

2013: Humboldt State University, Interim Report

by ALO HSU

Introduction & Directions

WASC Interim Report

Interim Reports must be submitted via LiveText

When taking accreditation action under the WASC *Handbook of Accreditation*, the Commission may request additional reports focused on identified issues of concern. In such cases, the institution is asked to prepare an Interim Report following the format prescribed here.

The WASC Interim Report Committee reviews the report and responds to the institution with one of three outcomes:

- 1) receipt of the report with recommendations;
- 2) deferral of action pending receipt of follow-up information; or
- 3) receipt of the report with a recommendation that the Commission send a site visit team to follow-up on specified issues.

Interim Reports are intended to be limited in scope, not comprehensive evaluations of the institution. The report should help the Interim Report Committee understand the progress made by the institution in addressing the issues identified by the Commission and the major recommendations of the last visiting team. The report is to be submitted to the WASC office via LiveText by the date specified in the Commission action letter that triggered the Interim Report.

If the Interim Report addresses financial issues, there are special reporting requirements in addition to those required for other concerns. These additional reporting requirements are noted in this document in Section VIII.

INSTRUCTIONS:

This template outlines the mandatory sections of the **WASC Interim Report**.

- Please respond to each element.
- As you move through the template adding information, take care not to delete the original questions.
- The narrative for each question must be included directly in LiveText. Attachments are only for supporting documents.
- Use the following naming convention for your document: [YEAR]: [INSTITUTION NAME], Interim Report
Example: 2010: Sunshine University, Interim Report
- When complete, choose 'Submit for Review' and 'Submit' the report to 'WASCIRC'.
- **Please notify your WASC staff liaison and Marcy Ramsey, mramsey@wascsenior.org, once the report is complete and has been submitted.**

Additional Resources

- For assistance formatting LiveText submissions, please review the [LiveText Tutorial](#).

General Information

Cover Sheet

Please complete the following information:

1. Name of Institution: Humboldt State University

2. Physical address of main campus: 1 Harpst Street, Arcata CA, 95521-8299

3. Date of submission of this report: November 1, 2013

4. Person submitting the report: Jená Burges, ALO, Humboldt State University

I. List of Topics or Concerns Addressed in Report

Summary of Commission Topics or Concerns

Instructions: Please list the topics identified in the action letter(s) and that are addressed in this report.

1. Assessment of student learning
2. Making excellence inclusive
3. Embracing institutional change and making critical choices
4. Realigning resources and institutional structures
5. Sustaining the efforts that had been put in place at the time of the Educational Effectiveness Review

II. Institutional Context

Institutional Context

Instructions: The purpose of this section is to describe the institution so that the Interim Report Committee can understand the issues discussed in the report in context.

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information.

Humboldt State University, founded in 1913 as Humboldt State Normal School, is the northernmost institution in the 23-campus California State University system. Located in Arcata, California, more than 200 miles away from the nearest four-year public institution of higher education, Humboldt is uniquely rural and removed from the population centers of California. The University was accredited by WASC in 1949 and has served as an educational and cultural center for a large portion of northern California since its beginning; its programs reflect the diversity of the area's educational needs. Focused initially on the preparation of teachers, the campus developed a reputation for strong programs in all three of the areas that in the 1990s were organized into constituent colleges: Natural Resources and Sciences; Professional Studies; and Arts, Humanities and Social Sciences.

The 1990s also marked the beginning of a major transformative period in higher education that significantly escalated during the past seven years, as an ongoing financial crisis resulted in massive budget cuts, increased tuition, reconfiguration of academic programs and other cost-saving and resource-generating strategies. This year the state budget appears to have stabilized and some funding has been restored, but there is no question that the financial crisis both in California and nationwide has led to a reconsideration of the role of higher education, how it should be funded, and the manner in which it should be organized and administered.

In spite of the challenges, HSU has continued to offer a wide range of programs which now include 45 majors and

69 minors, as well as expanding those programs that would have greatest impact given student and societal demand as well as local demographics. In 2013, enrollment reached 8,293; students of color comprise nearly 50% of the incoming freshman class, a significant increase since the Educational Effectiveness Review visit in 2010. Also in 2013, the proportion of Hispanic students in the total student population has qualified HSU as an Hispanic Serving Institution.

Since the EER visit in February of 2010, the campus has continued its work on numerous campus initiatives, many of which grew from program prioritization, the recommendations of the Cabinet for Institutional Change, and the momentum established during the process of WASC accreditation reaffirmation. A new University governance structure was implemented in Spring 2012, resulting in more inclusive and efficient decision-making. The Integrated Curriculum Committee (ICC), established in 2009 and comprising faculty in all three colleges, students, staff, and administrators, has refined its structure and has developed guidelines and criteria for curriculum development. A group to oversee General Education and All-University Requirements (GEAR), replacing the former structure fragmented across the three colleges, is in its second year. New resources and procedures have improved widespread access to information, communication within the campus community, and monitoring of student progress. Divisions and offices have been reorganized, primarily to foster improvements in functional effectiveness and student success, and three of the divisions are headed by Vice Presidents who joined the University since 2010. Successful national searches resulted in the hiring of deans for the three colleges and the University library, all of which were filled on an interim basis at the time of the EER visit. This stability, along with that provided by a collaborative executive team and inclusive governance structure, will serve the University well as President Rollin Richmond prepares to retire at the end of the 2013-14 academic year after leading the University for 12 years.

Under President Richmond's leadership, Humboldt State University has consistently confirmed its commitment to the following Mission and Vision:

Mission

Humboldt State University is a comprehensive, residential campus of the California State University. We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic and environmental issues. We help individuals prepare to be responsible members of diverse societies.

Vision

Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.

- We will be the premier center for the interdisciplinary study of the environment and its natural resources.
- We will be a regional center for the arts.
- We will be renowned for social and environmental responsibility and action.
- We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
- We will commit to increasing our diversity of people and perspectives.
- We will be exemplary partners with our communities, including tribal nations.
- We will be stewards of learning to make a positive difference.

