



## STATEMENTS OF OPINION RESULTS ALL-UNIVERSITY ELECTION - SPRING 2012

- 1) **The University should develop a comprehensive program for assessing the readiness for students intending to take online courses.**  
(1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree)

FULL-TIME ELECTORATE RESPONSES	
68 (12%)	Strongly Disagree
60 (11%)	Disagree
104 (19%)	Neutral
159 (29%)	Agree
127 (23%)	Strongly Agree

PART-TIME FACULTY RESPONSES	
3 (7%)	Strongly Disagree
3 (7%)	Disagree
3 (7%)	Neutral
14 (33%)	Agree
19 (45%)	Strongly Agree

FULL-TIME STAFF RESPONSES	
12 (5%)	Strongly Disagree
50 (20%)	Disagree
51 (21%)	Neutral
83 (34%)	Agree
38 (16%)	Strongly Agree

- 2) **The University should develop a comprehensive program for providing additional training for faculty intending to teach online courses.**  
(1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree)

FULL-TIME ELECTORATE RESPONSES	
46 (8%)	Strongly Disagree
29 (5%)	Disagree
59 (11%)	Neutral
205 (37%)	Agree
182 (33%)	Strongly Agree

PART-TIME FACULTY RESPONSES	
3 (7%)	Strongly Disagree
4 (10%)	Disagree
1 (2%)	Neutral
19 (45%)	Agree
15 (36%)	Strongly Agree

FULL-TIME STAFF RESPONSES	
11 (5%)	Strongly Disagree
11 (5%)	Disagree
29 (12%)	Neutral
99 (41%)	Agree
83 (34%)	Strongly Agree



## Statements-of-Opinion Spring 2012 BALLOT

### #1

**The University should develop a comprehensive program for assessing the readiness for students intending to take online courses.**

- A) strongly disagree
- B) disagree
- C) neutral
- D) agree
- E) strongly agree

#### Pro Argument

Over 8,000 CSUF students are taking one or more online courses this semester. Many have little experience with the intricacies of BlackBoard or Titanium (Learning Management System). If they get frustrated, they may blame the instructor, and their learning is impeded. Assessing their readiness before the course may save them a lot of anxiety, temper their expectations, so they should know what to expect, and also let them know if they are ready for this kind of course delivery.

#### Con Argument

Students are so computer savvy today and may have already taken one or more online courses. Assessing their readiness is a waste of time for both the student and the University.

### #2

**The University should develop a comprehensive program for providing additional training for faculty intending to teach online courses.**

- A) strongly disagree
- B) disagree
- C) neutral
- D) agree
- E) strongly agree

#### Pro Argument

Students typically give faculty lower "grades" on course evaluations for online courses. Faculty training would help our colleagues make their course materials student-friendly in terms of presentation, style, and content. Their training would help with assessment creation and evaluation. It is in the faculty's best interest to be trained, given we have over 8,000 students taking online courses each semester.

#### Con Argument

Faculty already know how to best teach online courses. Training is expensive and usually at a lower level. Online tutorials suffice and are inexpensive.

### #3

**Resources should be made available to develop optional common interdisciplinary, intellectual themes for the nine (9) units of required upper division General Education.**

- A) strongly disagree
- B) disagree
- C) neutral
- D) agree
- E) strongly agree

#### Pro Argument

Allowing students the option of choosing a common theme for their upper-division General Education courses would allow them to have a more in-depth intellectual experience and provide opportunities for faculty to work across disciplines to develop curricular and co-curricular activities (e.g. Learning Communities, Service Learning, Internships) to support student learning. These kinds of practices can have positive impacts on student learning and retention.

**Con Argument**

Students should have the freedom to “package” their GE courses anyway they want. They are adults with varying interests, majors, minors, and backgrounds. Themes are most appropriate for small liberal arts colleges where coordination would be much easier than at CSUF where we literally have hundreds of GE courses.

**#4**

**Current curricular approval process requires completing an extensive and very detailed proposal form that needs to be approved by curriculum committees at department, college and University levels (GE, Graduate Education or University Curriculum committees). This process should be streamlined.**

- A) strongly disagree
- B) disagree
- C) neutral
- D) agree
- E) strongly agree

**Pro Argument**

Course review is important to ensure that we have a high quality curriculum, but the process has gotten out of hand. Courses must be approved at three different levels before they come to the Senate and the President. New faculty are eager to teach new courses but are often left in the dark about where their courses are in the approval process. Courses can be sent back to departments for trivial problems. The proposal form itself has become long and cumbersome to complete. All of these issues discourage faculty from proposing new courses, which in the long run will lead to a stagnant curriculum.

