Report on Community Stakeholder Meeting
June 4, 2008

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Report on Community Stakeholder Meeting

Introduction

Consultation with the community is an important part of the ongoing strategic planning efforts at CSUB. Recently, President Horace Mitchell invited to campus about 120 community leaders, representing a wide range of industries, to engage in focused discussions regarding current and future trends in both their industries and the community as a whole, and their perspectives on future actions that might be undertaken at CSUB to better prepare students for productive employment and citizenship.

The event took place just prior to the end of the academic year on the morning of June 4, 2008, with 36 community leaders in attendance. Sheryl Barbich, community leader, CSUB Foundation Board member and president of Greater Bakersfield Vision 20/20 Inc., provided organizational support and served as the event facilitator.

As they arrived, participants were asked to complete a Community Stakeholder’s Survey. Thirty-one of the 36 participants submitted completed questionnaires. Afterward, the participants were divided into small, industry-specific groups to discuss current and future challenges in their sectors and the role that CSUB might play in preparing students to meet those future challenges. This report presents 1) stakeholders responses to the survey; and 2) the themes that were common in the discussions across focus groups.

Survey Results

Perceptions of CSUB

The questionnaire began by asking participants to convey their “general perceptions of CSUB” by indicating their level of agreement with six statements (strongly agree, agree, disagree, strongly disagree). The percent of participants who responded “strongly agree” or “agree” to each statement are shown in Figure 1. The data show that participants hold a positive view of CSUB. More than 90% agreed that CSUB “has a positive public image in the community” and “contributes greatly to the local economy,” and 100% agreed that “the quality of CSUB programs has improved over the past five years” and that “CSUB is heading in the right direction. More than four-fifths (86.6%) agreed that “CSUB provides opportunities for partnerships with local businesses.” Finally, nearly three-quarters of participants (72.4%) agreed that “CSUB administrators, faculty, staff and students actively contribute time and effort to community organizations.”

1 For each question, complete percentage distributions and mean scores are shown in Appendix B.
Perceptions of Contributions to the Community

Participants were asked to rate the importance of a variety of contributions that CSUB makes to the local community. Their responses are summarized in Figure 2. There was broad agreement that CSUB has an important “impact on the local economy” (90.0% “strongly agreed” or “agreed”), makes an important contribution to “professional development of workers and employers” (93.6%), and contributes to “partnerships between CSUB and community business organizations” (83.4%). Though lower, the percent of respondents who agreed that CSUB makes contributions with respect to “research that supports local business organizations” and “student internships in community and business organizations” is nevertheless significant (71.5% and 67.8%, respectively). Participants were least aware of “activities of student groups;” 53.8% agreed that these activities constitute an important contribution to the community.
Perceptions of CSUB Graduates’ Knowledge and Skills

Participants were asked to convey their perceptions of “CSUB students’ level of preparation for succeeding in future employment and civic roles” with respect to seven skill and knowledge domains (see Figure 3). The results show that perceptions of student preparation were highest with regard to “mastery of knowledge in their major discipline/program” (96.5% “strongly agreed” or “agreed”) and “interpersonal skills” (93.3%), followed by “oral communication” (79.3%), “understanding of diversity and cultural perspectives other than their own” (79.3%), and “critical reasoning and problem solving” (75.8%). About two-thirds of participants agreed that students were prepared in “leadership skills” (69.0%) and “written communication” (63.3%).

![Figure 3. What is your perception of CSUB students’ level of preparation for succeeding in future employment and civic roles?](image)

Importance of Academic Areas

Participants were asked to indicate the importance of study in the arts and humanities, business, education, natural sciences and mathematics, and social sciences. The results show that study in each of these areas was considered by respondents to be very important. Although there was 100% agreement of the importance of only one area, natural science and mathematics, nearly 97% agreed that it was important to study in the arts and humanities, business, and education, and nearly 94% placing importance on the social sciences (see Figure 4).
Figure 4. In your opinion, thinking about the knowledge and skills needed to succeed in employment and civic roles, how important is it that students undertake study in the following areas?