During the 2013-14 academic year, HSU celebrates its 100th anniversary as an institution of higher learning. As the University begins its second century with the largest number of incoming first-year and transfer students in its history, it continues to carefully assess its academic programs and other organizational functions for currency, efficiency and effectiveness. In addition, within an isolated and demographically narrow environment, ongoing energy and commitment continues to focus upon issues of diversity, inclusivity and overall student success.

III. Statement on Report Preparation

Statement on Report Preparation

Instructions: Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report

before it is submitted to WASC, and such reviews should be indicated in this statement.

The content of the report originates, of course, in the comprehensive Action Letter recommendations from the Commission and in the subsequent actions taken by the University in response. The challenge has been to present, in ways that are easy to follow, the complex set of interwoven activities we have undertaken, the results we have observed, the plans for how we will proceed from here, and the connections among activities.

We have addressed this challenge by constructing a table for each of the four main issues, the core of which resulted from asking the question posed by the template: *How will the institution know when the issue has been fully addressed?* For each issue, the answer to that question meant having in place several key components, all of which we have been working to achieve through implementing a range of actions and initiatives. These key components of what "fully addressed" means for each issue constitute the backbone of the table, forming categories under which campus actions, along with the results, analysis, evidence, and remaining issues, actions, and timelines are clustered. Because the issues are so closely related (for example, assessment of student learning overlaps with inclusive student success and alignment of resources with priorities), some actions appear under more than one key component. Note that, while some of the components involve actions that can be completed, the majority of components required to address these issues in a sustainable way comprise institutional practices to be established. Once established, these practices will require ongoing attention; the commitment to sustaining the processes is understood as an essential component to successfully addressing the issues in the long term.

The report was designed by Bernadette Cheyne, a senior faculty member in the Theatre, Film, and Dance Department, and Jená Burges, Vice Provost and ALO. They were also the primary preparers, along with Director of Educational Effectiveness Ed Nuhfer, with assistance and additional content from the following:

Robert A. Snyder, Provost and Vice President for Academic Affairs

Peg Blake, Vice President for Enrollment Management and Student Affairs

Joyce Lopes, Vice President of Administrative Affairs

Cindy Moyer, Professor of Music and Chair of the Integrated Curriculum Committee and Academic Master Planning Subcommittee

Marisa D'Arpino, Project Manager/Business Manager, Administrative Affairs

Radha Webley, Director of the Office of Diversity and Inclusion

Jacqueline Honda, Assistant Vice President for Retention and Student Success; Director of Institutional Research

Ken Ayoob, Dean of the College of Arts, Humanities and Social Sciences; Chair, Advising Working Group; Chair, Scheduling Task Force

Scott Paynton, Associate Dean, College of Arts, Humanities and Social Sciences

Erick Eschker, Faculty in Economics; Co-Chair, University Resources and Planning Committee (URPC)

Once an initial draft of the Interim Report was prepared, it was disseminated for review and feedback. A link to the draft report was sent to the following groups, which comprise representatives of all constituencies on campus, along with a request that the announcement and link be distributed further across the campus community. The preparers of the draft report participated in discussions of the draft during meetings with several of the groups; their feedback and suggestions were incorporated into subsequent revisions:

Council of Chairs

University Executive Committee

University Senate Executive Committee

Academic Affairs Deans and Directors

Enrollment Management Working Group

IV. Response to Issues Identified by the Commission

Response to Issues Identified by the Commission

Instructions: This main section of the Report should address the issues identified by the Commission in its action letter as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes.

Issue #1: Assessing Student Learning

The team noted that seven institutional outcomes have been defined, but at the time of the visit, the University could not provide evidence that the outcomes were being achieved. One of these outcomes is writing, yet HSU acknowledged that only a "handful" of programs had assessed writing. Department and program outcomes and methods "vary widely in quality," and there is a relative absence of direct methods such as capstones, portfolios, and senior theses. On the Inventory of Educational Effectiveness Indicators only a little over half of programs report assessment of outcomes or improvements made as a result. General education assessment is described as "nascent." In addition, "alignment of curriculum requirements and assessment of student learning at various levels is still a work in progress." The report concludes that "there is little...to suggest that student learning results are currently being systematically and universally assessed and that the assessments are being used to improve learning and teaching." The Commission sees this as an area in which further progress is needed. (CFRs 1.2, 2.2, 2.3, 2.4, 2.6, 2.7, 4.6, 4.7)

WASC Commission letter, July 14, 2010

Like many other institutions, Humboldt State University has struggled to assess student learning in meaningful ways. Progress on the challenges noted by the visiting team was slow and intermittent at first, with momentum interrupted by the loss of the Director of Assessment, by false starts and wrong turns, and most significantly by lack of clarity about the purposes of assessment and its relationship to teaching, learning, curricula, and student success. Assessment of General Education has been especially difficult to grapple with; while some areas of the program have been assessed productively, the challenges presented by its fragmented nature and multiplicity of learning outcomes led to a series of unworkably complex assessment plans.

The pace of progress for major program assessment has proceeded more quickly. Program outcomes assessment began to build momentum in 2010, with an increasing rate of participation. Half of all departments assessed their students' performance in discipline-specific writing during the Spring semester, providing a baseline measure of an HSU Institutional outcome. Other actions based on the results include a revision of the freshman composition curriculum and providing support for the recent hire of a faculty member specializing in composition/rhetoric to direct the composition program and provide leadership and training for expanded access to Writing in the Disciplines expertise. Direct assessment of student work drawn from capstone experiences, senior projects and portfolios is increasingly the norm, and some programs are implementing measures that can be externally benchmarked. Further, academic support programs began developing and assessing student learning outcomes in 2010-11 as well.

