

Goal 2: Provide clear and unobstructed graduation pathways for all students.		2.1 Meet the established goals of Graduation Initiative 2025, including eliminating the graduation equity gap and achieving a four-year graduation rate of 39.1% for first-time freshmen and a two-year graduation rate of 42.2% for transfer students.		2.2: Articulate and begin implementation of benchmarks appropriate for the successful recruitment, retention, and graduation of graduate and post-baccalaureate students to inform ongoing planning.		Objective 2.3: Following articulation of benchmarks, establish and meet year-three goals for the recruitment, retention, and program completion of graduate and post-baccalaureate students.		2.4: Define the purpose of and begin purposeful implementation of different pedagogical formats including online learning and hybrid courses.		Comments or suggestions for alternative wording for Goal 2:	
Goal 2: Is this goal important?	Goal 2: Is this goal achievable?	2.1 Is this objective important?	2.1 Is this objective achievable?	2.2 Is this objective important?	2.2 Is this objective achievable?	2.3 Is this objective important?	2.3 Is this objective achievable?	2.4 Is this objective important?	2.4 Is this objective achievable?		
1	Very important	Yes	Moderately important	Uncertain	Very important	Yes	Very important	Yes	Low Importance	Uncertain	Is the goal to strengthen MS programs? This is the first I have heard of this, and I think it is an excellent idea!! / / But surely a more straightforward, clear statement of this goal (2.2) is achievable?! / / "In order to strengthen graduate and post-bacc programs, assess the effectiveness of existing programs, and develop goals and initiatives to reach those goals, including student recruitment and timely graduation, as well as articulation with community and industry needs" / 2.4: purpose, purposeful... awkward language. Diff pedagogical formats includes far more than online/hybrid classes. If all that will be considered is online innovations, then stick to that. But this goal sounds very hesitant about whether online ed is a good thing or not. Maybe "Assess existing online/hybrid course offerings, and identify programs in which increased offerings would improve student success. etc..." / /
2	Very important	Yes	Moderately important	Uncertain	Moderately important	Yes	Moderately important	Uncertain	Very important	Yes	
3	Very important	Yes	Neutral	Uncertain				Very important	Yes	I have no ability to understand the objectives on benchmarks.	
4	Very important	Yes	Very important	Uncertain	Moderately important	Yes	Very important	Yes	Very important	Yes	- 2. can't do it without proper funding / 2.3 - NSM emphasizes very important / /
5	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Neutral	Uncertain	Neutral	Uncertain	The quality of the online courses is one of those things that needs to be addressed. / Personally as a certified online educator, I see other courses that students take, those courses are not accessible; there is not higher review of such a course specially for tenured professors. / Few of them do not care to teach the students the way they should and they look at the online courses as a easy way out. Few of them, do not show up on campus, and they do not respond to students.
6	Very important	Yes	Neutral	Uncertain	Very important	No	Very important	No	Moderately important	Yes	
7	Neutral	Uncertain	Very important	Yes	Very important	Uncertain	Very important	Uncertain	Very important	Yes	In Goal 2, 'unobstructed' is unclear about what it really means. Either omit it or elaborate to clarify.
8	Very important	Yes	Very important	Uncertain	Moderately important	Uncertain	Moderately important	Uncertain	Neutral	Yes	I'm unsure if graduate students and baccalaureate students have the same needs, or that graduate students across the colleges or departments need the same levers to impact retention, recruitment, or graduation. However, I may not be clear on what this is actually proposing.
9	Moderately important	Yes	Slightly important	Yes	Slightly important	Yes	Slightly important	Yes	Neutral	Yes	Goal 2 is a way to reach Goal . They are not unique.
10	Moderately important	Yes	Moderately important	Uncertain	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Provide a clear and unobstructed graduation pathway for all students, regardless of sex, race, religion, socioeconomic status etc. (you may add anything that is deemed necessary ) This sounds more active instead of passive.
11	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Moderately important	Uncertain	Objectives 2.2 and 2.3 are not clearly written. Too wordy. What is the point of those objectives? Was it meant by on-going planning?
12	Very important	Yes	Moderately important	Yes	Neutral	Yes	Neutral	Yes	Very important	Yes	2.2/2.3: 'Seems like these were created just so no one feels left out. Not a good reason. / / 2.4: Yes. We have no prevailing institutional philosophy/approach re online programs.
13	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
14	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Uncertain	Neutral	Uncertain	Two concerns: / 2.: Having clear pathways to graduation is certainly something to strive for but NOT at the expense of allowing students opportunities to explore coursework outside of their intended major and/or adding a minor in a field of interest. Having well-rounded citizens relies on providing access to education that is sufficiently diverse to stretch one's mind to take on perspectives that are unfamiliar and even uncomfortable. / 2. 4: I would rather see this framed as "research-based implementation of course design and pedagogical strategies that support the development of productive learning environments for students in face-to-face, hybrid, and online formats."

15	Very important	Yes	Moderately important	Uncertain	Very important	Yes	Very important	Yes	Moderately important	Yes	In order to increase retention, overall student quality of life, and overall feasibility of maintaining an education at Fullerton must be guaranteed, or at least further solidified. Certain services need to be implemented and reinstalled in departments to meet the needs of students and not quotas. Major concerns affecting retention include tuition, equity and inclusion, and equal service towards all tuition-paying students attending.