**Con Argument**

The current NCP approval process ensures the quality of the proposals as well as that there is no overlap with other courses or dissension amongst proposers in similar fields. Different levels of review also allow for a variety of points of view that can be highly beneficial to the final form of the proposal.

**#5**

**Priority registration shall be given to students based on the percentage of units they have left until graduation in the degree major instead of the present policy of priority given in terms of number of units already completed. Note that this would not affect students who are registering under the current special priority rules (such as ASI leadership, athletes, President’s Scholars, Disabled Students).**

- A) strongly disagree
- B) disagree
- C) neutral
- D) agree
- E) strongly agree

**Pro Argument:**

The average number of units a student takes exceeds 140. That means many students are taking far more units than they need to graduate. This may be due to changing majors, failing courses, or taking courses that are not required in order to be eligible for financial aid. Our current system for allowing students to register for classes is based on the number of units a student has completed and thus rewards students who may not be making steady progress to his/her degree over those who are. By basing priority on the number of units a student has left to complete for his/her degree, we would be giving students who are making steady progress towards a degree a better chance in getting the courses they need to graduate. This is especially critical when the degree has a large number of required courses with limited number of seats being offered.

**Con Argument**

Changing the method we use to offer priority registration will require substantial new programming to be done as well as changes to our publicity materials. This is a major change in operations and, given our current budget situation, it is not clear that this is the best use of our limited resources.

**3) Resources should be made available to develop optional common interdisciplinary, intellectual themes for the nine (9) units of required upper division General Education.**

(1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree)

FULL-TIME ELECTORATE RESPONSES	
65 (12%)	Strongly Disagree
65 (12%)	Disagree
176 (32%)	Neutral
122 (22%)	Agree
77 (14%)	Strongly Agree

PART-TIME FACULTY RESPONSES	
4 (10%)	Strongly Disagree
3 (7%)	Disagree
14 (33%)	Neutral
14 (33%)	Agree
6 (14%)	Strongly Agree

FULL-TIME STAFF RESPONSES	
6 (2%)	Strongly Disagree
32 (13%)	Disagree
88 (36%)	Neutral
75 (31%)	Agree
25 (10%)	Strongly Agree

**4) Current curricular approval process requires completing an extensive and very detailed proposal form that needs to be approved by curriculum committees at department, college and University levels (GE, Graduate Education or University Curriculum committees). This process should be streamlined.**

(1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree)

FULL-TIME ELECTORATE RESPONSES	
42 (8%)	Strongly Disagree
58 (10%)	Disagree
48 (9%)	Neutral
165 (30%)	Agree
204 (37%)	Strongly Agree

PART-TIME FACULTY RESPONSES	
2 (5%)	Strongly Disagree
1 (2%)	Disagree
9 (21%)	Neutral
17 (40%)	Agree
12 (29%)	Strongly Agree

FULL-TIME STAFF RESPONSES	
11 (5%)	Strongly Disagree
27 (11%)	Disagree
63 (26%)	Neutral
92 (38%)	Agree
41 (17%)	Strongly Agree

5) **Priority registration shall be given to students based on the percentage of units they have left until graduation in the degree major instead of the present policy of priority given in terms of number of units already completed. Note that this would not affect students who are registering under the current special priority rules (such as ASI leadership, athletes, President’s Scholars, Disabled Students).**

(1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree)

FULL-TIME ELECTORATE RESPONSES	
30 (5%)	Strongly Disagree
31 (6%)	Disagree
122 (22%)	Neutral
200 (36%)	Agree
128 (23%)	Strongly Agree

PART-TIME FACULTY RESPONSES	
4 (10%)	Strongly Disagree
1 (2%)	Disagree
5 (12%)	Neutral
17 (40%)	Agree
13 (31%)	Strongly Agree

FULL-TIME STAFF RESPONSES	
19 (8%)	Strongly Disagree
22 (9%)	Disagree
42 (17%)	Neutral
90 (37%)	Agree
60 (25%)	Strongly Agree