep the tenure/TT to lecturer ratio large enough to have stability, quality, and to accomplish university service. *Establish and enforce proper baseline knowledge (prerequisites) for all upper division coursework so that the learning can truly be deeper than lower division coursework (i.e., don't consider any GE courses suitable for the major). *Make sure that adequate cognates are
1. Have an active support system in place for times of difficulty. 2. Give students avenues to produce the desired results that sometimes don't follow the beaten path. 3. Allow for diversity of ideas and creativity of thought. 4. Allow for diversity of personality and find support systems for those who don't fit within the normal rhelm.
a better job needs to be done to emphasize the desired KSA's for each course and why each are important in the way they relate to the workplace.
A centralized approach to the discipline, although individual teaching styles certainly are important. Communicating what the department goals are, and how a particular class fits into that goal. I got this information at the end of my education through a portfolio, when I was in a hurry to be finished and it felt superfluous. This overview could be introduced in a separate class at the beginning of a student's academic journey, and meet a
Academic departments need to encourage and support faculty members whole-heartedly (especially the adjunct faculty). The morale of the departments needs to be high, and egos need to be set aside, so that student needs
Academic departments need to stay on top of the changing trends in their specific areas and develop courses that take the change into account.
All professors should adhere to same standards, while not having favorites.
Audit professors and ensure instructors are sought with thorough knowledge and experience in the field they are
Base their outcomes assessment and faculty evaluation on these themes.
be available to address any questions.
Be strict on course guidelines as well as fair grading practices by individual faculty and to keep departments well staffed to fill the course needs of all students.
Better academic advising and empowering the student to take control of their own academic destiny. I can quote one student who didn't know what math track she was on but was just 'following a piece of paper' her advisor gave her. She was a junior! She didn't even know what math track she was on! That is shameful.
Better or improved communication between departments. Ex. sociology, psychology, and nursing could stand to improve relationships and become more collaborative.
Conduct faculty discussions that focus on specific goals.
Courses should also include real life experiences which students can relate to. It should not be all theory based, but a combination of the two: Theory and life experiences.
Department can include these ideas in 'Careers in this major' type classes.
Departments need to coordinate efforts to provide a cohesive whole to the educational experience. Common values among the department members would be helpful.
Departments need to work together and be the hand that guides them throughout their academic years at the university and be the voice that encourages these skills to be developed. Though a student is tied into one specific department they are exposed to all academic departments of the university at one time or another and
Develop courses that foster these KSAs.
Ditto the previous box.
Drop the requirement of the minor!!!! It is so completely ridiculous, I would have rather focused those extra credits on my emphasis (digital imaging).
Engage the students in discussions rather than lecture. Stringent requirements on work being completed.
Ensure that the quality of teaching is as high as it can be.
Every department should have a strict standard on which the courses it offers are based.
faculty should be accountable for fair treatment--no favoritism-- and should be open to deviation from their
Fire or discipline teachers who do not belong in the community
Flexibility for students who have challenges in attending traditional colleges. Keep developing extended programs and online classes.

<b>What actions need to be taken by academic departments to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
Focus on outcomes beyond the degree. Coordinate the discipline programs. Reward interdisciplinary activities. Hire faculty that fit with the mission.
Fostering faculty cooperation and communication, creating a magnetic academic environment, and stepping up outreach/recruitment programs.
Fund them at adequate levels before you ask for additional work
FUNDING!!!!
Give more than a nod to the importance of excellence and diversity. Support classes that promote these concepts even if they do not have high enrollments.
Go and find out what is really needed in the 'real' world.
Have a one on one teaching class setting
have a ready supply of birth control.
Have career orientations
Have the flexibility to change rules that are not encouraging students nor are attracting them to the current
hire employees that really care about students and enjoy what they are doing.