Envisioning the relationships among student learning outcomes at different levels (course-level and institution-level, major program and General Education program) has been a particular challenge. Developing more meaningful outcomes at all levels and being explicit about the relationships among them, a process that has now been undertaken in earnest campus-wide, will prepare the University to document the high quality that we believe our degrees to have, and to continue improving the quality -- and broadening the distribution -- of student learning.

We will know that the issues related to assessing student learning have been fully addressed when all of the following key components are in place:

- 1.1 Full participation by major programs in a systematic, transparent annual assessment cycle that

culminates in periodic program review

All academic programs need to engage regularly in meaningful and systematic inquiry about the quality of student learning, receive support and feedback on their processes, and reflect on their results and progress in the periodic program reviews. The following campus actions have driven progress in this area:

Action 1.1.a: Provide assessment guidance, training, and consultation

Action 1.1.b: Develop an online platform for assessment planning, reporting, and feedback, and a policy guiding its use

Action 1.1.c: Post outcomes, assessment plans, results, and comments, in order to encourage programs to learn from one another's experience

1.2 Systematic assessment of General Education, All-University, and Institutional outcomes

"GEAR" is the acronym for "General Education and All-University Requirements" at HSU. It comprises the 48 semester units of General Education coursework required across the CSU, plus 6 units of "American Institutions" coursework also required in the CSU (American/California Government; American History) and the local HSU requirement for 6 units addressing Diversity and Common Ground (DCG). The courses in GEAR are distributed across the university, and all major programs have a stake in the effectiveness of GEAR courses, which do not yet represent a coherent program. The difficulty of making GEAR and HSU Institutional outcomes assessment meaningful, as currently constructed, has convinced the university community that our perspective and approach must change fundamentally. The following campus actions have driven progress in this area:

Action 1.2.a: Develop and pilot a coordinated approach to assessing GEAR outcomes

Action 1.2.b: Conduct an inventory of course activities and student products in each GEAR course connected to specific GEAR outcomes

Action 1.2.c: Rethink GEAR and its relationship to major programs and institutional outcomes

1.3 Consistent use of assessment results to improve teaching and learning

Faculty must be supported in developing curricular and pedagogical changes on the basis of assessment results to improve teaching and learning. The following campus actions have driven progress in this area:

Action 1.3.a: Build faculty understanding of the vital relationships among assessment, curriculum, teaching effectiveness, and student learning

Action 1.3.b: Focus assessment activities on high-priority learning outcomes

Action 1.3.c: Implement tools for direct assessment of student learning that facilitate external benchmarking of results

1.4 Alignment of curriculum requirements with assessment of student learning at various levels

Defining and mapping student learning from courses up through programs to institutional outcomes will inform curricular revision. The following campus actions have driven progress in this area:

Action 1.4.a: Develop meaningful student learning outcomes for all major programs

Action 1.4.b: Revisit Institutional and General Education learning outcomes

Action 1.4.c: Revise curricula to improve alignment with learning outcomes

1.5 Consistent use of student performance data to inform resource allocation decisions

Identifying gaps and successes in student performance allows resources to be applied appropriately to improve student success. The following campus actions have driven progress in this area:

Action 1.5.a: Connect PREP data and analysis to institutional financial data within the online platform

Action 1.5.b: Use disaggregated student performance information to identify priorities for launching or enhancing initiatives

See the attached table "Issue_1_Actions_final" for the current status, evidence, and timeline for each of the actions listed above.

Issue #2: Making Excellence Inclusive

The team found that much activity had taken place since the CPR visit, noting the Dissecting Diversity for HSU report and the development of several disaggregated data sets for access, retention, and graduation rates as well as demographic data on students, faculty and staff. The team also reviewed a list of support activities. While these products were viewed as very positive, the team concluded that there was "less evidence that these initiatives have produced meaningful and sustainable results across the institution." Nor does it appear that assessment of learning has been used to support the success of students from diverse racial and ethnic backgrounds, yet this could provide powerful synergy for both assessment and the inclusive excellence initiative. Here, too, the Commission sees an opportunity for further progress. (CFRs 1.5, 2.10, 2.13)

WASC Commission letter, July 14, 2010

In the three years since our Educational Effectiveness review, Humboldt State University has strengthened an infrastructure that is moving us forward in fostering inclusive excellence, which has been explicitly identified as an institutional priority.

Our Inclusive Excellence goals are to close the achievement gap between underrepresented minority students (URM) and non-underrepresented students, in addition to improving the academic success, retention, and graduation rate for all students. The CSU system has adopted similar goals, and in 2009 it set numerical targets for our campus: beginning with freshmen entering in Fall 2009 and graduating by 2016, (1) cut in half the 9% gap between URM and non-URM six-year graduation, increasing their six-year graduation rate by 15%, and (2) increase the 6 year graduation rate for non-URM students by 12%. The corresponding gap for transfer students after three years has averaged about 4% so the goal is to halve that gap for the Fall 2009 cohort.

Efforts have been extensive and wide-ranging, as noted by the Visiting Team, but results until very recently have been elusive. It is with much gratification that we are able to report markedly improved one-year retention levels for both URM and non-URM freshmen who were admitted in Fall 2012, as well as improvements in graduation rates (see <http://pine.humboldt.edu/~anstud/humis/reten-FAAFFTA.html> for data). Further analysis will give us information to help refine and focus our work in these areas, improve overall student success, and close the achievement gap between URM and non-URM students.