(% "Strongly Agree" or "Agree")

<table>
<thead>
<tr>
<th>Area</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>96.7</td>
</tr>
<tr>
<td>Business</td>
<td>96.8</td>
</tr>
<tr>
<td>Education</td>
<td>96.6</td>
</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
<td>100.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>93.5</td>
</tr>
</tbody>
</table>

Recommendations and Hiring

Finally, when asked if they recommend CSUB to prospective students, 93.3% of participants indicated that they do, and 100% hire CSUB graduates (see Figure 5).

Figure 5. CSUB Students

<table>
<thead>
<tr>
<th>Question</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you recommend CSUB to prospective students?</td>
<td>93.3</td>
</tr>
<tr>
<td>Do you hire CSUB graduates?</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Further Thoughts on Past and Future

The closed-ended, or “quantitative” questions were followed by several open-ended questions that asked participants to elaborate on their perceptions of the skills of CSUB graduates. First, they were asked whether there were strengths that CSUB graduates have that were not included on the questionnaire. The responses are summarized below. Of the six responses to this question, half referred to students’ ties with the local community.

Are there other strengths that our graduates have that are not listed above?

- Commitment to Bakersfield community - strength
- Community connection and knowledge
- Often a local history
• Work experience
• Hands-on operational capability/thinking (mechanical aptitude)
• Cultural diversity, youth development strategy

Participants were also asked about skills or characteristics that are not as well-developed by the time students graduate. Two of the 10 respondents mentioned weaknesses in “soft skills.” Skills in writing and mathematics were also mentioned, as well as the desire for math and science teachers to graduate with a “hands-on understanding” of their subjects. Two respondents indicated that graduates might be better focused on/invested in the community, and two indicated that some graduates do not have realistic expectations of the workplace.

**Are there other skills or characteristics that you believe are less well-developed among our graduates?**

- Basic soft skills weaknesses are presenting with some graduates
- Ability in written communication and mathematical applications
- Math and science teachers who have hands-on understanding
- GIS, Public Health/Chronic Disease Control
- Community focus and understanding
- Community leadership/investment
- Many young grads don’t really know what employers expect in the workplace
- Realistic expectations of what work is like.
- Understanding the role of non-profits in our community

Participants were also asked to list any majors or other academic programs that they thought should be added at CSUB. Twelve of the 17 responses included requests for an engineering program, and many referred to specialties within engineering (i.e. petroleum, agriculture, computer, etc.). The remaining suggestions include other technical or applied programs (lab technology, agriculture, speech pathology, bachelor’s in social work), management programs (fire/emergency management, organizational management), special education, public speaking, and media focused programs.

- Computer engineering
- Engineering-agriculture
- Engineering-Petroleum-related, agricultural program -> on par w/Cal Poly SLO
- Engineering - Ag - Pre-Med -> There is a major need for excellent vocational skills-plumbing, electrician, HVAC, etc; often this is a 1st step to higher education
- Engineering
- Engineering
- Engineering & strengthen music & the arts!
- Engineering, information management systems
- Engineering. Civil and petroleum
- Engineering/GIS
- Petroleum engineering
- Specific: engineering; agribusiness
- Bachelor’s degree in social work/organizational management programs
- Fire/emergency services related degrees
- Health care professions, lab technology
- Special education teachers, particularly speech pathologists
- Media
Agricultural related program

Information about CSUB: Sources and Preferences

The remainder of the questionnaire focused on identifying the major sources of participants’ information about CSUB, and the sorts of topics that they would like to hear more about. Figure 6 shows the percent of participants who get information about CSUB from various sources. The most common source is through involvement in university events (71.0%), followed by the Bakersfield Californian (67.7%), then by word-of-mouth (64.5%). Thus, two of the top three sources of information are through personal interactions with CSUB and others. The television news is an information source for more than half of participants (58.1%), and Inside CSUB magazine for just under half (45.2%).