16	Neutral	Uncertain	Very important	Yes	Neutral	Yes	Neutral	Yes	Very important	Yes	While clear graduation pathways are important, obstructions and overcoming obstacles are important to the transformational experience of higher education. While we should absolutely provide support and clear paths, we cannot and should not guarantee student success. The students are our equal partners and equally responsible for creating their own success, as they will be their entire lives. We can provide the tools and training, but they must pick them up and use them.
17	Slightly important	Uncertain	Very important	Uncertain				Uncertain	Moderately important	Yes	I am having a hard time understanding what 2.3 even means. / Rewrite Objective 2.4: Define the purpose of different pedagogical formats, including online learning and hybrid courses, and implement them purposely and discriminately.
18	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
19	Very important	Uncertain	Very important	Uncertain	Moderately important	Uncertain	Moderately important	Uncertain	Very important	Uncertain	
20	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Very important	Yes	Neutral	Yes	There isn't a "one size fits all" for students. Some students take longer to achieve a degree because they need to take longer due to their life circumstances. It should take as long as it needs to take, but no longer, and there shouldn't be institutional delays to student progress toward degree. Part of the conversation on GI 2025 should address the idea that a university should be flexible in its approach to supporting students. / Yes, let's give attention to graduate programs and supporting graduate students.
21	Very important	Uncertain	Very important	Yes	Neutral	Uncertain	Moderately important	Uncertain	Neutral	Uncertain	Objective 2. sounds to the outsider that no one graduates. Reword for more positive tone like increase by x % / 2.2 is vague and unmeasurable / 2.3 is probably important but as stated near meaningless /
22	Very important	Uncertain	Moderately important	Uncertain	Very important	Yes	Very important	Uncertain	Moderately important	Uncertain	
23	Very important	Yes	Moderately important	Yes	Very important	Uncertain	Moderately important	Uncertain	Neutral	Uncertain	
24	Very important	Uncertain	Very important	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Very important	Yes	
25	Very important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	"Goal 2: Provide clear and unobstructed graduation pathways for all students." / The meaning of unobstructed is not clear. Having to pass a class is inherently an obstruction. Does this refer to man-made obstruction?
26	Very important	Yes	Low importance	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	
27	Very important	Uncertain	Moderately important	Uncertain	Very important	Uncertain	Moderately important	Uncertain	Neutral	Yes	
28	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Moderately important	Yes	
29	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Moderately important	Yes	
30	Very important	Yes	Very important	Uncertain	Very important	Yes	Moderately important	Yes	Very important	Yes	
31	Very important	Uncertain	Very important	Uncertain	Very important	Yes		Yes	Moderately important	Yes	
32	Low Importance	No	Low Importance	No	Low Importance	No	Low Importance	No	Low Importance	No	I can't even put into words how strongly I oppose codifying GI2025. This is NOT something our students are calling for. Every faculty voice I have heard has misgivings. The SP should be a time for US to set OUR priorities; this is OUR document. The current draft throws the campus, the students, and especially the faculty under the bus and says we, as a campus, endorse GI2025 as OUR strategic vision when we DO NOT. I DO hear many voices saying we need some way to protect our quality. If this goes forward I think the plan will lose credibility. I get that we have to play ball with the CO on this one but we DO NOT have to put it into our SP. Jack Bedell would have called this preemptive capitulation. I have more unpleasant terms.
33	Very important	Yes	Very important	Uncertain	Moderately important	Yes	Moderately important	Yes	Very important	Yes	
34	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Graduation rates - not sure where it is now, but it seems low at 39% for freshman...shouldn't we set the goal at least at 50%? / In recruitment, include as much as possible about diversity and diverse pedagogical strategies, materials, and methods.
35	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Very important	Yes	
36	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Low Importance	Uncertain	Student input should be garnered on if there is a sizeable population of students that want to take online courses
37	Moderately important	No	Moderately important	Uncertain	Very important	Yes	Neutral	Uncertain	Very important	Yes	
38	Very important	Yes	Very important	Uncertain	Neutral	Yes	Neutral	Yes	Very important	Yes	
39	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	

40	Very important	Yes	Neutral	Uncertain	Very important	Yes	Very important	Yes	Neutral	Yes	I'm curious to know what the percentage rate is of students who enter CSUF and never obtain a degree. We never hear those stats, we just know that the 4-year and 2-year rates are low. But is our overall grad rate, not accounting for time, high? I just fear that we're placing so much pressure on students, to the detriment of their well-being, on a 4-year or 2-year graduation rate. I do believe that removing unnecessary barriers is long overdue. I'm also happy to see a focus on post-bac and grad student recruitment, retention and grad rates. Closing opportunity gaps must also be a part of these goals.
41	Very important	Yes	Moderately important	Uncertain	Very important	Yes	Moderately important	Uncertain	Moderately important	Uncertain	
42	Moderately important	Yes	Neutral	Yes	Very important	Yes	Very important	Yes	Neutral	Yes	Our students are adults. We shouldn't need to do so much hand-holding with respect to their pathways to graduation. Students must learn to figure things out on their own without always relying on help from others.
