

## Reflection Comments subcommittee 1

I appreciate the comment about many types of outcomes - that being said, if we use a broad definition of learning that includes holistic, developmental aspects of learning, then we can use the term "learning outcomes" - everything we do teaches something

Under Q4.1. Main Outcomes, there is an unfortunate run-on sentence in bullet point "Knowledge," precisely in the portion that addresses written communication.

In order CSUF to be globally visible, it is important that we have strong presence of on-line degree programs and also on-line classes.

under Q4.1 i would swap the word "Survival" with "Resilience" as it is a more positive term, but still gets at the same notion.

"Good start.

Please don't hide the ""cultural awareness"" part in that complicated last sentence of Q1.1. Pull it out and put it in a more central place. Also this could be added in the ""Values"" part as well. We value diverse experiences and culturally sensitive teaching strategies."

I think it's important to have a clear, connected, and scaffold GE that clearly prepares students for their degree programs. GE should not be disconnected "smorgasbord" of classes.

Q3 - bullet point - community partnerships...businesses an government units - should also include nonprofits

teach our students, whomever they may be, where they are. student success markers determined by the colleges will guide our work. we will focus on innovative teaching, collaboration internally and externally, and community engagement.

Re: what outcomes will guide our work, perhaps use the term "Resilience" rather than "Survival". Would also perhaps use "Collaboration and Teamwork" rather than Pulling Your Weight which seems more limiting than the broader concept of teamwork.

Q1. Aside from teaching the students subject knowledge, we should also help students achieve meta-learning awareness. This is the awareness and understanding of the phenomenon of learning itself. "A student who has a high level of meta learning awareness is able to assess the effectiveness of her/his learning approach and regulate it according to the demands of the learning task."

"Need to create more online programs to maximize space (both state and self support.

Departments/programs need to create SLOs and assess to guide the work.

We need to teach a broad range of programs, but also recognize what students want/need and what the community and the state want/need and have a mechanism for expanding those programs.

We need a General Education PROGRAM (not a collection of 100's of classes)."

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more courses & emphasis on majors/ concentrations than on general education. We need to prepare students in area of their emphasis so they can find job and are productive after they graduate. Students be given more flexibility to pick at least a few courses from other departments/ colleges, so they get benefit and graduate on time.

Under question 2, I would like to see "educators" added to the last bullet (faculty/scholars/educators/cutting-edge research). I would like to see something about continue to keep alumni engaged in campus life added.

We should offer courses that provide students with valuable skills to their future employers as they join the workforce in their field.

The need to incorporate service learning or activities that promote awareness of diverse community in which we are located so students are engaged and ready to function in roles in the community. Agree with the group that the teaching environment also needs to be flexible and adaptable to promote access to students, which includes online learning; this also connects us to a greater external community.

Regarding where will we teach, how do we verify student identity in online classes. How do we know that the person enrolled is actually the person doing the work?

In our departmental meeting, Provost Cruz stated that the Academic Master Plan will help guide us in the emergence of a data-driven, outcome oriented university future that quantifies the results of teaching and learning, and potentially could reward certain types of teaching or content that can be more easily quantified. I suggest that we need to be transparent about our response to this context in California, so that maintaining the quality of what we teach and how we teach can be ensured, rather than lost as the data push influences our outcomes.

"Where we teach - concerns regarding the continued investment of resources on satellite campuses and the appropriateness of those facilities to house projected programs

What outcomes - the institution must provide the resources to collect/assess these data rather than add to existing faculty/departmental loads"

In order to produce truly educated citizens, it is critical to emphasize diverse GE courses. They are basic tools for any intelligent person who will be able to make changes in the society.

if resources are scarce, as they are, I continue to believe better coordination across CSU campuses is required. there are opportunities to rationalize delivery across campuses and reduce administrative overhead with resources redirected to faculty

Currently, we are often taken to task for programs that serve fewer students and give faculty teaching credit for serving a small number of students. Yet these are the very same programs that provide for high impact practices for our students. How do we create consistency within the system?

I think we should consider general education courses as an opportunity to prepare students for their major program, but also to engage them in a way that their major program will not.