![Figure 6: Where do you get information about CSUB (%)](image)

When asked to indicate the type of information they would be interested in hearing more about, the major preference was for information about “new developments with faculty and programs; 83.9% indicated that they would like to hear more about this topic. Other topics of interest include faculty research and curriculum (64.5% indicated interest in each topic) and alumni accomplishments (54.8%).
Figure 7. What would you like to hear more about? (%)

- Faculty research: 64.5%
- Alumni accomplishments: 54.8%
- New developments with faculty/programs: 83.9%
- Curriculum: 64.5%
- Recent donations: 19.4%
- Athletics: 25.8%
- Construction projects: 38.7%
- Other: 16.1%
Focus Group Results

The stakeholders in attendance represented a wide array of types of businesses and organizations. The focus groups were created by grouping members of similar organizational sectors when possible. Thus, the sectors represented by the five groups include 1) energy, agriculture and construction, 2) healthcare, 3) non-profit and communication, 4) finance and business, and 5) governmental agencies. Group sizes ranged from four to eight members.

The discussions were facilitated by CSUB staff and faculty members. Whereas the survey focused on stakeholders’ current perceptions of CSUB, the focus group questions asked them about the future, and to make recommendations regarding the characteristics that future CSUB graduates would likely need to be successful in that environment. Discussion questions included:

1. In your field, what are the most significant trends that you see for the future?
2. What are the implications of those trends and their impact on the educational offerings provided by CSUB?
3. What are the major challenges for our community over the next a) five, b) 10, and c) 20 years?
4. What role do you believe CSUB should play in addressing these challenges?
5. Over the next five to 10 years, what knowledge, competencies, and attitudes will be essential for CSUB students to have in order to be successful in the local and global environments?

The points made within each discussion group were recorded on charts, which were later transcribed.

During the course of discussions, it became evident that the perspectives and experiences of the participants were deeply interconnected. Accordingly, content analysis of the discussions resulted in the identification of five major themes relating to major trends confronting organizations and those of the wider community. These themes are described below. The description of each theme is followed by a summary of stakeholders’ suggestions for the role CSUB might play in helping the community to confront these challenges. These suggestions involve potential contributions of all members of the CSUB community – administration, faculty, staff, students and alumni.

Discussion Themes: Community and Organizational Trends and the Role of CSUB

1. Local and Global Environment

This theme encompasses characteristics of the social and physical environments in which organizations and individuals operate. Identified trends include local population growth; aging of “baby boomers” and consequent increases in the number of retirees and individuals requiring health care; widespread and increasing poverty; perceptions that the local culture places too little value on education; mismatches between skills of workers and the jobs available; aging infrastructure; existing infrastructure is insufficient to accommodate growth; environmental challenges, including restrictions on natural resources; and increasing interaction among individuals and groups who are geographically distant from each other.

Implications for CSUB

As a result of the discussion, participants indicated that CSUB must respond to the changing local and global community by offering courses that meet the needs and characteristics of the potential students (i.e. course scheduling and sequencing, recruiting among traditionally underserved populations). The need was expressed for CSUB to increase its connections with the
community, not just through what is offered to students but also by offering leadership in response to the local and global environments.

2. Generational Differences Within and Between Worker Cohorts

There is a strong perception that the differences between newer and older cohorts of workers are increasing with respect to the expectations they have about workplace experiences and behaviors. Employers indicate that the younger cohort often has unrealistic expectations regarding salary and speed of advancement, are not prepared to work in teams, and are less job-focused (i.e. less willing to work overtime) than were earlier entry-level cohorts. There was the sense that older workers need help in understanding how to work effectively with the newer generation, and that newer workers need a better understanding of what will be expected of them as employees. The perception was expressed that the current generation of college students is not entering the work force with the necessary skills. Those skills are discussed below as separate themes.

Implications for CSUB

The need to link academic courses to the world of work through class assignments, internships, and service learning was identified. This linkage would better prepare graduates to integrate into the existing work force and to meet the demands of the current work environment.

3. Legal Environment: Policy, Regulations, Ethics

Local organizations report that they function within a constantly changing legal environment. Issues include the need to understand and comply with increasingly complex regulations, unfunded mandates, and uncertain funding streams that are often tied to particular programs and activities in ways that allow little flexibility or input from the organization in setting priorities. Ethical issues are also important, not only as a positive value, but also as a central factor in risk management, business conduct and interaction among individuals.

Implications for CSUB

The importance of graduates being prepared to work in a complex legal environment was emphasized – not only learning laws and regulations and their application within their chosen fields, but also understanding how social policies, values, and ethics influence decisions and behaviors. The need for graduates to understand the possible professional consequences of personal choices was also emphasized.

