WSCUC Cabinet and Deans Meeting

Table of Contents

[The Meaning of a CSUSB Degree 1](#_Toc31293600)

[The Quality of a CSUSB Degree 6](#_Toc31293601)

[The Integrity of a CSUSB Degree 8](#_Toc31293602)

# The Meaning of a CSUSB Degree

1. What outcomes justify the degree, regardless of discipline?

Responses:

* Students are prepared for success with both life and career.
* Ability to be competitive in the global job market or be prepared to pursue a graduate program.
* Learning and ability to problem solve and critical thinking.
* Career or graduate studies ready in the chosen field. Writing and communications skills appropriate to excel in the workforce.
* Students gain critical thinking, computational, communication, and problem-solving skills.
* Professional preparation, citizenship, Academic preparation for graduate programs.
* Career alignment, time to degree, units to a degree, cost of a degree, and student debt.
* Job placement.
* Knowledge, skill, competitiveness in the job market.
* A measurably broader worldview. Skill sets that prepare students to navigate the dynamic employment landscape and prepare students for the future.
* Graduates who are learned individuals broadly and have achieved all university, GE and program ILO’s who are committed to their community.
* Equip students with critical thinking, communication and professional skills that will prepare them to be life-long learners.
* Student learning outcomes, the total units the students received, the fulfillment of GE and discipline-specific courses.
* Graduate.

2. What does a degree from the institution mean?

Responses:

* A meaningful education, minimum debt and a job offer at graduation.
* Social and economic mobility.
* A valuable degree in terms of successful completion from a highly respected state university, membership alumni base of over 3 million.
* Ready for career or to pursue graduate studies.
* It means that they are well trained to be global citizens, equipped with critical thinking, communication, problem solving and skills.
* Accredited both regionally and professionally (when appropriate) to assure high standards of learning.
* Expand opportunities, having a broader perspective, general and specific knowledge, skills & abilities.
* Transformation of life; employment opportunities.
* Knowledge, skill, competitiveness in the job market, concerned and involved citizen.
* It SHOULD mean meaningful exposure to critical thinking, different points of view, and effective communication techniques.
* A degree from CSUSB means that we are increasing the number of baccalaureate and master’s degrees in the Inland Empire.
* Well prepared graduates.
* It exemplifies the institution's values, educational quality and standards, and the goals and objectives the institution seeks to achieve.
* Graduate.

3. What does it say students are capable of doing?

Responses:

* They will be contributors as a team member of a group and successful individual in society.
* Critical thinking, problem-solving, teamwork.
* To define the future and be effective citizens.
* Leading a project or group. Strong communication skills. Subject matter expert. Assessing and researching a critical issue.
* Students are capable of learning new things, and be a team player and a leader in addressing global issues.
* Thinking critically, enhanced oral communication, collaboration.
* Lifelong learning, communicate effectively, problem-solve, and work cooperatively.
* Learning effectiveness.
* Critical thinking, effective writing and oral skills, engaging themselves and their communities in progressive communication, collaboration.
* Communicating effectively across diverse groups of people, thinking critically, and acting responsively.
* Students are capable of contributing to their communities as civic-minded individuals.
* Communicate effectively both orally and in writing; work effectively within a team; have global and cross-cultural competence.
* Students are able to achieve certain things on the cognitive, affective and behavioral levels.
* Graduate.