43	Very important	No	Slightly important	Uncertain	Very important	Uncertain	Moderately important	Uncertain	Moderately important	Yes	In order to more effectively recruit and retain graduate students, we need to a) create ways to support faculty scholarship (money for travel/conferences, time to engage in scholarship)--as this is what the most competitive grad students look for in their faculty, b) support/encourage faculty-student collaborative scholarship in diverse colleges, and c) provide wraparound advising, support, etc. to ensure retention of high-risk graduate students. / / I am concerned that increased reliance on online/hybrid delivery of grad courses, especially without enhanced opportunities for wraparound online/hybrid advising, co-research, and mentorship, is a "set up" for students. Many students see online classes as 'easier and less time intensive' (which is not the case), and too many of our students see graduate education as a 'credential' rather than a comprehensive educational experience. Especially given the number of first gen and minority students we enroll, and the complexities of their fiscal and personal lives, it is important we ensure our grad education is robust and sets them up for success.
44	Very important	Yes	Moderately important	No	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	
45	Very important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
46	Neutral	Yes	Low importance	No	Neutral	Yes	Neutral	Yes	Very important	Yes	This conflates 2 issues: "Meet the established goals of Graduation Initiative 2025, including eliminating the graduation equity gap and achieving a four-year graduation rate of 39.% for first-time freshmen and a two-year graduation rate of 42.2% for transfer students." / / Yes, in favor of addressing the achievement gap. / / No, don't think we should care about GI2025 unless there is some reasonable funding for it or some data showing it was a reasonable goal. It's not, and pursuing it without rationale is hurting the campus. Shouldn't be in the SP. / / DO like a discussion about online, but it MUST be focused on faculty control and academic freedom. Unless that's strongly codified, we should not put it in the SP.
47	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
48	Very important	Yes	Very important	Uncertain	Very important	Yes	Very important	Yes	Moderately important	Yes	
49	Very important	Uncertain	Moderately important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
50	Very important	Yes	Moderately important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
51	Very important	Yes	Moderately important	Uncertain	Neutral	Yes	Neutral	Yes	Moderately important	Yes	
52	Very important	Yes									
53	Moderately important	Uncertain	Very important	Uncertain	Moderately important	Yes	Moderately important	Yes	Moderately important	Uncertain	
54	Very important	No	Very important	Yes	Very important	Yes	Very important	Yes	Neutral	No	Not sure what 2.4 gets us
55											Include objective on just equitable and inclusive education / Add faculty and staff to objective 3.
56	Very important	Yes	Very important	Yes	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Objectives 2.2 to 2.4 seems like tactics where as 2. is a bold measurable; I would simplify and modify 2. Also, the numbers seem too precise at 39.% and may not be a high enough bar for certain majors; consider increasing graduation rates by some overall percentage (such as 20% for example) so that all schools/majors strive to increase.
57	Moderately important	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Not clear what most of the important nouns and adjectives mean in these goals.
58	Very important	Yes	Neutral	Yes	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Change pedagogical
59	Very important	Yes	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Very important	Yes	I understand 2.4, but pedagogical is not going to be understood by all audiences. Is there a way to articulate the same goal with language that a parent would understand or others who do not speak through an academic lens?
60	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
61	Very important	Yes	Moderately important	Yes	Very important	Yes	Moderately important	Yes	Moderately important	Yes	
62	Slightly important	Yes	Neutral	Uncertain	Low importance	Uncertain	Low importance	Uncertain	Moderately important	Yes	This is already occurring.

63	Very important	Uncertain	Neutral	No	Very important	Yes	Moderately important	Uncertain	Moderately important	Yes	none
64	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
65	Very important	Yes	Neutral	Uncertain	Low Importance	Uncertain	Moderately important	Uncertain	Very important	Yes	Reality of our student population - GI 2025 not reasonable / / What is meant by benchmarks? / / Eliminate "recruitment" except for grad students / / 2.4 was difficult to understand
66	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Low Importance	No	These are very important goals and they need to be achieved. However, it is not clear how this will happen with no funds, more faculty, and more high-impact practices. We will end up hiring again a lot of people to administer these ideas, but no one will be there to teach them.
67	Moderately important	No	Moderately important	Yes	Neutral	Uncertain	Very important	Yes	Very important	Yes	Objective 2.2 sentence structure and wording does not flow.
68	Very important	Yes	Very important	Yes	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	CSULB has a better computer scheduling program to figure out what classes to take in order to achieve a "pathway" to graduation. My older sister attends CSULB, so I've seen that planning tool. There is no reason why we shouldn't immediately have that planning tool available to us so we know what classes we should take each semester and each year.