4. Interpersonal Skills

Organizations of all types indicate that many workers lack the interpersonal skills needed to work with colleagues and clients. While newer workers are seen as competent in the knowledge of their major disciplines, their “people” skills are often poorly developed. The people skills described include communication styles that focus on basic engagement and dialogue, the ability to interact effectively with individuals from diverse ethnic and national backgrounds, and the ability to develop and maintain connections to the community (i.e. networking skills).
Implications for CSUB

A consistent theme was the need for graduates to be able to interact effectively with individuals and groups, including those who differ significantly from the graduate. This ability might include working as part of a local team or as part of a team with members from different backgrounds who are working in different countries.

5. Technical Skills

A major trend is an increasing need for all workers to be very proficient in technical skills—including writing, making presentations, critical thinking, mathematics, and using common computer software programs (e.g. Microsoft Excel)—and to have a focus on lifelong learning. These skills are seen as essential not only for successful job performance in the present, but also for fostering adaptability to changing technology and work environments.

Implications for CSUB

In addition to skills associated with their chosen disciplines, a continuing need for students to have excellent skills in writing, computation and critical thinking was emphasized. Participants also identified a need for expanded course offerings in technical fields, such as engineering, health services and occupational therapy, in response to the challenge of finding skilled employees in those professions.

Enumeration of Essential Knowledge, Competencies And Skills

Participants were also asked to enumerate specific types of knowledge, competencies and skills essential for students’ future success, both locally and globally. There was broad agreement across groups, as participants indicated that the skills listed below were the most important:

- Basic skills: writing/literacy, oral communication, critical thinking, quantitative skills, computer skills
- Good “people skills”: interacting/communicating with others from diverse backgrounds
- Ethics
- Leadership
- Community engagement

Summary

Community Stakeholder’s Survey

The survey measured participants’ current perceptions of CSUB. The results show that those perceptions are overwhelmingly positive. For example, all who participated in the survey agreed that the quality of CSUB’s programs has improved over the past five years, and that CSUB is headed in the right direction. Other major findings include:

- Participants clearly feel that CSUB makes important contributions to the community, particularly with respect to business and economic factors (impact on the economy), professional development of workers and employers, and partnerships with local organizations. Some
respondents would like to see more community involvement by CSUB faculty, staff and students.

- When assessing the skills and knowledge of CSUB graduates, participants rated “knowledge in the discipline” and “interpersonal skills” very highly. Two-thirds to four-fifths also agreed that students were skilled in communication, critical thinking, leadership, and understanding issues related to diversity.
- All major academic areas of study (arts and humanities, business, education, natural science and mathematics, and social sciences) were considered very important for succeeding in employment and civic roles.
- Nearly all participants indicated that they recommend CSUB to prospective students, and all hire CSUB graduates.
- Participants indicate that one strength of CSUB students is their connection to the local community. However, students also might hone their “soft skills” and become more knowledgeable about what to expect when they enter the work force.
- Participants are very interested in having engineering, as well as a variety of other technical and applied programs, added to the program offerings at CSUB.
- Most participants acquire information about CSUB through personal sources, including their involvement in CSUB events and through word-of-mouth. Most are also informed through the Bakersfield Californian and television news. The topics that they would like to hear more about include new developments with programs and faculty, curriculum and faculty research.

**Focus Groups**

Five major themes emerged from the focus group discussions, relating to the local and global environment, generational differences within and between worker cohorts, the legal environment, interpersonal skills needed by workers, and technical skills. Suggestions for action by CSUB followed those themes:

- Participants find it increasingly difficult to hire skilled workers and ask CSUB to find ways to raise college attendance rates, including recruiting students from traditionally underserved populations and to sequence and schedule courses in ways that accommodate non-traditional students.
- Significant generational differences among workers were reported, prompting many participants to recommend more student experiences to provide realistic expectations regarding careers, as well as instruction in professional modes of communication, interaction and dialogue.
- The legal environment is a challenge. Participants suggested that in addition to teaching laws and regulations pertaining to particular fields, students also engage in coursework that will give them a more sophisticated understanding of the ways that social policies, ethics, and values influence workplace behaviors and solutions.
- Interpersonal skills were seen as uniformly important. In light of increasing globalization, participants felt that students need skills to interact productively and positively with others from different ethnic backgrounds, as well as others from different nations who may speak foreign languages. Students also must be skilled in interacting effectively with people in a variety of roles, including colleagues, clients, partners, and those in the larger community.
- The increasing need for technical skills were a concern, and participants urged CSUB to support skill-building across the curriculum, as well as to expand course offerings in technical fields where possible.
Participants enumeration of particular types of skills that CSUB graduates should have acquired by graduation include basic skills (communication, critical thinking, quantitative, and computer skills), interpersonal skills, ethics, leadership skills, and community engagement. Interestingly, this list very closely replicates CSUB’s current vision of the “marks of a CSUB graduate.”

**Conclusion and Next Steps**

The community stakeholders who participated in the forum reported positive perceptions about CSUB, and the focus group conversations made clear that these community members care deeply about the community and take seriously the need to meet current and future challenges. They shared some very useful ideas about ways that CSUB can strengthen partnerships with the community, utilize experts to strengthen local organizations as they face future challenges, and prepare students with the skills likely to increase in importance over the next years and decades.

The results from the meeting with community stakeholders will be utilized by multiple campus groups and integrated into campus-wide discussions about remaining mission-focused and achieving our vision. Members of the President’s Cabinet will review the feedback with each division’s vice president to identify new initiatives and changes needed in current practices.

Beginning in September, the Provost Council will use the community feedback in shaping and launching the development of an Academic Master Plan. Working with faculty and staff, this plan will identify new programmatic directions that extend our contributions to our region. The plan will define desired learning goals and ways of assessing how well our students are acquiring the knowledge, values and competencies (including those identified in the survey) that are essential to live, lead and be contributing members to our community, state and nation.

Also starting in September, the University Strategic Planning Steering Committee and the six workgroups: 1) Faculty Excellence and Diversity, 2) Academic Program Excellence and Diversity, 3) Student Experience and Campus Life, 4) Community Engagement, 5) Staff Excellence and Diversity, 6) Campus Culture will incorporate the results of the community feedback into the development of campus-wide strategies that will be linked to specific and measurable outcomes.

Updates on our progress and the ways in which the stakeholder’s feedback is being utilized will be provided periodically through multiple communication vehicles, including the winter and spring editions of Inside CSUB and the President’s Annual Report.
We are interested in obtaining your unique perspective in evaluating the effectiveness of a variety of areas in which CSUB endeavors to serve our local community and region. This survey is anonymous. Please do not sign your name to the questionnaire. The information that is collected will be compiled and grouped for analysis, after which the completed questionnaires will be destroyed.

In the questions that follow, please circle the responses to the right of each item that most accurately represents your opinion.

**SA = STRONGLY AGREE**  **A = AGREE**  **D = DISAGREE**  **SD = STRONGLY DISAGREE**

1. What are your general perceptions of CSUB? Would you say that:
   a. CSUB has a positive public image in the community. SA A D SD
   b. CSUB contributes greatly to the local economy. SA A D SD
   c. CSUB administrators, faculty, staff and students actively contribute time and effort to community organizations. SA A D SD
   d. The quality of CSUB programs has improved over the past five years. SA A D SD
   e. CSUB provides opportunities for partnerships with local businesses. SA A D SD
   f. CSUB is heading in the right direction. SA A D SD

2. In what ways does CSUB make important contributions to the community? Would you say that CSUB makes important contributions to Bakersfield/Kern County through:
   a. impact on the local economy SA A D SD
   b. professional development of workers and employers SA A D SD
   c. partnerships between CSUB and community and business organizations SA A D SD
   d. research that supports local organizations SA A D SD
   e. student internships in community and business organizations SA A D SD
   f. activities of student groups SA A D SD