Actual success will not be realized until the achievement gaps have been closed. However, in terms of mobilizing institutional resources to make that possible, we will know that the issues related to making excellence inclusive have been fully addressed when all of the following key components are in place:

2.1 A structure for effective planning and coordination of diversity-related efforts

It is important to note that HSU does not view "enhancing diversity and inclusion" as a job that can be assigned to a particular office, but it is also critical to provide the focused guidance and expertise necessary for progress throughout the campus community. The following campus actions have driven progress in this area:

Action 2.1.a: Establish a fully staffed and functional Office of Diversity and Inclusion (ODI)

Action 2.1.b: Engage in a process of strategic planning for the purpose of institutionalizing diversity improvement efforts on campus

Action 2.1.c: Reorganize student-support functions to provide more focused support for underrepresented students

2.2 Consistent, ongoing collection and use of disaggregated data on student success to inform decisions

Because disparities between URM and non-URM students in measures of student success are generally obscured by reviewing overall averages, presentation of student success data must routinely be disaggregated so that we see and address the disparities while working to improve success rates for all students. The following campus actions have driven progress in this area:

Action 2.2.a: Routinely involve the Office of Institutional Research and Planning (IRP) in campus decisions and initiatives

Action 2.2.b: Annually update, distribute, and discuss the "Cultivating Diversity at HSU" report (formerly "Dissecting Diversity")

Action 2.2.c: Incorporate disaggregated department-level data, planning, and feedback into annual and periodic program review processes

2.3 A more diverse faculty, staff, and administration

As a member of the California State University system, we strive to reflect the diversity of the population of the state of California. Increasing the diversity of faculty, staff, and administrators on campus is not only a worthwhile goal in and of itself, but it is also an important means of improving student success. The following campus actions have driven progress in this area:

Action 2.3.a: Develop and implement a comprehensive plan to improve equity in faculty recruitment and retention

Action 2.3.b: Develop and implement a plan to increase diversity among staff and administration

2.4 Awareness and removal of institutional barriers to inclusive student success

Rather than assuming that students alone are responsible for their success, the campus community must identify the structural barriers that confront them and remove those barriers. The following campus actions have driven progress in this area:

Action 2.4.a: Collect information about barriers to success from students themselves, and incorporate that information into actions plans

Action 2.4.b: Identify "Gateway Courses" in which URM students experience lower average success rates than non-URM students, identify possible reasons for student non-success, and make changes to curricula and methodology accordingly

Action 2.4.c: Provide training to assist the campus community in identifying barriers to inclusive success and in developing strategies to reduce such barriers

Action 2.4.d: Develop a web-based portal to improve student awareness of important information, deadlines, resources, and events

Action 2.4.e: Scaffold the transition of freshmen into the University community

Action 2.4.f: Implement a comprehensive, coordinated Early Alert system

Action 2.4.g: Use disaggregated institutional data to improve students' progress toward degree

See the attached table "Issue_2_Actions_final" for the current status, evidence, and timeline for each of the actions listed above.

Issue #3: Establishing a Positive Campus Culture

This issue goes to the heart of HSU's historical difficulties and the need to create a new campus culture that is based on shared understandings, clear governance structures, ongoing communication, and mutual respect. The University has made good use of the recommendations from two outside consultants. One result has been the creation of a Cabinet for Institutional Change, which has provided leadership for a redefinition of the University's mission and vision, new governance structures, student success efforts, establishment of a culture of evidence, and standards of transparency, collegiality, and civil discourse. All of this is promising, but it will be meaningful only if the positive new campus culture can produce results and current momentum can be sustained. (CFRs 4.4, 4.5, 4.6, 4.7)

WASC Commission letter, July 14, 2010

For a number of years HSU experienced ongoing and escalating friction within and among various constituencies on campus, which included divisiveness within our governance structures, animosity toward and distrust of some individuals in leadership positions, and difficulty in achieving forward momentum in addressing institutional needs and challenges. Both the WASC Affirmation of Accreditation Review and the report of an outside consultant, Keeling and Associates, described a fragmented, decentralized and partisan decision-making environment that made it difficult to work toward common goals. In Spring 2009 the Cabinet for Institutional Change was formed to investigate and provide an overview of current campus culture and practices. Their February 10, 2010 report contained specific recommendations for comprehensive reforms to campus culture across a wide range of processes and activities. Each of these has been or is being addressed in substantive ways through various initiatives that involve all of the stakeholders in a transparent and dynamic process of change. Relative to establishing a positive campus culture, this is particularly apparent in a clarification and renewed focus on the University's mission and vision, the adoption of a new campus governance structure, and significant initiatives that address the entire University's community's long-standing commitment to supporting and improving student success.

We will know that the issues related to establishing a positive campus culture have been fully addressed when all of the following key components are in place:

3.1. A renewed institutional focus on mission and vision

A centerpiece of the Cabinet for Institutional Change (CIC) report recommends that the University "integrate the vision into key decisions entailing the allocation of resources," including decisions regarding academic programs, enrollment management, and specific priorities and projects. The CIC report also identified emphasizing sustainability as another initiative central to the University mission and vision. The following campus actions have driven progress in this area:

Action 3.1.a: Identify, broadly communicate, and focus consistently on mission- and vision-oriented institutional priorities

Action 3.1.b: Institutionalize sustainability efforts throughout the curriculum, co-curriculum, research activities, and campus facilities

3.2 A collegial, effective, and sustainable new governance structure

The CIC report noted a number of serious challenges to civil discourse and thoughtful governance and recommended a number of steps to address these issues, including the formation of a new University Senate. The following campus actions have driven progress in this area:

Action 3.2.a: Clarify and reference the distinction between *policy* recommendations and the *implementation* of those recommendations

Action 3.2.b: Restructure the existing Academic Senate into a more inclusive University-wide Senate

Action 3.2.c: Institute procedural improvements in governance bodies to improve efficiency, effectiveness, and inclusivity

Action 3.2.d: Create a cross-divisional University Resources and Planning Committee to implement priorities in the annual budget process

3.3 Use of cross-divisional work groups to address specific problems

Specific areas in need of change in order to better support student success were identified. Instead of assigning the planning for meeting these needs to existing committees already handling a hefty workload, or adding to the inventory of standing committees, the campus has begun convening limited-term, focused work groups to develop issue-specific plans and then disband after the task has been completed and responsibility for next steps has been assigned. The following campus actions have driven progress in this area:

3.3.a: Convene a limited-term, cross divisional Working Group to plan new class scheduling practices that will reduce student scheduling conflicts