69	Low Importance	No	Low Importance	No	Low Importance	No	Low Importance	No	Low Importance	No	Again, the rhetorical load is overwhelming. WHAT are you trying to convey? / / "Unobstructed pathways"? "Purposeful implementation"? / / My take is that CSUF is using impenetrable language to obscure (reify) its obsession with NUMBERS. / /
70	Very important	Yes	Neutral	No	Moderately important	Yes	Moderately important	Yes	Very important	Yes	None.
71	Very important	Yes	Slightly important	Yes	Moderately important	Yes	Slightly important	No	Very important	Yes	no
72	Very important	Yes	Moderately important	Yes	Very important	Yes	Very important	Yes	Moderately important	Yes	
73	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	unobstructed / / Will the classes be offered each semester
74	Very important	Yes	Very important	Uncertain	Moderately important	Yes	Moderately important	Yes	Slightly important	Uncertain	
75	Very important	Uncertain	Very important	Uncertain	Moderately important	Yes	Moderately important	Yes	Neutral	Uncertain	It's hard to say that your are going to provide unobstructed graduation paths because there are many systems that influence an individual not just the university that could be creating barriers.
76	Very important	Uncertain	Very important	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Very important	Uncertain	
77	Slightly important	Uncertain	Moderately important	Uncertain	Very important	Yes	Moderately important	Uncertain	Moderately important	Yes	We need to know our students before we set arbitrary graduation rate expectations. 39.% four-year graduation rate sounds reasonable but is it for our students?
78	Very important	Yes	Moderately important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
79	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
80	Low Importance	No	Low Importance	Uncertain	Very important	Yes	Very important	Yes	Low Importance	Uncertain	
81	Neutral	Uncertain	Neutral	Uncertain	Low Importance	Uncertain	Low Importance	Uncertain	Low Importance	Yes	
82	Moderately important	Uncertain	Neutral	Uncertain	Moderately important	Uncertain	Moderately important	Uncertain	Neutral	Uncertain	Providing a clear path for students towards graduation is only one part of the puzzle to meet GI2025 goals. Low graduation rates are commonly a result of students coming in to a major for which they are not properly prepared. When students are unprepared for the major they have chosen and refuse to realize this until their sophomore or junior year, a clear path towards graduation does not help them. Allowing Colleges and Departments to set certain entrance or performance standards (aka a pre-major) would go further in achieving the goals (together with a clear path towards graduation). This is not a form of elitism or discrimination; this is realism and an understanding that just wanting to achieve a goal is not always enough. The sooner students realize they are not likely to achieve that goal, the better off they are. / The special focus on graduate students is promising to see; one of the CSU's unique strengths is high-quality graduate programs that are important contributors to workforce development and professional preparation, especially in fields that require advanced degrees. There are few opportunities for financial support for students in master's programs. CSUF needs to at least provide scholarships or stipends to graduate students to support RSCA and recruit quality students: / provide tuition waivers to TAs and GAs, as some campuses do and are mentioned in the unit contract; / support more non-resident tuition waivers to recruit strong graduate students with experience and perspectives from outside of California and the US / support student RSCA through stipends, travel or lab/field costs, and encourage faculty to include these costs in grant proposal budgets; / develop one-semester "writing scholarships" to support students while writing the thesis (the latter could be a good target for donations).
83	Very important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	In order to achieve higher graduation rates, more classes should be offered on fridays and weekends, while also introducing new classrooms and labs. / Offering more Friday and weekend classes will require more staff, but online courses will help students to graduate within the four year time frame.



98	Very important	Uncertain	Slightly important	Uncertain	Slightly important	Uncertain	Slightly important	Uncertain	Very important	Yes	Change to: / Provide clear graduation pathways for students.
	Very important	No	Moderately important	Yes	Moderately important	Yes	Very important	Yes	Very important	Yes	Offer classes that we be helpful; eliminate bottle necking, increase faculty hiring, optimized class available including summer. Funds is critical and focus on human aspect removing numbers. Admit full prepared students especially in math / .
99											
100	Very important	No	Neutral	Uncertain	Neutral	Uncertain	Neutral	No	Moderately important	No	Is pathway really an issue and are they not already in existence?
101	Very important	Yes	Very important	Yes	Very important	Yes	Neutral	Uncertain	Very important	Yes	
102	Very important	Yes	Moderately important	Yes	Neutral	Uncertain			Moderately important	Yes	get rid of "unobstructed" and "inform ongoing planning" and ...
103	Very important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
	Very important	Yes	Very important	Uncertain	Slightly important	Yes	Slightly important	Yes	Neutral	Uncertain	It is not clear what the purpose of goal 2 is given that we have pathways for graduation and it is less clear how the objectives relate to the goal as written. Objectives are not aligned to the goal.
104											
105	Very important	No	Very important	No	Very important	Yes	Moderately important	Yes	Slightly important	Yes	My belief of graduation is low due to not enough classes are scheduled for the semester.
106	Very important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Dislike the terminology "unobstructed graduation pathways" because it makes it sound like the only pathways are those that are obstructed -- dismissing student agency and control over their goals and progress.
107	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Moderately important	Yes	We might want to think about four year and total graduation rates. The community is looking for higher rates of completion.
	Very important	Yes	Moderately important	No	Very important	Yes	Very important	Yes	Very important	Yes	I believe it will always be a challenge to focus on "finish in four". Our current population comes in with diverse preparation, and many need remedial work. Also, many have the need to work, care for families, etc. which take their time away from school. We must be flexible.