Hire people who can teach AND that have experience in the field. Education profs that haven't taught, Counseling Psych profs that have never counseled, and others in similar situations are talking textbooks. Sometimes it seems like I'm learning how to fly an airplane from someone who once read a book on it. Instead of hiring more full-time profs, how about hiring more lecturers so you end up with experts in their fields?
I think, keep up the good work.
Identify technological needs and ways to help faculty be involved in their disciplines inside and outside the academic community.
Implement them into the curriculum.
inform your students
Keep abreast of the latest technologies
Keep class sizes as small as possible.
knowledgeable teachers
less group work and more individual work with seminars that supplement required courses from community
less sectionalization of schools--have math/science, humanities, and business work with each other and use techniques from all in general education; also, too often general ed is viewed from a student's perspective as unnecessary and unimportant--the classes we must take for general ed need to be reinforced by faculty/departments as essential to education, and students need to see that these classes are not a waste of
Make sure that the faculty members under them are here for the students and not for themselves.
more guidance
more support from administrators to faculty
Most grads are hoping for employment when they move on. A class in preparation for the work environment would be of great benefit.
None
Offer more classes, perhaps classes on an Independent Study program to ensure students are completing programs in a reasonable time.
Offer more in depth program counseling to insure effective graduation times.
open office hours
Our departments need to support the work we do in the classroom by putting us in academic jobs that maximize our strengths and minimize our weaknesses. The departments should gently guide us to be better teachers, reward us when we perform well, and help improve areas in which we might be underperforming. Above all, the departments should keep us organized through long-range planning.
Participation by faculty in the community and collaboration in the workforce to ensure we are preparing students ready to learn and work.
Please see notes from previous box (#26).
Possibly an exit exam or interview for the discipline.
Revise coursework, know the material, keep material up to date and perhaps specific to the community.

<b>What actions need to be taken by academic departments to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
Same as previous
See previous.
See that the students are absorbing material. Too much emphasis is placed on teachers following 'procedure' and what the department thinks is correct instead of what is helping the students learn.
see the actions required by individual teachers.
Staff/student workers need to all be on the same page for requirements and the needs of the students. Students get the run around, then become frustrated, and then all they can think about is getting out of here. Academic Departments need to be MUCH better about advising, directing, assisting the students and with communicating
strive to make ensure that all students fall into the a, b and c range through extra effort to assess students
strong set of writing and analysis activities in courses
Students will rise to whatever standard the faculty set. Maintaining high and consistent standards must be a departmental policy.
survey disciplines every so often to ensure they maintain currency in the field, whether it is still appropriate.
take a more active role, lecture, hands-on approach to concepts
That the faculty is providing the best instruction possible to the students.
The departments could create tough guidelines for professors to follow when it comes to grading writing, and for it to be consistent across all professors.
The Departments have to have a good Outcome Assessment plan that is fully implemented and operating.
The departments must insist that adequate resources (appropriate teaching facilities, reasonable class size, appropriate support) be available to faculty and students.
The same as #26 heavy emphasis on community and university ties
There needs to be communication between the faculty of the different departments. They need to communicate events and opportunities to their students.
There needs to be more cross department communication. We need more commitment to the future. The students of today are the future.
Things just like this survey, are good.

<b>What actions need to be taken by academic schools to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
*Encourage a minimum level of rigor. *Encourage greater cooperation between disciplines in planning, course offerings, sharing of facilities, etc.
Abolish Schools.
Academic schools should use assesment as a tool to make sure that these skills are being developed in all academic areas for which they are accountable for. They need to create common goals for what they want their graduates to attain while at the university and ensure those goals are achieved throughout their particular school.
Administrator need to listen to the faculty. Faculty need to insist upon reasonable class size, adequate teaching facilities, and adequate support. Faculty should not allow 'bean counting' administrators to make decisions that reduce the quality of faculty instruction and student learning without consulting the faculty! It is common practice today for the administration to make, but rarely follow through, with promises of support. In my school, the administration has raised class size with out consulting the faculty. This was typically done to Lecturers who did not know the difference. The higher cap on class size remains, although the promised support (class assistants, reasonable tech support) has not developed. In response to saving printing costs, I send out, and receive most of my class information via email. Yet the University recently choose to reduce the email account space. I now frequently exceed my memory space and therefore miss many important messages from students, colleagues, again, implementing them into the curriculum.
