WHAT WILL WE TEACH AND WHY WILL WE TEACH IT?

CSUF, an institution in the CSU state-wide educational system will offer students a high-quality education that prepares them to reach their full potential in their personal and professional lives. Our state support and self-support undergraduate and graduate curricula are designed to educate and empower students to be informed, ethical, engaged, socially responsible citizens who chart their own course, shape the future, and contribute to the public good. A CSUF education will prepare students to respect diversity of thought and ideas and work effectively in diverse communities. Students will learn to succeed in evolving, dynamic, and competitive regional, national, and global environments. With direct access to cutting edge research and creative activity, students will acquire knowledge that is current and applicable.

Our comprehensive liberal arts curriculum will be based on a breadth of courses in General Education and specialized majors and will promote core competencies. In all fields of study, students will acquire necessary skills including critical thinking, clear and effective written and oral communication, creative thinking and problem solving, analytical skills, cultural competency, quantitative reasoning, and information literacy. These skills will be developed and applied through a wide range of disciplinary and inter-disciplinary perspectives and will prepare students to enter an evolving workforce and respond to challenges with resiliency and flexibility.

Our curriculum will embrace innovation. It will respond to changes in academic disciplines and address the evolving needs of a diverse, technologically driven global society. Our classrooms will incorporate technologies to enhance the learning experience. Our curriculum will integrate teaching and research to provide an effective learning environment informed by the latest and most up-to-date findings. We will encourage and reward innovative approaches to teaching challenges by exploring new teaching methods, utilizing student-to-student teaching opportunities, supplemental instruction, and graduate student teaching and mentoring. We will strive to be dynamic and responsive to changing student demographics and to developments in scholarly and creative activities and within academic disciplines.

CSUF will provide students with intensive learning experiences that take them out of the classroom and beyond traditional teaching methods. We will promote experiential learning through study-abroad and study-away programs, field classes, field trips, and internships. We will create opportunities for active and collaborative learning through research projects and creative activity, and by pursuing opportunities that strengthen collaboration between the university and the community.

Undergraduate and graduate courses of study at CSUF will provide rich student-centered academic and intellectual environments. We will offer an engaging and effective learning environment in all settings: face-to-face (in class), hybrid, and online courses. Our curriculum is informed by learners’ abilities and interests while advancing and promoting collaborations within and across disciplines. We will create a variety of learning spaces for students to gather inside and outside the classroom in order to establish communities and share experiences. To
attain educational goals, the university will develop better coordination within and across CSU campuses and will eliminate roadblocks to intra and inter college collaboration.

CSUF will encourage independent thought and promote freedom of expression. Students will acquire life-long skills for effective citizenship and civic responsibility. We will support a concern for social justice, a desire to respond to community needs, and a strong sense of personal and professional character. Additionally, students will gain an understanding of values, ethics, cultural awareness, and humanitarianism. Students will develop global awareness, a cosmopolitan world view, and an appreciation for different viewpoints, cultures, and values.

Promoting community stewardship and local connections, CSUF will provide a wide variety of internships, research and creative projects, and other activities to strengthen the bonds between CSUF and local communities where most of our students come from and will continue to live. We will build partnerships with alumni, communities, and organizations, in the regional, national, and international arena. The CSUF curriculum will be responsive to professional, workforce, and community-based needs.

WHERE WILL WE TEACH?

CSUF delivers a high quality comprehensive education that supports student success by leveraging facilities, locations, support services, and technologies to maximize access, impact, and experience. CSUF will create multiple learning environments that include flexible, technology-rich, collaborative-style university classrooms, labs and studios at main and satellite campuses, external classrooms, face to face and online environments, internships, and other community based experiences. Learning environments will also include the field and regional, national, and international venues. Within these learning environments, we will maximize the interaction among students and teachers and increase opportunities for experiential, high impact learning.

Additionally, to ensure maximum access and success, the teaching environment will be adaptable to the available resources and the needs of students, faculty, and the curriculum. The locations of learning will offer students a choice of locations and teaching modalities that maximize their learning.

CSUF currently utilizes a wide variety of locations, venues, and modalities to achieve its academic mission. These include the following:

The main Fullerton Campus

Academic programming is primarily offered at the campus in Fullerton, with most courses offered in a traditional classroom setting. Face to face instructional spaces range from auditorium style lecture halls, mid-sized lecture-discussion rooms, seminar-style classrooms, instructional support laboratories and studios, and digital facilities. The campus will continue to develop the university as a living lab that utilizes campus resources and space for teaching. The campus also includes common public spaces for educational events, faculty offices, study and research space, student recreational facilities, and a limited number of residential facilities. Main campus
facilities also include sports, theater, and music oriented venues, as well as ancillary support facilities to accommodate athletic- and co-curricular-based educational programs and competitions. Future considerations include technology-rich and collaborative style classrooms that support group work and student interaction.