108											
109	Low Importance	No	Low Importance	No	Low Importance	No	Low Importance	No	Low Importance	No	Eliminate "purposeful" / / Better yet, eliminate goal 2 altogether
	Moderately important	Yes	Moderately important	Uncertain	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Is CSUF going to support graduate programs? (In a real way that recognizes the different investment in SFR for post-bac? / Perhaps a review of SFR for existing programs would help. / Objective 2.4 is not at all clear. We have online and hybrid pedagogical modalities, and have had for many years. What is being implemented? Rewrite this for clarity and transparency.
110											
111	Very important	Yes	Moderately important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	None.
	Very important	Yes	Very important	Uncertain	Neutral	Yes	Very important	Yes	Very important	Yes	Is objective 2.2 more of a strategy (likely the first step) within objective 2.3? If so could objective 2.2 be eliminated? Is obj 2.2 measurable as written in the same sense as the objectives proposed for goal ? For objective 2., Isn't the graduation rate aim 44% for both FTF (4-year) and UDT (2-year)? Objective 2.4 does not seem measurable.
112											
113	Very important	Yes	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Very important	Yes	
	Moderately important	Uncertain	Moderately important	Uncertain	Moderately important	Yes	Moderately important	Uncertain	Neutral	Yes	Provide clear and unobstructed graduation pathways for all students -- the scope of this goal is somewhat unclear. Specifically, what kind of graduation obstacles will be removed? And what is feasible for a university? (Some students have graduation obstacles that fall so far beyond the scope of what a university should be spending its budget on, yet money is still sometimes thrown in that direction.) Often times, class availability is a HUGE obstacle to graduation, yet that does not appear to be addressed here at all. Some departments do not have enough faculty to cover certain elective and (even core) courses. Students wind up changing majors or concentrations to avoid waiting an extra year or two for certain courses to be offered again or struggle to find enough open sections to avoid schedule conflicts. Fewer numbers of instructors/faculty leads to fewer sections and course offerings, which puts limits on flexibility in scheduling, which in turn leads to graduation delays.
114											
		Uncertain		Uncertain		Uncertain		Yes	Moderately important	Yes	"Unobstructed" sounds unrealistic. Goal 2 is concerning, because there are many CSUF students who need to work in order to pay for their education (and their family's livelihood). There is nothing in this Goal that tells me that you will be sensitive to their needs. Assessing the needs of such students and assisting them in meeting their educational goals need to be included.
115											
116	Very important	Yes	Very important	Yes	Very important	Yes	Neutral	Uncertain	Moderately important	Yes	
117	Very important	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	FIX YOUR PARKING
118	Very important	Yes	Very important	Yes	Moderately important	Yes	Very important	Yes	Very important	Yes	
119	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Uncertain	
120	Low Importance	No	Low Importance	No	Low Importance	No	Low Importance	No	Low Importance	No	
121		Yes									
	Very important	Yes	Moderately important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	I think graduating in four years or two years depends on the degree. If the student is trying to become a doctor or move on to some type of health professional school, they might need a fifth year.
122											
123	Very important	Yes	Very important	Uncertain	Moderately important	Yes	Neutral	Uncertain	Very important	Yes	

124	Very important	Uncertain	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Very important	Yes	
	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	We need to avoid solely focusing on undergraduate education. Rather, we need to acknowledge that post bac and graduate students are an important and growing population at our university. Many of those students are working professionals, and they often turn to our online courses and programs. We need to ensure that our faculty have access to advanced technologies and robust professional learning on what it means to teach and learn in online settings.
125											
126	Very important	Yes	Very important	Uncertain	Very important	Yes	Very important	Uncertain	Very important	Yes	
	Very important	Uncertain	Very important	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Very important	Yes	2.4 This is important since more students want online classes & we do not have more room for classes. / / For 2.2 & 2.3 are we talking about hiring from our own graduates or keeping students that come here? Instead of benchmarks, why can't the colleges send out mass emails to the students in their program about different paths they can take, info about the different concentrations they can choose from... Maybe once a month. Students hardly want to fill out what they think of the class & professor they have. It would be beneficial for the college to try to connect with students with their majors, and it can be done electronically. It would also help to improve our websites. Some are hard to navigate or find particular information.
127											
128	Very important	Yes	Very important	Uncertain	Very important	Yes	Moderately important	Yes	Very important	Yes	
129	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	
130	Very important	Yes	Very important	Yes	Moderately important	Yes	Neutral		Very important	Yes	
131	Very important	Yes	Moderately important	Uncertain	Neutral	Uncertain	Moderately important	Uncertain	Neutral	Uncertain	
132	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Uncertain	
133	Very important	Uncertain	Moderately important	Uncertain	Moderately important	Uncertain	Neutral	Uncertain	Very important	Yes	Objective 2.2: "to inform ongoing planning" adds confusion to the goal.
134	Very important	Yes	Very important	Yes	Very important	Uncertain	Moderately important	Uncertain	Neutral	Uncertain	
135	Very important	Yes	Very important		Very important	Yes	Moderately important	Yes	Moderately important	Yes	The wording for goal 2 is good, but the means needs to be realistic and funded.
136	Very important	Uncertain	Neutral	Uncertain	Moderately important	Yes	Neutral	Yes	Slightly important	Uncertain	
	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Graduation rates only mean a lot when the courses that are awarding the grades have merit themselves, so this goal must be implemented alongside a high-quality curriculum. Padding our stats is more than likely not a positive plan.