3.3.b: Convene a limited-term, cross-divisional Advising Working Group to review and reorganize advising activities

3.3.c: Convene a limited-term, cross-divisional working group to plan reorganization of student

success and retention efforts

3.4 Effective campus coordination of faculty/educator development in support of student learning

Recognizing that faculty/educator development supports student success, initiatives are underway to expand, prioritize, and enhance development opportunities. The following campus action has driven progress in this area:

Create a structure and process for coordinating educator development initiatives

3.5: Transparency and a culture of evidence

WASC's observation that HSU needed to create a culture of evidence has led to a number of initiatives to improve transparency and develop data resources to provide evidence for decision-making. The following campus actions have driven progress in this area:

3.5.a: Provide ready access to reliable data monitoring institutional progress in key areas

3.5.b: Provide ready access to University budget and financial data

3.5.c Provide ready access to plans for University facilities and capital projects

3.6: Momentum and direction for our change efforts

Recognizing the importance of sustaining an improved campus culture, it is necessary to develop and maintain institutional practices that will ensure ongoing vitality and growth. The following campus actions have driven progress in this area:

3.6.a: Replace elements of the "Strategic Plan" with a short and focused list of priorities

3.6.b: Create and implement a Campus Diversity Plan

3.6.c: Create and implement an Enrollment Management Plan

See the attached table "Issue_3_Actions_final," for the current status, evidence, and timeline for each of the actions listed above.

Issue #4: Realigning Resources and Institutional Structures

HSU's most pressing challenge has been to align its resources with educational objectives and institutional purposes. To meet this challenge, HSU has built new infrastructure and engaged in program prioritization. The prioritization process has been comprehensive, systematic, transparent, and credible; it has been driven by faculty and staff rather than administration; and it has led to identification of institutional strengths and weaknesses that can guide resource allocation and support HSU's vision. The team noted, however, that the process was limited by inconsistent data, varying quality of program reports, and little or no external benchmarking and comparative analysis.

A further serious weakness of the prioritization process was the omission of student learning outcomes. As the team notes, assessment findings and indicators of student success "do not seem to be built into the newly implemented plans, strategies, and activities." The team report suggests that it will be important for the Cabinet for Institutional Change, the Integrated Curriculum Committee, the Enrollment Advisory Committee, and other important decision-making bodies to act on analyses of learning in their work. The Commission agrees. (CFRs 3.5, 3.8, 4.1, 4.2, 4.3, 4.4)

WASC Commission letter, July 14, 2010

At the time of the WASC Educational Effectiveness Review team visit, HSU was involved in an academic program prioritization process which resulted in the discontinuance or significant restructuring of a number of academic programs. At the same time, non-academic programs began developing processes focused upon identifying outcomes and assessment strategies for maximizing their effectiveness and efficiency. It also was recognized

that achieving and maintaining excellence throughout the educational enterprise requires the acquisition of consistent and reliable data, both internally and from external reviews, and the use of benchmark data, which then informs and directs the decision-making process.

We acknowledge that the institution has been weak in follow-through, so processes have been and are being developed to ensure ongoing monitoring and appropriate adjustments based upon data collection and analysis. These include the strengthening of the Institutional Research and Planning Office (IRP) which produces numerous studies, one of which resulted in a significant shift in the role of the Learning Center and another the development of a new approach to freshman composition instruction. Also, the Program Review, Evaluation and Planning (PREP) process has been implemented and expanded to include non-academic programs. We believe that these, among other initiatives, will prove valuable tools in sustaining our efforts to achieve academic and institutional excellence.

We will know that the issues related to realigning resources and institutional structures have been fully addressed when all of the following key components are in place:

4.1: Completion of the prioritization process

The program prioritization process was underway at the time of the EER visit and required a number of additional steps to bring the process to completion and act upon the findings outlined in the prioritization report. The following campus actions have driven progress in this area:

4.1.a: Review and prioritize all academic programs at HSU

4.1.b: Restructure or discontinue those programs identified in the Prioritization Report as requiring closer scrutiny

4.2: Consistent use of reliable data to inform decision making at department, division, and institutional levels

Aligning resources and structures with educational objectives and institutional purposes requires consistent, reliable data, a need which has been addressed through a number of institutional initiatives. The following campus actions have driven progress in this area:

4.2.a: Establish, foster and strengthen the Institutional Research and Planning office (IRP)

4.2.b: Develop and post cumulative institutional data to guide decision-making at department, program and institutional levels

4.2.c: Implement a transparent, online platform for academic Program Review, Evaluation, and Planning (PREP)

4.2.d: Develop and implement an interactive PREP process with both annual and cumulative/periodic cycles that inform resource decisions

4.2.e: Expand the PREP process beyond academic programs

4.2.f: Connect PREP data and analysis to institutional financial data within the online platform

4.3: Incorporation of external benchmarking and comparative analysis into program development, review, and revision

This goal recognizes the need for regularly scheduled external reviews of academic and non-instructional programs, and the importance of using benchmark data to analyze program effectiveness and ensure student success. The following campus actions have driven progress in this area:

4.3.a Require external reviews for new program proposals and for periodic program reviews

4.3.b: Conduct external reviews of non-instructional units

4.3.c: Use robust external data as well as institutional data to develop, implement, and evaluate a new Early Alert program to identify and connect with individual students who are encountering obstacles to success





4.4: Specific procedures for monitoring focused, action-oriented, and dynamic plans intended to guide progress on institutional priorities

As plans are formulated and operationalized, they will require ongoing monitoring, assessment and

appropriate adjustments in order to ensure their optimum effectiveness. The following campus actions have driven progress in this area:

- 4.4.a: Annually review the list of institutional priorities and implement necessary adjustments
- 4.4.b: Annually review Enrollment Management Plan and implement necessary adjustments
- 4.4.c: Annually review Campus Diversity Plan and implement necessary adjustments

See the attached table "Issue_4_Actions_final," for the current status, evidence, and timeline for each of the actions listed above.