3. What is your perception of CSUB students’ level of preparation for succeeding in future employment and civic roles? Would you say that students are prepared in:
   a. Critical reasoning and problem solving SA A D SD
   b. Written communication SA A D SD
   c. Oral communication SA A D SD
   d. Mastery of knowledge in their major discipline/ program SA A D SD
   e. Interpersonal skills SA A D SD
   f. Understanding of diversity and cultural perspectives other than their own SA A D SD
   g. Leadership skills SA A D SD
4. In your opinion, thinking about the knowledge and skills needed to succeed in employment and civic roles, would you say it is important for students undertake study in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Arts and Humanities (history; liberal studies; English etc.)</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>b. Business</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>c. Education</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>d. Natural Sciences (biology; chemistry; geology etc.) and Mathematics</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>e. Social Sciences</td>
<td>SA A D SD</td>
</tr>
</tbody>
</table>

5. Are there other strengths that our graduates have that are not listed above? Please describe:

__________________________________________________________________________

6. Are there other skills or characteristics that you believe are less well developed among our graduates? Please describe:

__________________________________________________________________________

7. Are there any majors / academic programs that should be added at CSUB? Please list:

__________________________________________________________________________

8. Do you recommend CSUB to prospective students? Yes No

9. Do you hire CSUB graduates? Yes No

10. Where do you get information about CSUB (Please √ all that apply):

   ___ Television news
   ___ Bakersfield Californian
   ___ Other newspapers
   ___ Inside CSUB (alumni magazine)
   ___ Involvement in University events
   ___ Word of mouth
   ___ Other ____________________________________________

11. What would you like to hear more about? (Please √ all that apply):

   ___ Faculty research
   ___ Alumni accomplishments
   ___ New developments with faculty/programs
   ___ Curriculum
   ___ Recent donations
   ___ Athletics
   ___ Construction projects
   ___ Other ____________________________________________
## Appendix B: Summary of Quantitative Responses

### Community Stakeholder’s Survey
**June 4, 2008**

**Summary of Quantitative Responses**

1. **What are your general perceptions of CSUB? Would you say that:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. dev.</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>a) CSUB has a positive public image in the community.</td>
<td>3.3</td>
<td>0.6</td>
<td>30</td>
<td>36.7</td>
</tr>
<tr>
<td>b) CSUB contributes greatly to the local economy.</td>
<td>3.2</td>
<td>0.5</td>
<td>30</td>
<td>26.7</td>
</tr>
<tr>
<td>c) CSUB administrators, faculty, staff and students actively contribute time and effort to community organizations.</td>
<td>2.8</td>
<td>0.7</td>
<td>29</td>
<td>13.8</td>
</tr>
<tr>
<td>d) The quality of CSUB programs has improved over the past five years.</td>
<td>3.3</td>
<td>0.5</td>
<td>27</td>
<td>33.3</td>
</tr>
<tr>
<td>e) CSUB provides opportunities for partnerships with local businesses.</td>
<td>3.0</td>
<td>0.5</td>
<td>30</td>
<td>13.3</td>
</tr>
<tr>
<td>f) CSUB is heading in the right direction.</td>
<td>3.3</td>
<td>0.5</td>
<td>31</td>
<td>29.0</td>
</tr>
</tbody>
</table>
2. In what ways does CSUB make important contributions to the community? Would you say that CSUB makes important contributions to Bakersfield/Kern County through:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. dev.</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>a) Impact on the local economy</td>
<td>3.1</td>
<td>0.5</td>
<td>30</td>
<td>20.0</td>
</tr>
<tr>
<td>b) Professional development of workers and employers</td>
<td>3.1</td>
<td>0.5</td>
<td>31</td>
<td>19.4</td>
</tr>
<tr>
<td>c) Partnerships between CSUB and community and business organizations</td>
<td>2.9</td>
<td>0.5</td>
<td>30</td>
<td>6.7</td>
</tr>
<tr>
<td>d) Research that supports local organizations</td>
<td>2.8</td>
<td>0.5</td>
<td>28</td>
<td>3.6</td>
</tr>
<tr>
<td>e) Student internships in community and business organizations</td>
<td>2.7</td>
<td>0.7</td>
<td>28</td>
<td>7.1</td>
</tr>
<tr>
<td>f) Activities of student groups</td>
<td>2.6</td>
<td>0.6</td>
<td>26</td>
<td>3.8</td>
</tr>
</tbody>
</table>