Be more interested in the student's research skills and their ability to read and write about the field they are interested in than in any political cause du jour.
build relationships, better communication
Communication between the departments is vital. Students need to know what classes are needed and what classes do not qualify for their degrees.
Communication with other schools.
Continue working on a culture of excellence. Provide support for campus programs in which the students invest themselves and represent the university. Performing arts would be an excellent place to begin providing significant support. Even just restoring the California Lottery funds would mean lots. The University can never be tryly excellent without a first class library, yet The library acquisitions budgets are dismal. Here is another area
Continued support for the faculty members.
Deans need to let the departments make decisions and honor those decisions, in terms of hiring and choosing of
Develop and encourage relationships with students, stronger ties.
Develop majors and concentrations which foster these KSAs.
Ditto again. Eventually the schools must hold faculty members accountable for outcomes. The schools are giving tenure to some inept teachers. The schools must also raise the bar for admission. We cannot produce good outcomes if a significant number of our students are ill prepared for higher education and if they perceive the product as a commodity that they simply purchase.
Do not pass students who do not learn the material.
encourage common measures of these skills and recognize 'best practice'
Enforcement of the outcomes assessment plan for the school. Adherence to standards and ensuring faculty avoid grade inflation.
Ensure small class sizes, more qualified facutly lines so that we are not as dependent on lecturers who are not as committed to preparing the students as a whole. Also, must make sure we have the technolgy required to train
Ensure that adjuncts are teaching rather than there as a placeholder.
Ensure that the students not only understand what the KSA's to be learned are for each course but to also to understand how they apply to the workplace.
Entice and persuade rather than threats
Find funding to support departments.
Flexibility for students who have challenges in attending traditional colleges. Keep developing extended programs and online classes.
Focus more on the middle class academic student. Just because a students parents make a little more than poverty levels or a student is not classified as a minority or the student can not display higher ability to play sports does not mean they should be left behind. They still may need financial assistance.

<b>What actions need to be taken by academic schools to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
FUNDING!!!!
Get out of the politics of administration and take an interest in the students; being an instructor is more than a job. Turn the pyramid over...students at the top, administrators at the bottom.
have help available at reasonable hours
having some roofies might help.
Higher better experienced and knowledgable adjunct professors.
I have several ideas on this
implement programs in demand
Keep classes as small as possible. Make sure classes are offered in a timely fashion.
Keep funding in expanding course availability and variety as well as ensure all applicable courses count in each area (all courses that could count for GRE, do count for GRE) simplify the graduating as well as the enrolling
Make sure that the courses fit the current students and not the same for all students taking the courses.
Make sure that the students have the opportunity to develop accurately in these fields.
Making sure that they have strong ties to the community and can bring in professionals to build relationships with new graduates. And drop the god damned minor requirement.
more emphasis on job placement and less emphasis on athletic agenda
More investment into faculty, along with partnerships with community, business to ensure that graduate are given a opportunity to excel. Instead of wasting their talents on mediocre jobs, instead of beginning a career and applying the knowledge gain from CSUB.
more support of faculty to pass onto students
NA
no comment
none
None
Not sure beyond exit exams. I think if the professors and departments are doing their job well then the academic schools should maintain status quo.
One thing that may benefit the ed dept is to add a class or classes that teach current classroom curriculum and scheduling for teachers.
Organization among the academic schools
Personally, I went throught the Teacher Preparation Program at CSUB. There was little centralized analysis as to the No Child Left Behind ramifications, but plenty of individual criticism, many of which were knee-jerk reactions without complete information. I think, especially now that I work for an academic school as a teacher, that the school itself has an obligation to inform, train, and supply individual teachers with a critical analysis of the bigger state or federal picture. Another lack of guidance was on the issue of grading. This is the most subjective and untalked about area in my field and it has the most impact on the students. That is stunning and unacceptable.