Attachments  [Issue_1_Actions_final.docx](#),  [Issue_2_Actions_final.docx](#),  [Issue_3_Actions_final.docx](#),  [Issue_4_Actions_final.docx](#) Attachments begin on page 16

V. Identification of Other Changes and Issues Currently Facing the Institution

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

Identification of Other Changes and Issues Currently Facing the Institution

Changes in key personnel since the Educational Effectiveness Review in 2010:

- The Vice President for Student Affairs retired; the portfolio for the position, now titled Vice President for Enrollment Management and Student Affairs, was reorganized as reflected on the University organizational chart in order to support and enhance recruiting, retention, financial aid, and registration functions. Dr. Peg Blake has served in this position since January 2011.
- The Vice President for University Advancement left the University; Craig Wruck has served in this position since December 2012.
- The Vice President for Administrative Affairs retired; Joyce Lopes has served in this position since October 2012.
- After serving as Interim Dean starting in August 2007, Dr. Kenneth Ayoob has served as Dean of the College of Arts, Humanities, and Social Sciences since April 2011.
- After serving as Interim Dean starting in January of 2010, Dr. Steven Smith has served as Dean of the College of Natural Resources and Sciences since May 2011.
- Dr. John Lee has served as Dean of the College of Professional Studies since July 2010.
- Traci Ferdolage has served as Associate Vice President of Facilities Planning, Design Operations & Management since January 2013.
- Vikash Lakani begins serving as Associate Vice President of Enrollment Management on November 1, 2013.
- Dr. Edward Nuhfer began his tenure as Director of Educational Effectiveness in August, 2012.

Additional organizational changes since the Educational Effectiveness Review in 2010 (as shown on the attached organizational charts):

- Shih-Hsung (Alex) Hwu began his tenure as Associate Vice President of Distance and Extended Education in July 2012. In March 2013, the Office of Distance and Extended Education was renamed the College of eLearning and Extended Education. It is responsible for all extended education programs, as well as for instructional design services for all online courses, both state-support and self-support.
- A number of co-curricular and academic support units have been reorganized under the leadership of the Associate Vice President for Retention and Inclusive Student Success. Dr. Jacqueline Honda was appointed to this position effective August 2013 and continues to oversee the Office of Institutional Research and Planning, emphasizing the importance of institutional data in the improvement of inclusive student success.

- In September 2013, Academic Personnel Services merged with the Office of Human Resources under the leadership of Dr. Colleen Mullery, Senior Associate Vice President for Faculty Affairs and Human Resources. Much like the recent transition from an Academic to a University Senate, combining APS and HR into one inclusive division that reports directly to the President emphasizes the important role all employees play in helping the university achieve its goal of student success.

Also, as noted in the Institutional Context section, President Rollin Richmond will retire at the end of the 2012-2013 academic year; the CSU Board of Trustees is currently conducting a national search for Humboldt State University's seventh president, whom we anticipate will assume leadership of the University at that time.

VI. Concluding Statement

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

Concluding Statement / Issue #5: Sustaining Efforts, Producing Results

By all accounts, HSU has undergone a remarkable transformation in a relatively short period of time, and this transformation speaks well for the entire campus community. The ultimate test of all these efforts, however, will be their sustainability over time. Related to and dependent upon sustainability is the question of results: what will actually be accomplished through this transformation in the next three to five years? In the words of the team, "efficacy ... will be demonstrated only when sound decisions are made based on the evidence gathered."

Because the issue of sustainability is so critical - not only for learning and student success but for the University's financial viability and adaptability to new educational needs - the Commission requests an Interim Report to be submitted in three years. The report should address each of the first four areas outlined above and in so doing demonstrate that efforts to renew and strengthen the University have indeed been sustained and have led to concrete results. (CFRs 4.4., 4.5, 4.6, 4.7)

WASC Commission letter, July 14, 2010

As we noted in our Educational Effectiveness Review, Humboldt State University's record of following through on plans and initiatives has been inconsistent. This observation was echoed by the WASC Visiting Teams and by the Action Letter of the Commission: to quote the report of the Educational Effectiveness Review Visiting Team, "...HSU has a record of finding ways to avoid hard decisions and failing to complete initiatives. The University should be held accountable to complete the good work it has begun in connection with the WASC accreditation process" (p. 38).

The tables delineating our institutional responses to the specific recommendations made by the Commission demonstrate that the University has leveraged what the Visiting Team termed "a moment of great opportunity... when there is an alignment of people and ideas which could be used to build a much grander future for HSU" (p. 36) into true progress and growth for the institution and its students.

Though far from fully developed, assessment of student learning has improved substantially in the breadth of campus engagement, the quality and depth of student learning outcomes and instructional improvements, and the infrastructure for supporting and using student performance data in meaningful ways. Extensive efforts at improving inclusive student success have begun to yield results, visible in this year's increase in freshman retention for both URM and non-URM students. The positive changes in campus culture have been expanded, with a more inclusive University Senate representing all campus constituencies, committed to civil discourse and clearer decision-making procedures, along with a new understanding of the distinction between policy decisions that are the purview of shared governance and implementation decisions requiring administrative action. All of these advances have contributed, in turn, to better identification of institutional priorities, with consistent use of specific data about student success yielding better alignment of resources to achieve shared institutional goals.

Among the most important of our achievements has been the establishment of institutional practices that will sustain future progress, the identification of metrics to help us evaluate that progress, and the development of

specific plans to maintain focus on the issues important to the success of the University and its students.

VII. Required Documents for all Interim Reports

Required Documents

Instructions. Attach the following documents:

1. Current catalog(s) [.pdf or link to web-based catalog]:

<http://pine.humboldt.edu/registrar/catalog/>

2. Mission statement (unless in catalog)
See page 6 of the catalog

3. [Summary Data Form](#)

See "Summary Data Form," attached

4. [Complete set of Required Data Exhibits](#)

See "2013I_Student_Characteristics," "2013I_Faculty," "Key_Financial_Ratios," "Inventory of Educational Effectiveness Indicators," "concurrentindicators2013," attached.