3. What is your perception of CSUB students’ level of preparation for succeeding in future employment and civic roles? Would you say that students are prepared in:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. dev.</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>a) Critical reasoning and problem solving</td>
<td>2.8</td>
<td>0.5</td>
<td>29</td>
<td>3.4</td>
</tr>
<tr>
<td>b) Written communication</td>
<td>2.7</td>
<td>0.5</td>
<td>30</td>
<td>3.3</td>
</tr>
<tr>
<td>c) Oral communication</td>
<td>2.8</td>
<td>0.5</td>
<td>29</td>
<td>3.4</td>
</tr>
<tr>
<td>d) Mastery of knowledge in their major discipline/program</td>
<td>3.0</td>
<td>0.3</td>
<td>29</td>
<td>3.4</td>
</tr>
<tr>
<td>e) Interpersonal skills</td>
<td>3.0</td>
<td>0.3</td>
<td>30</td>
<td>3.3</td>
</tr>
<tr>
<td>f) Understanding of diversity and cultural perspectives other than their own</td>
<td>2.8</td>
<td>0.5</td>
<td>29</td>
<td>3.4</td>
</tr>
<tr>
<td>g) Leadership skills</td>
<td>2.8</td>
<td>0.6</td>
<td>29</td>
<td>6.9</td>
</tr>
</tbody>
</table>
4. In your opinion, thinking about the knowledge and skills needed to succeed in employment and civic roles, how important is it that students undertake study in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean</th>
<th>Std. dev.</th>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>3.1</td>
<td>0.4</td>
<td>31</td>
<td>16.1</td>
<td>5</td>
<td>80.6</td>
<td>25</td>
</tr>
<tr>
<td>Business</td>
<td>3.6</td>
<td>0.6</td>
<td>31</td>
<td>64.5</td>
<td>20</td>
<td>32.3</td>
<td>10</td>
</tr>
<tr>
<td>Education</td>
<td>3.4</td>
<td>0.6</td>
<td>30</td>
<td>43.3</td>
<td>13</td>
<td>53.3</td>
<td>16</td>
</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
<td>3.6</td>
<td>0.5</td>
<td>31</td>
<td>58.1</td>
<td>18</td>
<td>41.9</td>
<td>13</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3.2</td>
<td>0.5</td>
<td>31</td>
<td>25.8</td>
<td>8</td>
<td>67.7</td>
<td>21</td>
</tr>
</tbody>
</table>

8. Do you recommend CSUB to prospective students?
9. Do you hire CSUB graduates?

10. Where do you get information about CSUB (Please √ all that apply):

<table>
<thead>
<tr>
<th>Source</th>
<th>Checked (yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Television News</td>
<td>58.1 18</td>
</tr>
<tr>
<td>b) Bakersfield Californian</td>
<td>67.7 21</td>
</tr>
<tr>
<td>c) Other newspapers</td>
<td>9.7 3</td>
</tr>
<tr>
<td>d) Inside CSUB (alumni magazine)</td>
<td>45.2 14</td>
</tr>
<tr>
<td>e) Involvement in University events</td>
<td>71.0 22</td>
</tr>
<tr>
<td>f) Word of mouth</td>
<td>64.5 20</td>
</tr>
<tr>
<td>g) Other</td>
<td>29.0 9</td>
</tr>
</tbody>
</table>
11. What would you like to hear more about? (Please √ all that apply):

<table>
<thead>
<tr>
<th></th>
<th>Checked (yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>a) Faculty research</td>
<td>64.5</td>
</tr>
<tr>
<td>b) Alumni accomplishments</td>
<td>54.8</td>
</tr>
<tr>
<td>c) New develop. with faculty/programs</td>
<td>83.9</td>
</tr>
<tr>
<td>d) Curriculum</td>
<td>64.5</td>
</tr>
<tr>
<td>e) Recent donations</td>
<td>19.4</td>
</tr>
<tr>
<td>f) Athletics</td>
<td>25.8</td>
</tr>
<tr>
<td>g) Construction projects</td>
<td>38.7</td>
</tr>
<tr>
<td>h) Other</td>
<td>16.1</td>
</tr>
</tbody>
</table>