137											
138	Very important	Yes	Moderately important	Uncertain	Neutral	Yes	Very important	Yes	Moderately important	Yes	Add more summer and online courses /
	Moderately important	Uncertain	Moderately important	Uncertain	Moderately important	Uncertain	Slightly important	Uncertain	Moderately important	No	Much of the problems I see with GI 2025 stem from the pressure to push students out. Given how much our students work, it seems they are taking TOO many classes per semester. Their schedules leave them little time to breathe and *think* deeply about challenging readings and concepts, or do their own research. The result is a factory effect, where the goal is to grind through the assignments in a mechanical manner, focused on often trivial details at the expense of the big picture.
139											
140	Very important	Yes	Moderately important	Yes	Moderately important	Uncertain	Very important	Yes	Very important	Yes	
141	Very important	Yes	Very important	Yes	Moderately important	Yes	Very important	Uncertain	Very important	Yes	
142	Very important	Yes	Moderately important	Yes	Very important	Yes	Neutral	Uncertain	Neutral	Uncertain	
143	Very important	Yes	Very important	Yes	Moderately important	Yes	Very important	Yes	Moderately important	Yes	
144	Very important	No	Very important	No	Moderately important	Uncertain	Moderately important	Uncertain	Very important	Yes	
145	Moderately important	Uncertain	Moderately important	Uncertain	Neutral	Yes	Moderately important	Yes	Slightly important	Yes	
146	Very important	Yes	Very important	Yes	Neutral	Uncertain	Neutral	Uncertain	Moderately important	Yes	
147	Very important	Yes	Very important	Uncertain	Moderately important	Yes	Very important	Yes	Very important	Yes	
148	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Neutral	Yes	
149	Neutral	Uncertain	Slightly important	No	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	
150	Very important	Yes	Very important	Yes	Very important	Yes	Moderately important	Yes	Very important	Yes	
	Very important	Yes	Moderately important	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	What is meant by "unobstructed"? How would a student's path to graduation be obstructed? Not being able to enroll in the necessary classes? Failing classes? Not having enough support to be successful in classes?
151											
152	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Neutral	Uncertain	
153	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
154	Neutral	No	Neutral	No	Low Importance	Uncertain	Neutral	Uncertain	Slightly important	Uncertain	
	Moderately important	Yes	Low Importance	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	By clear and unobstructed graduation pathways, I do not want the value of a CSUF degree to be diluted. I want students needing remedial coursework to be required to take it. For example, in my Intermediate Economics class, we are unable to progress past basic calculus because student's do not have the requisite knowledge in the subject, even though they have completed business calculus.
155											
156	Moderately important	Yes	Moderately important	Yes	Very important	Yes	Very important	Yes	Neutral	No	

157	Very important	Yes	Very important	Yes	Low Importance	No	Low Importance	No	Neutral	Yes	
158	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Neutral	Uncertain	Moderately important	Yes	
159	Very important	Yes	Very important	Yes	Neutral	Uncertain	Neutral	Uncertain	Neutral	Uncertain	How does 2:2-4 impact the entire university and please change language to laymen, non academic terms
160	Moderately important	Yes	Moderately important	Yes	Neutral	Yes	Moderately important	Yes	Neutral	Yes	
161	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
162	Very important	Uncertain	Moderately important	Uncertain	Neutral	Uncertain	Neutral	Uncertain	Slightly important	Yes	Hybrid courses yes; on-line courses no. I think we must resist the trend toward on-line courses in order to provide our students with a full university experience.
163	Neutral	Uncertain	Neutral	Uncertain	Moderately important	Yes	Moderately important	Yes	Neutral	Uncertain	As for Goal, my opinion depends on what you mean by "unobstructed." Some people would view taking general education classes outside of the major as an obstruction, but I see it as a necessary part of education. / / With regard to 2., I fear that the push to focus on a certain timeframe for graduation either ignores the fact that many of our students have full-time or near-full-time jobs, or it compels professors to lower standards so that students with jobs may complete a full course load in a short time. It does not allow us to maintain rigorous educational standards and also recognize the realities of our students' lives. In many cases, students should be encouraged to take a lesser load (the number of courses that allows them financial aid, but also allows them time to do the work for those courses well, while employed).
164	Very important	Yes	Very important	Yes	Moderately important	Yes	Slightly important	Yes	Very important	Yes	
165	Very important	Yes									
166	Very important	Uncertain	Very important	Uncertain	Very important	Yes	Very important	Uncertain	Moderately important	Yes	
167	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
168	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Neutral	Uncertain	In Objective 2., the quoted graduation rates are incorrect -- Per our campus' directive from the CO, we are to achieve 4-year FTF and 2-year Transfer graduation rates of 44% by 2025. / In Objective 2.3, the reference to "year-three" goals is not clear and out of place.