5. Most recent audited financial statements by an independent certified public accountant or, if a public institution, by the appropriate state agency; management letters, if any.

Due to a change in the CA Government Code orchestrated by the Chancellor's Office, Humboldt State is no longer required by the state to issue an audited, stand-alone financial statement. Instead, Humboldt's basic financial statements (Statement of Net Position, Statement of Revenues, Expenses, and Changes in Net Position, and Statement of Cash Flows) are included as an addendum/supplement to the consolidated CSU-wide financial statements. The 11/12 CSU-wide statements are attached. HSU's financial statements begin on page 88 of the report. The consolidated report has been audited; however, there is not a full set of financial statements (which would include the MD&A and footnotes) for Humboldt as a stand-alone entity.

6. Organization charts or tables, both administrative and academic, highlighting any major changes since the last visit.

Academic Affairs organization chart attached ("201310_OAAOrgChart"); see Section V for highlights of major changes.

University organization chart attached ("UnivOrgChartOctober2013.pdf"); see Section V for highlights of major changes.

Attachments  [Cal_State_Consolidated_Statements_11_12.pdf](#),  [201310_OAAOrgChart.pdf](#),
 [Summary_Data_Form_for_Accredited_Institutions.docx](#),  [2013I_Faculty.docx](#),
 [2013I_Student_Characteristics.docx](#),  [Key_Financial_Ratios.docx](#),
 [Inventory_of_Educational_Effectiveness_Incidators.docx](#),  [UnivOrgChartOctober2013__2_.pdf](#),
 [concurrentindicators2013.docx](#) Attachments begin on page 59

VIII. Additional Financial Documents

Additional Financial Documents

If any of the issues identified in the Commission's action letter relate to financial management or financial

sustainability, the Interim Report must also include the following documents. Attach them to this page.

1. Financial statements for the current fiscal year including Budgeted and Actual Year-to-Date and Budgeted and Actual Last Year Totals.
2. Projected budgets for the upcoming three fiscal years, including the key assumptions for each set of projections.

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Issue #1: Assessing Student Learning

Campus Actions and Progress

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| Status code: | Practice Established | Action Complete | Action In Progress |
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| Component 1.1: Full participation by major programs in a systematic, transparent annual assessment cycle that culminates in periodic program review | | Status |
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| Action 1.1.a | Provide assessment guidance, training, and consultation | Practice Established |
| <p>Rationale, result, and effectiveness: Faculty seek support and expertise to assist in developing and mapping outcomes, analyzing student work to determine the effectiveness of the program in helping students achieve the outcomes, and employing the results to improve the programs. Creating the position of Director of Educational Effectiveness, which pairs responsibility for providing assessment expertise with responsibility for faculty development, provided a resource that the campus could draw on for guidance, training, and consultation. The hire in this position has been on campus just a little more than a year. During that time, guidance and training has taken the form of presentations at college and department meetings; preparation and dissemination of electronic resources; feedback on annual assessment reports and plans via the electronic Program Review, Evaluation, and Planning system (PREP) described below; participation in the Integrated Curriculum Committee; membership on the General Education and All-University (GEAR) Committee; numerous one-on-one consultations with department chairs and other faculty members; and leadership in adopting and</p> | | |

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| | <p>administering benchmark-ready assessment instruments throughout the College of Natural Resources and Sciences.</p> <p>Between 2009-10 and 2012-13, the number of major programs that had not published their outcomes and submitted reports of an outcomes-based assessment dropped from 13 to zero. Still, such numbers provide an incomplete picture. Within these numbers, we discovered variability in the quality of the outcomes across programs. In 2012-13 the Director of Educational Effectiveness identified about 20% of the programs as needing special assistance and began working with them. Some programs had generated outcomes that were either difficult to assess or were non-assessable. By Fall 2013, the Director of Educational Effectiveness had visited 35 of the 53 degree programs and options listed on the PREP site, and 100% of these program chairs and directors had received training at college retreats in developing good outcomes. They also received training materials to use with their own faculty in departmental meetings and retreats.</p> <p>Evidence of progress: See archived feedback provided via PREP at https://humboldt.edu/academicprograms/program-review-docs (guest access log-in: interimreport, guest access password: hj6Bvl^k); resources such as “Writing Effective Statements for Assessing Student Learning” (Exhibit 1) and the outcomes map template (Exhibit 2) available at https://www.humboldt.edu/academicprograms/node/242 . Also, implementation of capstone experiences has increased substantially, now involving 12 programs: Chemistry, Communication, Economics, Environmental Management and Protection, Forestry, Geology, Interdisciplinary Studies/International Studies, Kinesiology, Music (currently under development), Psychology, Sociology, and Theatre Film and Dance. Portfolios are also increasingly in use by such diverse programs as Anthropology; Art; Critical Race, Gender, and Sexuality Studies; Environmental Resources Engineering, and Spanish.</p> <p>Remaining issues: Plans are underway to revise the Program Review, Evaluation, and Planning metrics,. Developing an HSU Program Review Handbook to support departments conducting periodic program reviews is part of this effort.</p> <p>How and by whom issues will be addressed: The Integrated Curriculum Committee and the Academic Policies Committee are working on revising the PREP metrics and policy, in consultation with the Director of Educational Effectiveness, and will present a proposal to the University Senate.</p> <p>Timeline: The Academic Policies Committee will propose revisions to the PREP policy and procedures early in Spring 2014.</p> | |
| <p>Action 1.1.b</p> | <p>Develop an online platform for assessment planning, reporting, and feedback, and a policy guiding its use.</p> <p>Rationale, result, and effectiveness: Beginning in the summer of 2010, the Director of Institutional Research and Planning chaired a committee charged with reviewing available online platforms. Three were reviewed in depth, and Compliance Assist, developed by Campus Labs, was selected during the Fall 2010 semester. One of the key reasons was</p> | <p>Action Complete</p> |