4. What are the distinctive experiences and learning outcomes of an education at the institution?

Responses:

* Again, it prepares students for success either a member of the society and an individual.
* Student-Faculty engagement, internship and externship opportunities, student government, Model UN.
* Critical thinking, Problem-solving, Learning to work in collaborative groups, Develop soft and hard skills.
* Working with diversity and others different from yourself. Practical hands-on experiences. Participation in research activities.
* Transformative experiences related to study abroad, undergraduate research, community engagement, and internships.
* Global learning, study abroad, internship, work experience.
* An opportunity to align major, a national organization, student clubs, internship, research and study abroad.
* Enormous contact hours with professors, excellent content delivery; responsible citizens and professionals.
* Learning value of inclusiveness and diversity, community engagement and building, critical thinking, the value of proactive efforts.
* Access to world-class faculty, focus on diversity, critical thinking, and effective communication.
* Service-learning, high impact experiences, and internships to prepare for graduate school or employment.
* Participation in High Impact Practice (HIP); experience with diverse populations, community engagement.
* The distinctive experiences of an education at the institution are tied to the institutional culture and values that it upholds.
* Diversity.

5. What does the degree all add up to?

Responses:

* Student success.
* A holistic individual that is ready to make a difference locally and globally.
* Citizenship and leadership, participation in a new economy and global engagement.
* Market ready. Strong ties to the university for support. Springboard to being prepared for future pursuits.
* Social mobility, global thought leaders in science, and contribute to solving major issues. Have satisfying lives.
* Engaged and contributing citizens.
* A foundation in general education and a major specialty that has high value (cost/benefit).
* Transforming a person's perspective and life.
* Transforming lives and communities.
* A transformational experience that prepares students for a more meaningful life.
* The conferral degree contribution to an educated workforce in the IE.
* Well-rounded individual professionally prepared who is civic-minded, engaged in the community.
* A student's ability to learn, acquire knowledge, think critically and apply the knowledge to different settings.
* Transforming.

6. Is it more than the sum of its parts?

Responses:

* Yes.
* Yes.
* Yes. Diversity and respect for others. Leading a group. Communication and leadership skills are strong.
* Definitely! They get some of putting pieces together in capstone courses and undergraduate research experiences. Think globally.
* Integrative experiences.
* Yes.
* Yes, it is more than a degree. The extra curriculum experience is also very meaningful.
* Yes.
* Yes, it should be.
* Yes.
* Hopefully, yes.
* Yes, it is more than the sum of its parts.
* Yes.

7. What are the parts?

Responses:

* Personal experience, mentorship, engagement and be able to society, etc.
* Intramural and Extramural academic programs, High Impact Practices, Social Engagement, High Expectations, Cultural Sensitivity, Empathy.
* N/A
* Strong discipline foundation. Communication skills. Career understanding. Diversity and ability to work well with differences.
* Transformative experiences; core, computational and communication skills. Be a life long learner.
* Thinkers, Communicators, Collaborators/teamwork.
* GE, major, co-curricular, and high impact practices.
* Classroom activities, advising, interacting with faculty, exposure to practices.
* Programmatic outcomes, learning about self, skills, competitiveness, learning.
* The classroom experience, connection to the community, applicability to life, peer networking.
* Critical thinking, work experience, communications, leadership experiences.
* GE requirements, Writing requirement (306), capstone course.
* The courses offered, the experience, the student learning outcomes, the experiences, the program outcomes, and institutional outcomes.
* Yes.

8. What’s the overarching goal?

Responses:

* Student success.
* Student success.
* N/A
* Graduation. Complete the goal.
* The overarching goals are to train future problem solvers and learners who can learn new things and adapt to new technology.
* Student success for productive citizenship.
* Impact our region, by increasing those with a college degree to reinvest in our region.
* Form a worldview and professional ethic.
* Transforming individual lives and consequently transforming communities.
* Economic mobility, civic engagement and responsibility, broader worldview, and greater life satisfaction.
* To graduate and be competitive as graduate school applicants or job applicants.
* To cultivate the professional, ethical, and intellectual development of our students.
* To transform students' lives, to train students to be critical thinkers, to help students career readiness & act responsibly and ethically.
* N/A

# The Quality of a CSUSB Degree

1. How rich are the experiences that the institution offers?

Responses:

* Very.
* Very rich, expensive, diverse.
* Not much, as a commuter school, students are not so much engaged in extra-curriculum activities.
* HIPs.
* Very rich.
* Very.
* Very rich.
* Very!
* Excellent in terms of being part of a 21 century demographic.
* Very, diversity, quantity.
* Very- campus employment opportunities, internships, service-learning, Study abroad.
* Somewhat rich. Not sure.
* The institution offers various opportunities for students to experience such as HIPs, service learning and study abroad, etc.