169	Very important	Yes	Neutral	No	Very important	Yes	Very important	Yes	Very important	Yes	
170	Very important	Yes	Very important	Yes	Neutral	Uncertain	Neutral	Uncertain	Moderately important	Uncertain	Regarding objection 2.: to make sure that students can be graduated in 4 years, we need to remove the double dipping of Departments in General education. History has courses in multiple GE areas and has a requirement of too many courses. Music tries to include everything they do in GE. In each of these cases, the number of required GE courses should be reduced and Departments should be limited in their degree of participation.
171	Very important	Uncertain	Very important	Uncertain	Slightly important	Uncertain	Slightly important	Uncertain	Neutral	Yes	I support the idea of examining a range of pedagogical formats to meet graduation goals and student learning goals, but I do not think they should be necessarily only online and hybrid. I would like to see some consideration of open enrollment or self-directed study plans that move away from "time in a seat" as a measure of success, but rather a meeting of a particular learning goal as a measure of success (i.e., completion of units measured by knowledge rather than time).
172	Very important	Yes	Very important	Uncertain	Very important	Yes	Moderately important	Yes	Slightly important	Yes	
173	Very important	No	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Very important	Yes	
174	Very important	Yes	Moderately important	Uncertain	Very important	Yes	Moderately important	Uncertain	Very important	Yes	Many students work and thus this goal of eliminating the graduation equity gap and achieving a four-year graduation rate becomes difficult. Students need to work for many reasons and going to school full time becomes very difficult. We need to recognize the financial burdens our students face and not pressure departments to meet graduation rates when their students are also working full time!
175	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	
176	Very important	Yes	Low Importance	Uncertain	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Do not make the curriculum easier to improve graduation rates...
177	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
178	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
179	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Very important	Yes	
180	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
181	Moderately important	Yes	Very important	Yes	Slightly important	Uncertain	Slightly important	Uncertain	Low Importance	No	
182	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	



183	Very important	Yes	Low importance	Yes	Moderately important	Yes	Neutral	Uncertain	Very important	Yes	The use of online classes will be what will differentiate and increase the number of students. However, the format is currently left up to the professors, and the online experience from one professor to another is vastly different. Last semester both my online professors presented voice annotated presentations, and kept up and pushed us to learn. Other professors are more laissez faire and leave it up to the student, and the learning experience may not be as comprehensive, therefore lower grades. / / So IMHO, increase online classes, but develop guidelines and rules to make the student experience more uniform.
184	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
185											
186	Very important	Yes	Slightly important	Yes	Neutral	Uncertain	Moderately important	Yes	Very important	Yes	
187	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
188	Moderately important	Yes	Moderately important	Yes	Very important	Yes	Moderately important	Uncertain	Moderately important	Uncertain	
189	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Moderately important	Yes	
190	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
191	Very important	Yes	Very important	Uncertain	Very important	Yes	Very important	Uncertain	Very important	Yes	
192	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
193	Very important	Yes	Very important	Yes	Neutral	Uncertain	Neutral	Uncertain	Moderately important	Yes	
194	Very important	Uncertain	Neutral	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	
195	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Very important	Uncertain	Very important	Yes	"Provide clear and unobstructed graduation pathways for all students." / The whole sentence is very vague. What is a clear pathway? What is obstructing students from graduating?
196	Very important	Yes	Very important	Uncertain	Very important	Yes	Very important	Yes	Moderately important	Uncertain	
197	Very important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	I believe it is important that we maintain our standards in our efforts to provide clear and unobstructed graduation pathways for all students.
198	Very important	Yes	Very important	Uncertain	Neutral	Uncertain					
199	Very important	Yes	Very important	Uncertain	Very important	Yes	Very important	Uncertain	Moderately important	Yes	
200	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Objective 2.2: Articulate and begin implementation of benchmarks appropriate for the successful recruitment, retention, and graduation of graduate and post-baccalaureate students to inform ongoing planning. / Without this objective, emphasis on recruitment, most goals might not be achievable. I would add a timeline "within year two of the strategic plan" . /
201	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Neutral	Yes	
202	Very important	Yes	Moderately important	Uncertain	Moderately important	Yes	Moderately important	Yes	Very important	Yes	
203	Very important	Yes	Neutral	No	Neutral	Uncertain	Moderately important	Uncertain	Very important	Yes	Offer more classes during the summer please and offer additional opportunities for study abroad
204	Very important	Yes	Moderately important	Uncertain	Moderately important	No	Moderately important	Uncertain	Moderately important	Yes	
205	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
206	Very important	Yes	Very important	No	Very important	Yes	Very important	Yes	Neutral	No	Campus offers close to no classes in the summer time. It makes graduation at least a year longer because of this. We need more classes!!
207	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
208	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Very important	Yes	Moderately important	Yes	
209	Very important	Yes	Moderately important	Uncertain	Very important	Yes	Very important	Yes	Moderately important	Yes	For Objective 2. regarding G12025, it is do-able IF there is substantial support at the department level. It would not be do-able if the university is taking a one-size-fits-all approach to advising. For some departments, there is a higher proportion of the students who choose to be 3/4 time or even part-time because they are parents, need to work full time to support their families, etc. Especially for transfer students who are interested in going to graduate school, they may not be competitive enough to finish in 2 years to build up their research experiences in order to be competitive. To accomplish G12025 objectives, the university needs to solicit feedback from advisors from the departments and colleges to see what types of support is needed for the college/department. For departments that already have good advising structure, mandating students to take advising from university-level advisors may end up making students more lost or confused and not being able to graduate following the G12025 timeline.