Promoting clear graduation paths.
provide more classes face-to-face and online, do not limit the classes that are offered every quarter
Provide the professors that are creative, flexible, smart yet user friendly to share their gifts of intellectual
Really hold students to standards. I see GRADUATES from here every day who can't write/spell. They are somehow getting through their classes despite lacking in these basic skills. Students and schools need to be accountable for who graduates and who doesn't.
Same as my advice to the departments, except that the schools should balance the competing needs and requirements within each school.
same as previous
Schools need to reward creativity in teaching and mentoring.
See my previous response.
See previous
see previous answer (#27)
Shift resources and the focus of program reviews.
Student MUST be able to write. They should not be able to pass classes if they can't write.

<b>What actions need to be taken by academic schools to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
Support classes that promote the university mission, even if they do not have high enrollments. Measure excellence through more than mere numbers.
take a more active role, lecture, hands-on approach to concepts
Technology skills.
testing and assessment
The 'A' and 'B' student will develop these skills regardless. And I no longer know what a 'C' grade means on a student's transcript. The only way to help the marginal 'D' student (without lowering standards) is to invest time and energy in that student. This means that funds must be available for one or more of the following: o keeping class size reasonable o graders o tutors There is no magic bullet. In my experience, less than 20% of marginal students can be 'saved.' Learning requires work by both parties, and the amount of work required to move from remedial to the university level is more than most students are able or willing to give.
the same culminating project for each academic school should be required.
There must be a focus on logical writing and reasoning from top to bottom.
They must have the most up to date info on their fields, especially concerning new demands from employers that the graduates will need to meet to be successful
to have a more well roundend systems in which students learn about the discipline of choice and have information on the careers available through their discipline
Use resources on programs that will effect a students education(in a positive way) and not the appearance of the institution or to draw more students.
variety of classes in all disciplines
We need to veiw content as well as process.
We often hear how the US is falling behind in its ability to compete. Can we teach responsible competition?

<b>What actions need to be taken by the University to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
*When considering issues where quality and FTE\$ are in opposition--consider quality as the more important factor. *Consider academic excellence the primary goal of this university. All other goals are, at best, secondary.
1.Financial aid. 2.Take advice from the faculty. 3.Let the students be part of important decisions.
A better understanding of faculty members instruction.
A larger and variety of activities which are includes of alumni students. Those that are of interest to the alumni students. A student really needs to feel connected with the university.
a steady supply of beer and women.
Administrators who LISTEN more to the students. The new president doesn't appear to be any more student-accessible than the last one. He needs to take time out of his day, on a regular basis to greet students. Same for Provost. When students say parking is a big deal, but dorms aren't, why is the parking getting worse, and the campus getting more dorms? No one is listening to the MAJORITY.
Advocate for our University so that we can receive the funding and resources we need to prepare our students.
Again, keep up the good work.
Again, treat professors as employees, and get rid of those who are not doing their jobs
All of the above. Currently they are doing some of the above. Again, stop wasting resource on things/programs that will not enhance a students/instructors education.
As an online student, make sure that the educational experience is challenging and that the instructors find a way of communicating in a timely and clear manner.
assessment
compatibility with as many other institutions, especially community colleges to limit the number of classes that have to be retaken to 0.0
Continued support for the faculty members.
develop support programs for student success in achieving learning outcomes.