2. How challenging? How rigorous?

Responses:

* Very challenging. Rigor perhaps depends on the departments.
* Students find them challenging and very rigorous. Connecting the dots from various courses. Leaves some behind.
* Very challenging, as most students have to work to support themselves; not so rigorous.
* High standards capstone.
* It is challenging in many ways and rigorous. All students are challenged to do their best.
* Very. Capstone classes.
* Don't know.
* Moderately challenging and rigorous.
* World-class education.
* It depends; it lacks standardization.
* Very challenging and rigorous.
* Not as rigorous. Some participate in research.
* For students, some courses can be challenging and rigorous.

3. What quality assurance processes exist at the institution to guide improvement?

Responses:

* Developing assessment processes.
* Constant monitoring of DFWI rates; Large bottleneck courses. Program reviews.
* External accreditation requirement; internal performance control of faculty and staff.
* Assessments program reviews.
* I am a much better presenter now.
* Student Opinion of Teaching Effectiveness (SOTE).
* Don't know.
* Advising and program review.
* Strong advising.
* WASC.
* Worked hard on paper, and met all graduation requirements.
* The feedback loop needs to be stronger.
* Assessment, program review, feedback loop, and accreditation criteria.

# The Integrity of a CSUSB Degree

1. To what extent are all the parts of the educational experiences coherent, aligned, and intentional?

Responses:

* 90%
* We are getting better.
* ILOs and program outcomes can help, but often disjointed.
* Large.
* Somewhat but improving.
* Yes based on GE.
* Not very well at all. Some intentional connections. Others are more accidental.
* X.
* Very much. However, connecting the dots could be an issue for students.
* The institution is moving toward intentionally aligned its assessment and learning outcomes. However, as of now, we are not quite there yet.
* Not well aligned.

1. To what extent does the institution deliver what it promises to deliver?

Responses:

* CSUSB helped me define my future.
* We are getting there...
* In terms of value and opportunity, it delivers!
* Great.
* To the best of its ability despite structural roadblocks including a difficult senate.
* The university delivers on the promise of high-quality education and affordability.
* Degrees. Strong curriculum background. Diversity and working with others.
* X.
* Very well from the institution’s perspective. They may be singing a different tune than what students are listening to.
* In some cases, such as HIPs the institution is aiming to deliver what it promises.
* 80%

1. How well does it achieve what it sets out to do?

Responses:

* We should achieve 90% of our goals.
* Work in progress.
* For 6-year graduation rates, it does that well.
* Very well.
* Again despite institutional roadblocks.
* Promise fulfilled.
* Fairly well. Poor graduation rates compared to those interested in completed degrees on time.
* X.
* Not very well. The graduation rate below 20% is terrible.
* In some ways, it is on track to achieve what it sets out to do.
* Pretty fine.

1. How does it know?

Responses:

* Our graduation rate is improving.
* Outcomes.
* Data on graduation rates, time to graduation, and equity gaps.
* Assessment data.
* Developing assessment practices.
* Assessment.
* N/A
* Assessment.
* DFWI rates.
* It will know through evaluation, assessment, review, survey, and accreditation.
* Scattered information

1. How does it communicate about its degrees to internal and external audiences?

Responses:

* Strategic communications and our website.
* Internal and external communications.
* Website, email, social media.
* National Rankings National Rankings.
* Developing practices.
* Branding and communications.
* N/A
* Advertising. Direct outreach through recruitment. The success of alumni and word of mouth.
* Newsletters; annual reports.
* Through branding, promoting its success, telling its story, and through undergoing specific reviews and accreditation.
* A variety of media.