210	Moderately important	Yes	Slightly important	Uncertain	Moderately important	Yes	Neutral	Uncertain			
211	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Moderately important	Uncertain	The statement for Goal 2 is okay as is.
212	Moderately important	Uncertain	Moderately important	No	Moderately important	Yes	Moderately important	Uncertain	Slightly important		
213	Very important	Yes	Moderately important	Uncertain	Very important	Uncertain	Moderately important	Yes	Moderately important	Yes	

214	Very important	Yes	Very important	Uncertain	Moderately important	Yes	Moderately important	Uncertain	Moderately important	Yes	For objective 2., all of the goals for the campus should be listed. Also, are these the goals for just this five year period, or are these the 2025 goals? The numbers should be those that we think we need to reach by the end of 2022-2023, right? / Is there anything specific that still needs to be done for improving the undergraduate student pathway to graduation? If so, that would be a good objective. / It is not clear to me where objective 2.4 should go. Is the focus on a transformational learning experience? I'm not sure how this helps provide clear and unobstructed graduation pathways, except that we are running out of physical classrooms for classes. If we really want to be transformational and help reach GI 2025, we should consider self-paced courses that can started and ended whenever a students wants. This would help some students to graduate in less than four years.
215	Very important	Yes	Moderately important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	
216	Slightly important	No	Moderately important	Uncertain	Slightly important	Uncertain	Neutral	Uncertain	Very important	Yes	This is written in a very general format.
217	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	
218	Neutral	Uncertain	Very important	Yes	Moderately important	Yes	Neutral	Uncertain	Slightly important	Uncertain	2.0 Do we obstruct graduation pathways now? If so, how? Most obstruction I find is the students' doing. Not following advisement. Not completing requirements. Mostly their own lives are the obstruction and I don't see how we can fix that. We can certainly support them-but not lower standards to accomplish it.
219	Very important	Uncertain	Moderately important	Uncertain	Moderately important	Uncertain	Moderately important	Uncertain	Very important	Yes	Unless the state backs its desire to increase graduation rates with adequate funding and access, this goal will remain illusive. The more students have to work, the less able they are to be able to graduate in a timely fashion with the kinds of quality work they will need to succeed in our contemporary world. I am a CSU graduate--I easily could work full-time and graduate in 4 years; my brother couldn't. He needed an extra two years, in part because he changed majors. He made excellent college choices and is extremely successful today (makes way more money than I ever will). These one size fits all metrics are not helpful and in fact are inducing students into not caring about the quality of their education/work as long as they get through quickly. I don't know how many actually quite good students have told me that they prefer classes and majors that will help them get "the easy Csy" or something like that. I realize we don't have much choice in the matter, but someone needs to say this.
220	Moderately important	Yes	Low Importance	Uncertain	Low Importance	Uncertain	Low Importance		Low Importance	Uncertain	
221	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Moderately important	Yes	
222	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	
223	Very important	Uncertain	Very important	Uncertain	Neutral	Yes	Neutral	Yes	Moderately important	Yes	I really think it's time for the CSU to narrow its focus - do we want to focus on 4-year graduation rates for undergraduate students, masters programs or doctoral programs? Let the community colleges handle some of the lower level courses, let the UCs and private schools do doctoral programs, put the funding and resources for the CSU in to bachelors and masters programs.
224	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Variables such as student's multiple identities (full-time work, being a parent, having a disability or atypical learning style) also need to be factored into and considered within this graduation rate goal.
225	Very important	Yes	Very important	Uncertain	Moderately important	Uncertain	Moderately important	Uncertain	Very important	Yes	
226	Very important	Yes	Very important	Uncertain	Very important	Yes	Very important	Yes	Very important	Yes	
227	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Moderately important	Yes	
228	Very important	Uncertain	Moderately important	Uncertain	Neutral	Uncertain	Neutral		Neutral		2. Fixating on arbitrary target numbers is less important than trying to improve them while ensuring that we do not compromise academic rigor. / 2.2 I'm not against this, but graduate programs take money. I know in some previous WASC or other evaluation we were asked why our department was growing our graduate program as quickly as our undergraduate program. The answer is resources. / 2.4 I'm unsure why "define the purpose" (I don't believe there is a single underlying purpose for all formats) and believe we have been, for many years, purposefully implementing different pedagogical formats.
229	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	Very important	Yes	
230	Slightly important	Yes	Slightly important	Yes	Very important	Yes	Moderately important	Yes	Very important	Yes	
231	Very important	Yes	Very important	Yes	Moderately important	Yes	Moderately important	Yes	Moderately important	Yes	
232	Very important	Yes	Neutral	Uncertain	Moderately important	Yes	Moderately important	Uncertain	Moderately important	Yes	
233											Objective 2.2 and 2.3 may be too focused on grad students. Why not focus on all students?
234											The goal and objectives are not resonating well with non-faculty and staff parties







For 2., please consider changing the language from the "equity" gap to the opportunity/achievement gap, as this is the language used by the COs office