Ditto the previous box
Do what you say you will do. Dr. Mitchell said several things about moving to DI that he has since changed, such as promising to wait until the money was sound before 'taking the plunge,' so to speak. I think now it is a personal feather in his cap, and I don't think it is in the best interest of the University. First, if two votes had to be taken of the students, and if the second vote passed by a few, and since I know one CSUB coach offered his athletes an incentive for taking people to the polls and voting 'for' the proposal, I have a hard time supporting the process. Someone is saying 'Bakersfield will fall off the map if we don't go DI,' and it is a lie. Not every school can or should go DI. All that will happen is a new division...DIA and DIB. Also, CSUB offers a place for students and student-athletes who might otherwise not get into a University at all or to play sports. Why can't we stay where we
Explain requests rather than orders and commands
Find funding to support schools and departments. Re-think the way in which faculty members are evaluated and come up with outside-the-box thinking about what makes an excellent faculty member. Publishing may not always be the best way for a faculty member to help CSUB graduates develop their knowledge, skills, and abilities.
Flexibility for students who have challenges in attending traditional colleges. Keep developing extended programs and online classes.
FUNDNG!!!!
Generally, keep costs attainable and courses available so students do not go elsewhere to get the same degree cheaper and quicker.
Get all your students involved not just those who belong to clubs. Send out the message all students want to learn about what the campus offers. It is hard to know when there is a small paper hanging from a wall.
GST 160 needs a major redesign--most students don't have a clue about everything that is available to them (free tutoring, free counseling, job opportunities, health services, etc); these services should also be promoted in other ways since--we pay for them in regular university fees, so we should know about them, right?
Hire faculty that are not burnt out.
Hire more effective staff, lower fees, make sure that before the student graduates that he/she has had a 'real world' experience so that they can and will be ready to go get a job- they will be like a product ... ready for market.

<b>What actions need to be taken by the University to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
Hiring the best faculty and administrators with a vision for the future. Weeding out instructors who haven't changed their learning approach in 20 years.
implement specific types of assignments, papers and exams into the class curriculum.
Keep Small Classes, increase funding and pay faculty more. We are losing faculty to other systems because of our low wage offering.
Keep the campus up to date with technology and outward appearance, be involved in the local community, and the internal clubs and organizations.
Keep working the problem.
Listen to the faculty. The CSUB Administration must not make changes that effect the quality of teaching and learning without the voice of the faculty. Otherwise, the faculty will loose interest in supporting the university. Increase the number of tenure track faculty. Improve the technology available to students, faculty, and staff. Improve the quality of advising (this may mean removing barriers to communication - Do we return calls within 24 hours? If a question can be accurately answered today, do we? How many times is a student bounced around to different people to obtain an answer to a question? Who is available after 5:00 PM to answer questions?) I am not convinced that CSUB is serious about improving quality. Even this survey is vague. It does not appear to be
lower the tuition
Make sure that the courses needed for a student to be successful in their chosen career are offered at all times.
Make sure the student understands the KSA's in how it relates to what they need to know.
Make this environment as near to real (employment) as feasible.
Making the knowledge, skills, and abilities available to students at all times.
More investing into facilities, faculties, and technology for CSUB. While keeping the students as the main focus.
more opportunities to show learning and understanding of courses
more respect for time
N/A
none
None
Not sure
Offer courses to accommodate the diverse cultures, but do not compromise the integrity of the programs. Keep the standards high. allow for test to be taken to bring the student up to the university standards.
Organization
Oversee the efficient operation of the entire university.
personnel recognition for these actions
pretty good here
Provide opportunities to develop skills
Provide resources to the schools that are developing these KSAs and strive to develop schools in the various communities that foster these, e.g. schools of engineering.
Provide the organizational stucture to enable faculty and students to interact as much as possible.
Raise the resources necessary to support the programs.
Resources need to be allocated toward technology for all students. Diversity training/sensitivity should be implemented, particularly regarding sexual orientation, since awareness/sensitivity seems to be lacking in the
Same as academic schools.
same as previous
See above
See my previous response.
See previous
See previous responses -- support excellence and diversity in ways that are less easily measured by FTES and other numbers that may not reflect the quality of education. Work to REDUCE class sizes so that these skills and concepts may be taught more effectively.
Shift resources and rewards.