Oftentimes, students immersed in a major program that is not based in the social sciences will be oblivious to what is happening around the world. If we are preparing students for a global society, this is something that we should consider.

A strong liberal arts core can be strengthened and bound together with strong science and math education. Critical thinking and the scientific method compliment one another. Students will benefit by having greater integration between the liberal arts, humanities and sciences.

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I would think that another outcome, at least for our professional colleges might be student's success has practitioners. Are they good teachers, nurses, managers....

"ADD THE WORD ""CREATE"": •Knowledge: Students must know about their subject matter: its heritage, its nuances they must be able to write, create, and speak about what they've learned with authority and confidence.

Question of the word Survival: •Survival: Students should be able to cope/learn from failure and adversity, understand the parameters of taking risks, and think creatively when responding to challenges. (Input: Perhaps ""Overcome Challenges"" or ""Thrive"" or ""Ability to Thrive""; any word here that does not imply they ""survived"" their education."

"in the overview, should we include strong core programs which are grounded in research.

I think outcomes could be revisited. Outcomes should be measurable. How do you know you've met what you intended to achieve?"

Some programs require knowledge transfer from course offered by different colleges. Thus, any roadblocks between intra-college collaboration should be eliminated.

Some writing and critical thinking should be taught across all classes. Students would be able to perform better on multiple choice questions if they were able to decipher the question in the first place.

"What teach? Curriculum for ethical, educated, global citizens. Yes, the five core competencies, but integrate those concepts across all fields (e.g., communication in the sciences, quantitative reasoning in the humanities, critical thinking in engineering, and so on.

Why? Obligation as educational institution to teach citizens of today and tomorrow.

Where? on the CSUF campus, on its off-campus locations (e.g., Irvine, Tucker, Desert, Santa Ana, others), and online.

Outcomes? Ability to speak and write correctly and effectively and to think and reason critically; additionally, each discipline has or formulates outcomes for that field."

I would like to see more on teaching to address a global society. Overall well done. Where will we teach...online? I see it in something to support but not as where we teach. Not sure if this matters. Do we feel this falls under a different AMP...I think this is part of where. Outcomes that guide our work...I think impact on the community should be one of the outcomes that we should consider. We need standards for online teaching and learning if we are to continue to grow them. UPS needs to catch up to address online issues.

CSUF should have a way to identify programs that are core competencies for the university.

Programs that CSUF should highlight within and outside the campus.

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Should include a section on what information sources informed the "what to teach" and "why we teach what we teach".

How would you measure the outcomes to ensure that we have met our charge?"

Teach the teachers to teach.

"some majors do not provide any marketable skills needed for employment success after graduation

remediation should take place at community colleges"

"A strong focus on integration of teaching and research.

Involve students in high impact practices early on (starting with freshman experiences).

Learning through internships."

"A great expression of values,

but quantity of teaching shapes quality of teaching. Active scholar teachers need resources and time for their research. Also, let us celebrate and recommit to humanities within the liberal arts core."

On question 2 regarding why we teach what we teach I believe there needs to be more of a connection to workforce preparation.

Agree with the liberal arts model and the need to be student-centered, as well as community-centered. How will what our students are learning connect with and serve the community?

This needs to be a part of our outcomes? On the question of where we will teach, although the temptation in a low budget climate may be to develop satellite campuses and increase (further) our online offerings, and to recruit out of state and international students, we should focus on the development of face-to-face, interactive, collaborative, community-based courses and programs that serve and are made up of California residents.

The committee has done a nice job with this draft. Thank you for all of your work. One thing I noticed is that much of the focus seems to be primarily on undergraduate education (e.g., "liberal arts core," focus on "broad comprehensive education" and "general education"). These are important, and this makes sense given the number of undergraduate students compared with graduate students on campus. However, I think it's going to be important for the campus to grapple effectively with what role and size graduate education should take on this campus and how it will be valued and resourced. Both types of programs have a place, and they should not be put into competition with one another. We should thoughtfully and proactively plan these roles and this balance going forward.

"community needs addressed through q1

distance learning options q3"

in a rapidly changing world, there is a danger of the students over specializing too early. since our students come with deficiencies, we should emphasize analytical, verbal and quantitative skills so they can excel and specialize later. We should follow the liberal arts model.