**Satellite campuses and facilities**

CSUF utilizes and continues to leverage satellite campuses and facilities, such as Irvine, Garden Grove Center, Grand Central Art Center, Santa Ana, the Fullerton Arboretum, the Cooper Center, The Desert Learning Center, and Tucker Wildlife Center, to provide access and maximize learning. CSUF’s Irvine campus is established as a secondary physical environment that provides teaching venues similar to the main campus though fewer in number and with intentional scope. The Irvine campus and other facilities provide more “local” access to courses and instruction, and focused instruction in discipline specific areas (e.g. Grand Central Art Center in Santa Ana, the Tucker Wildlife center, and the Desert Learning Center).

Moving forward, decisions regarding such facilities will include considerations of resources available at satellite campuses and facilities, availability of full degree programs at satellites, innovative and unique programs, incentivizing faculty to teach at satellite locations, making course scheduling convenient for students to use satellite locations, and ensuring core services are equivalent.

**Online Environment/Distance Learning**

CSUF also provides a robust and intentional online environment through both Fullerton-based programming and through participation in the CSU online system. As the popularity and demand for online course and degree programming increases, CSUF will meet those needs by providing more online course and degree offerings and an increased emphasis will be placed on faculty preparation, support, and expertise in online learning and upon preparing students for success in online courses and degree programs. Additionally, as technologies develop and become more affordable, systems will be explored for use in the broadcast of courses from the main campus to remote sites to extend our reach.

**Community Partnerships, Engagement, and Service Learning**

As noted by CSUF’s Carnegie community engagement classification, significant numbers of students also participate in field-based service-learning, practicum, and internship experiences. These experiences include public-private partnerships and relationships with business and arts institutions for enhanced learning opportunities. Relationships with governmental units, for-profit, and non-profit organizations provide students with opportunities for political involvement, work with local government, and interaction with legislators. Additionally, community engagement is an important component in achieving CSUF’s goals that focus on attracting, retaining, and matriculating under-represented students. Links to ethnically based and/or oriented organizations are currently utilized and will continue to be utilized as they provide visibility, support, and opportunity for students and for participating businesses and organizations.
Higher Education Partnerships

CSUF maintains many relationships with local high schools and community colleges. We will continue to develop innovative, collaborative programs with these partners such as the 2+2+2 cohort model where students are selected during the last two years of high school and matriculate into curriculums based on career interests (currently Accounting and Nursing programs are following this model). Additionally, these linkages have led to student teacher preparation programs that provide students with teaching practicum opportunities based on higher education partnerships.

International Educational Programs/Study-Away, Study-Abroad

To achieve its strategic goal of preparing students to participate in a global society, CSUF will be committed to providing students and faculty with a global perspective and an in-depth understanding of diverse cultures and peoples. To achieve this mission CSUF will continue to develop high quality international education programs and opportunities for students and faculty. These programs provide students with the perspectives, skills, and abilities to be competitive in a global workforce economy. Furthermore, these programs need to be constructed and designed in a flexible manner to expand opportunities for students, who may be challenged by cost, time, work, and family commitments, to have affordable and enriching study away, study abroad, and international studies experiences. For example, current efforts have focused on building affordable, short-term study abroad and study-away opportunities for students that are not able to participate in traditional semester or academic year programs. From a faculty perspective, opportunities for international research and collaboration will be developed as well as training programs to assist faculty with curricular integration, developing and facilitating study-abroad and study-away programs, and aligning these experiences with designated learning goals.

WHAT OUTCOMES WILL GUIDE OUR WORK?

Student Outcomes
The discussion of student outcomes that guide our work is framed by consideration of the following questions:

1. Did they achieve mastery of the learning outcomes for the programs they enrolled in?
2. Are they making progress toward degree completion? (ex: time to degree, retention rate)
3. Did they complete or graduate? (ex: 4-year and 6-year graduation rates)
4. What are they doing upon completion? (ex: placement rate, graduate school, workforce)
5. Are they contributing to the public good? (ex: functioning members of a democratic society)

Knowledge, Skills, Resilience, Collaboration, Advising

Within their majors, we will focus on students achieving mastery of their subject matter: its heritage, its nuances, its most recent developments. We will support students in the development of a breadth of knowledge that they can draw from critically and creatively to effectively problem solve and adapt to changing work, personal, social, and cultural environments. They will write and speak about what they have learned with authority and confidence. Students will
develop and strengthen skills that can be transferred to the needs of their careers or professions. They will graduate with both theoretical and applied knowledge and will acquire the ability to seek out solutions to novel concerns and to update their intellectual capacities to suit the needs of changing circumstances.