<b>What actions need to be taken by the University to ensure that the CSUB graduate develops the knowledge, skills, and abilities outlined above?</b>
Stop the fighting between the schools. Marla creates animosity in her own school, then tries spreading it everywhere else. Her career should not be built upon the people she steps on, faculty, staff, and students alike.
Support needs to be provided for marginal students in the basic skills courses.
Support of constant communication among faculty, departments, and schools.
take a more active role, lecture, hands-on approach to concepts
teachers need to be open for students who need assistance
The university has to make commitment to have a much higher percentage of FTES taught by doctorally qualified faculty. They must ensure the faculty (tenured or non-tenured) stay current in their fields and are held accountable for teaching quality and performance. The university spends too much time hiding behind the faculty union contract as an excuse for doing nothing about poor faculty classroom performance. And, conversely not rewarding outstanding faculty in the classroom. Excellence means that we support good performers and we improve or send off poor performers. When the university makes this commitment real, CSUB will take off in
The university must start by creating a community on the campus where the students feel comfortable acquiring and developing these skills we want them to have. They must truly become a united front when it comes to the
They need to get the best professors they can, not cause uniformity to hurt any one program like it has the finance concentration.
We need high quality Professors who are committed to change and believe it is possible. The school needs to diversify from a Teaching and Nursing College to a progressive Ag & Tech. When I say atech it should be focused on energy p[rograms and farming technology. Yes, we need teachers and nurses, but we also need to have an
We need to ditch the pressure to put so much money into sports (Div I) and provide the community with things that they need and want (which does not appear to be spectator sports). Intellectual stimulation like invited authors as speakers, more theater, and more community involvement. More health promoting sports would be essential to quality of life. Sitting and watching someone play a game - like basketball - does nothing but to have a fitness olympics of average people who participate and compete as teams for the success of all would be a great benefit. Obesity is a major problem. We could develop a health center (without Div. I) that would be used by all students, faculty, and staff - not just by imported athletes who get special scholarships. In fact, we should have our sports scholarships go only to students that live within 200 miles of CSUB. It is a great idea to import international and national students for diversity, but it is our local students who need the financial support to get

<b>Do you have any additional comments on specific outcomes in this survey or on CSUB learning outcomes in general?</b>
Develop an addition survey for graduate programs.
no
I would hope that this would be the beginning of constructive communication which would result in action.
Kappa Sigma rocks.
No.
none
This is a very long survey. I have to say that i wanted to quit many times.
More community involvement should be done by students. Students need to be more proactive in their community. Along with adding a work componant to all curriculum similar to credential program.
no
I like CSUB. My experience has been strengthening, from admissions staff to the heads of departments.
n/a
if there is less interaction with staff, then tuition should reflect that
no
The professors I have encountered have done their job well in teaching me about the theories and concepts about my major of study. Papers and test can teach you the basics of your major of choice, but do not prepare
Change the grading system. Many students are held back because of the +(plus) and -(minus) scale but can work well in the field of study. Book knowledge doesn't determine what type of worker someone is.
no
This was quite long and makes me question participating in the future!
no
One thing: you have mentioned the desirability of ethics. The problem with this is that if the student doesn't have a solid ethical foundation by the time he or she is in college, no University, no matter how well intentioned, is going to give it to him or her. All you can do is hope that, by the time they reach you, they already know the difference between right and wrong; your job is to teach them, perhaps, what the rules are, but whether or not they are ethical enough to follow them? That they bring with them.
There are many departments across campus that would benefit from being overhauled to ensure efficiency, like the graduation office, having the financial aid office so far out. These minor inconveniences can play a large role on not only if a student stays at CSUB but detracts from the other areas that are doing well. It does not reflect well back to students to require so much and not have the university organized and efficient.
Godd luck! I hope that it will leed to changes that are needed. Most of my student peers are very dissatisfied with the claiber of the professors and the curriculumn. They plan to transfer at some point. Hopefully they will think critically and globaly when they graduate or transfer.