The instrumentalist pretense--that we teach solely or mostly to "prepare students for success in competitive environments"--is a problem. Higher education is non-instrumental. It may be put to instrumentalist ends later, but that's not the chief purpose.

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Include stem programs such as science, math, technology, engineering, etc. Add entertainment since there is a strong presence in southern California.

resiliency and flexibility: teaching students to think broadly, creatively especially in response to failures and challenges.

"This focuses on workforce readiness. Where is the focus on social responsibility?"

The word ""success"" has been coopted by the metrics industrial complex."

Students must have a solid understanding of the fundamental concepts and gain the skills necessary to be successful in their careers. this calls for strong student-faculty engagement, hands-on experience, opportunities to work in a team, and express their understanding and work in a very coherent manner.

i feel that the graduate education has been ignored. we have a good size of graduate student population and we should consider it seriously.

"Culturally and linguistically responsive pedagogy defined as ""

What: critical, self-reflexive practices embedded in our research and our teaching,

Why: we can work against racial, cultural, linguistic, and socioeconomic inequalities by

Where: creating humane classrooms where students and teachers learn to

What outcomes: use language, [cultural] and literacy in critical and empowering ways""

<http://www.ncte.org/cee/positions/diverselearnersinee>"

Outcomes needs to include professional success and jobs

The "values that inform our work" section is rather weak. Can the points be stated in a strong, declarative manner? "We value research" is so limp....

create more honors classes to encourage the high achievers.

We need to be cognizant of the need for a liberal education - all students need basic skills in communication, working within groups, critical thinking, scientific literacy, appreciation of history

our students will be changing jobs many times during their careers. therefore, lifelong learning, nimbleness, and always being prepared for the future are critical to our students' success

Should this be partially framed and related to GE learning outcomes and students receiving a liberal education from a diversity of colleges.

We will teach diverse students and prepare them for a global work and social environment. The outcomes that guide our work are based on students ability to critically analyze and combine classroom and real world learning.

"Good outline. i especially like the section on why we teach what we teach.

In the rest, for this and other committees, the temptation is to write down what we are already doing. How is what we are going to do different from what we are currently doing?"

"i am disappointed that there is very little related to diversity, inclusiveness, and educational equity. these concepts should be reflected in the values and throughout.

Outcomes should include ability and disposition for civic engagement."

In the fast changing world we now live in, the skills our students need to acquire will be different from what we have been teaching in the past. The AMP need to provide efficient processes to modify or establish new academic programs.

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"q1.1. overview: not sure why this privileges quantitative reasoning. it should not. if keep, then acknowledge and privilege other forms of reasoning. don't see the logic to existing emphasis.

Saying ""high impact practices"" is too loaded. Simply list them and if what you have addresses some of them, then delete. Social justice awareness should compliment or add to the last bullet on professional and personal character. Question 2 talks about the public good and diverse communities. Some of this should go earlier in the ""overview."" Question #4. ""pulling weight"" should be re-conceptualized. Survival? This too should be re-conceptualize. The main outcomes seem rushed (or a bit out of touch) and could use a lot more work. This list and the following paragraph sounds very top-down, expert language."

Should look at program sizes - are more better or should focus be on fewer with higher and sustainable quality. is there a methodical approach to evolving programs as world trends and emerging priorities arise.

Q4.2 students should have a positive attitude toward life and society, understand the common good values in different cultures

"consider flipped classes. also, there will be radical changes in education that will impact the way education is delivered.

GE seems unfocused and makes little sense to many students. for example, critical thinking can and should be taught in many academic areas. Why some areas of GE are upper division seems questionable."

"1. A question about what will we teach pertains to the extent to which we respond to student demand and also to faculty interest and expertise? Which comes first? Also, what is the balance between job prep, which politicians seem to think of universities doing, vs. educating students to adapt to and create the changing future they will experience.

what role do or did the university learning goals play in the committee's discussions? also, the AAC&U LEAP framework."

"Q 1.2: definitions of student-centered, how to establish partnerships within and between dept. and colleges? connection between broad comprehensive curriculum and workforce preparedness? value research-- how to implement this value given the current teaching load of 4?