Students will understand and articulate why what they do is important to society and they will thoughtfully and effectively engage with work, cultural, social, and personal environments cognizant of the impact and outcomes of their choices and actions.

Students will develop strategies to cope with both success and disappointment. They will learn from failure and adversity, understand the parameters of taking risks, and think creatively when responding to challenges.

Students will work effectively within a group. They will be willing and able to pull their weight in a given task and be confident in their contributions. They will work with others collaboratively and collegially toward a common purpose sharing their ideas, accepting those of others, and subjecting all ideas to thoughtful critiques.

CSUF will be more acute and more diligent regarding students’ individual unique talents and where they should be investing their time, energies, and money. Each student is unique, and it is that uniqueness that is his or her greatest asset. If a student is not passionate about what they are doing, why are they doing it? We must be willing, as experts in our fields, to better identify students who are struggling and advise them in finding what suits them. As a university, we can support programs and approaches that meet students where they are.

CSUF will maintain a robust GE program with the understanding that students benefit from having a broad-based education and complementarity between liberal arts and applied degree programs.

Progress toward Degree and Completion
The university will study, develop, and support retention strategies and student progress toward degree by removing institutional roadblocks, but will also remain cognizant of and supportive of the range of time frames within which CSUF students’ progress through their degree programs.

After Graduation
In considering students’ post-graduation, quality of life, contributions to the public good, a sense of purpose, civic engagement, career satisfaction, and other qualitative and quantitative measures will offer indications of student success.

Faculty Outcomes
The university will develop programs and infrastructure to support innovations in teaching, the incorporation of high impact practices and experiential learning, and curricular development.

The university will support faculty research and creative activity with the goal of improving scholarly and creative productivity and the acquisition of external funding.
Institutional Outcomes

The university will support, record, and celebrate stewards of place programs—community partnerships, partnerships with other universities, international partnerships, increased connections with alumni.

The university will consider quality of life, satisfaction, and sense of purpose of employees of the university.
Additional Notes, questions, concerns, data needs

As an institution, we will support and study post-graduation outcomes by:

• Having alumni/outreach programs that keep in contact with alumni
• Surveying alumni about quality of life, community engagement, etc.
• Keeping track of alumni contributions to the region, both financially and through community involvement
• Gathering business data that show alumni contributions to the economy. E.g., CSUF alumni contribute $100,000,000 per year to the general OC economy through business ownership, spending, and contributions to educated work force….

ADDITIONAL RESOURCES NEEDED

What We Need To Support the WHAT WILL WE TEACH Section

Some potential resources for “What will we teach?”:

• Data on effectiveness of students doing research projects – do they have better graduation rates, time to graduation, retention
• Data on effectiveness of internships
• Data on study abroad/study away effectiveness
• Data on courses that have true high-impact practices
• National data on the effectiveness of GE courses
• Information on technology predictions that could help guide us in a “Master” plan.
• Are there data on what major employers want comprehensive universities to include in curriculum? For example, are academics (us) and industry leaders (employers) on the same page? There must be reports about what employers think is important.
• Research on what works where for students with demographics similar to ours.
• Info on: What are the trends for student satisfaction with education, success, and career optimization?
• Info on: What types of educational models, nationally, appear best suited to personal, community, and economic success of students?
• Add Info on: study abroad, study-away programs, field classes and internships. What do we do now? What is lacking and in what areas we need to expand/focus?
• Info on: business surveys: what are the local workforce needs? What types of skills employers value/seek? What can we do to bridge that gap?

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Local reports:

Articles that explore and provide evidence to reinforce the value of a liberal arts education.
News articles on liberal education from AAC&U
http://www.xconomy.com/boston/2015/10/07/renaissance-futurism-liberal-arts-for-the-21st-century/
http://www.starnewsonline.com/article/20131011/ARTICLES/151039930
http://www.forbes.com/sites/mattsymonds/2015/11/30/5-reasons-a-liberal-arts-education-rocks/#73cf572e1f02
http://chronicle.com/article/What-Im-Reading-In/235493

Employer surveys that indicate the value of liberal arts skills to the workplace.

To support the “WHERE WILL WE TEACH?” section:

Add information about trends in classrooms of the future.
Insert data on current and projected use and capacity at each location. Also include current # of online, hybrid and F2F classes compared to CSU wide/national statistics.
Insert Community engagement and internship numbers here
Insert data from survey on Study Abroad and faculty experiences/needs