People are leaving the school in droves. That speaks for itself.
Keep a close eye on the faculty members.
The questions don't seem to prioritize the options that are listed. They all seem like desirable outcomes, and all are useful. Who would say that critical thinking is inappropriate? I don't see how the information is really going to be useful. The university should promote all of the items that were listed in the survey.
Excellence must be modeled by the leaders if we are to achieve excellent outcomes with our students! It is very difficult to teach what we cannot do.
We need to focus on developing leaders
Hope to see some changes. Higher expectations for students, faculty, and staff.
Be cognizant of work overload and burnout in faculty
Perhaps clubs could be formed around these ideas. Such as a financial investment club, reading club, or career networking club.
Let's not follow the Alverno College model.
It is nice to do a survey but how the university can talk about excellence when they can't even empty the trash but only one time a week.
CSUB- from what I have experienced as an older student, has no real learning outcomes. I have wasted my time with the notion that higher education provides real bridges to success.

<b>Do you have any additional comments on specific outcomes in this survey or on CSUB learning outcomes in general?</b>
The campus' official outreach efforts must reach a level of credibility in terms of the quality of writing and other communications. We should have never seen an extended university campaign based on a motto like 'University Classes WITHOUT the USUAL UNIVERSITY HASSLES.' The current images on the campus web page show students engaged in all manner of social activities, but not students joyfully engaged in learning. Jeez.
No, I just hope someone really reads it. I do wish that financial aid had a survey, but that would be like asking God to eradicate world hunger. It would be too easy and make too much sense. It's much more fun, just to ask God to help you get an 'A' in a class.
As mentioned in the last que, how do you intend to make this 'actionable?'
I don't know what you mean by a 'specific outcome.'
no
Currently, the rhetoric surrounding excellence and promotion of diversity is at odds with the practices that privilege a business model of education (that looks only at enrollment numbers as a measure of success). The SFR that is rewarded on the departmental level is one that has many students to each professor or instructor, while the advertisements about what makes this campus great highlight the low number of students to faculty (as it should be). The discourse needs to be more closely aligned with campus practice and policy.
Make sure the tools are current and present to learn the KSA's and also have some self-paced activities where students who are interested can update and expand their skills.
CSUB should not divert large amounts of money to Division I. The community has proven that they have little or no interest in this area. Let's move on.
I find the scales confusing and not reflective of how I conceptualized the issues. I'm not sure what critical speaking is. I have others but...
This is good to open the university channels of communication so that new unsolicited ideas may be shared without pressure or worry of who said what and when. Constructive criticism should always be welcomed to help improve any areas that may need to be looked at for improvement.
Careful research in obtaining new faculty members. Obtain those that want to teach and help students to better understand the subjects being taught and real world demands.
Focus on learning more as opposed to other items such as outreach, recruiting. Start building up the classroom situations and assistance to faculty and then go for the increased numbers etc. Otherwise it is a losing battle.
Does this survey ever end? How can you quantify the results of so many written responses? The never ending expectation of more breadth and less depth of subject matter needs to be addressed. Continual changing of catalog requirements is onerous. Simplify and return to educating students on their chosen field in depth. It seems that educational institutions continue to push for longer and longer periods within the system, only allowing for graduate programs to finally give the student knowledge in their field. Understand that 30 years of non-supported education is an unreachable goal for many who desire knowledge but can not accommodate the need to support
No
Once learning outcomes are clearly defined, articulated, and implemented, I hope that when asked why they came CSUB, students will respond, 'For the academic programs.' Unlike now, when the response is 'This is the only school that would admit me with low scores,' or 'I heard this was an 'easy' campus.' As a campus community, our first priority needs to focus on our academic strengths and how to best nurture our students as CRITICAL
As you know already, lack of funding for CSUB has punished our hard working and dedicated Faculty and Staff for success by cutting funding to the bare bones. There's not much we can do about it.
No.