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| | <p>that it was the only platform that could connect program review data with financial data for resource allocation purposes. Compliance Assist became the platform for the University's Program Review, Evaluation and Planning or "PREP" reports, set up by the Office of Institutional Research. The content and schedule for annual and periodic review reports were determined by a task force comprised of faculty and administrators, and was approved by the Integrated Curriculum Committee and the Academic Senate. Training for faculty and Student Affairs professionals was conducted during Spring 2011, and the first PREP reports were posted by departments in Fall 2011. The site enables easy access to records of review, evaluation, and planning activities that occur at the program level. With respect to student learning outcomes (SLOs), the chair or designated assessment coordinator of each program posts its programmatic learning outcomes and provides an annual report each fall of its academic assessment activities. Because HSU's Director of Assessment left the campus in August 2011, assessment feedback and consultation was provided that first year by Dr. Carol Holder, Professor Emerita at CSU Polytechnic at Pomona. The online platform made that process far less cumbersome than it otherwise would have been. By the next year, the new Director of Educational Effectiveness was in place to continue the feedback and consultation process. As a result, the Director of Educational Effectiveness has reached out to seven programs whose PREP reports indicated a need for additional, focused help in assessments.</p> <p>Evidence of progress: PREP is the working commons for assessment and other program review activities at HSU, hosted at a secure site at http://www.humboldt.edu/irp/PREP.html. The policy is available at http://www.humboldt.edu/senate/resolution-docs/2010-2011/Resolution20-10-11-ICCPASSEDApprovedAttachment.pdf Archived reports from previous years are posted at https://humboldt.edu/academicprograms/program-review-docs (guest access log-in: interimreport, guest access password: hj6Bvl^k)</p> <p>Remaining issues: The sequence for providing commentary is being discussed. With more explicit collaboration between the Office of the Director of Educational Effectiveness, the process likely will be streamlined.</p> <p>How and by whom issues will be addressed: The Director of Educational Effectiveness and each college's associate dean are working to provide the most helpful and timely feedback on assessment reports.</p> <p>Timeline: N/A</p> | |
| <p>Action 1.1.c</p> | <p>Post outcomes, assessment plans, results, and comments, in order to encourage programs to learn from one another's experience</p> <p>Rationale, result, and effectiveness: Within the PREP platform, program faculty members have access only to the materials for their own program. While this restriction is appropriate when a cycle is in progress, it does not allow faculty to see their own program's processes and results in the context of the wider curriculum, nor does it foster the sharing of strategies. In order to foster a broader perspective, encourage the sharing of strategies, and improve transparency, all of a previous year's PREP documents are converted to PDF form and posted on the Academic Programs website.</p> | <p>Practice Established</p> |

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| | <p>Department chairs report that having access to others' assessment and program review documents provides them with helpful information.</p> |
| | <p>Evidence: The PREP archive is available to all members of the campus community at https://humboldt.edu/academicprograms/program-review-docs (guest access log-in: interimreport, guest access password: hj6Bvl^k)</p> |
| | <p>Remaining issues: (1) Improving the timeliness of comments, to allow earlier archiving of materials and clearing of the working PREP site for the next year's data and reports; (2) reminding faculty members that archived materials are available for their review.</p> |
| | <p>How and by whom issues will be addressed: (1) Starting in Fall 2013, the associate dean of each college and the Director of Educational Effectiveness together will review program submissions on PREP and provide comments jointly as a way to improve the timeliness of feedback and to allow programs to respond to a single high-priority set of recommendations. The reviewers will convene a meeting with any programs found to still be struggling, in order to learn their needs. (2) The two reviewers will pick one or two programs with showcase examples, and feature these in comments to all of that College's programs. This highlights particularly useful information while reminding faculty that the full archive is available for their review.</p> |
| | <p>Timeline: This year's PREP assessment reports were submitted October 31, 2013. Comments in response to program submissions will be posted to PREP for all programs by end of the Fall 2013 semester.</p> |
| <p>Component 1.2: Systematic assessment of General Education, All-University, and Institutional outcomes</p> | |
| <p>Action 1.2.a</p> | <p>Develop and pilot a coordinated approach to assessing GEAR outcomes</p> |
| | <p>Rationale, result, and effectiveness: In an effort to make the assessment of GEAR more systematic and predictable, the Program Planning and Assessment (PPA) Subcommittee of the Integrated Curriculum Committee (ICC) developed an approach whereby each department would begin a rotating assessment schedule during which one GEAR outcome and one major-program outcome would be assessed each year. Each department was advised to select the assessment schedule based on faculty workload and the departmental courses offered within a given semester (fall for departmental outcome and spring for university, or vice versa). The PPA Subcommittee also refined the student learning outcomes for some of the GE areas, in consultation with faculty teaching in those areas, developed a set of guidelines and a standard template for reporting, and participated in some of the assessment activities themselves. Several of these assessments were completed, and valuable discussion among a small number of faculty ensued, but the process proved to be too</p> |
| | <p>Action In Progress</p> |

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| | <p>complex for broad adoption. One barrier was the focus on individual courses rather than on GE as a program; another logistical barrier was the fact that many departments offered courses in more than one GE area, making organization of a rotation very difficult. Tracking was, itself, problematic.</p> | |
| | <p>Evidence of progress: Assessment reports for Area B/Math (Exhibit 3), American Institutions/Government (Exhibit 4), Area A/Critical Thinking (Exhibit 5), Lower Division Area B/Life Science, (Exhibit 6): available at https://www.humboldt.edu/academicprograms/node/242)</p> | |
| | <p>Remaining issues: Conceptualizing and communicating GEAR as a key component in the intellectual development of all students, rather than as discrete domains of bounded content, with program-level assessment built into the structure.</p> | |
| | <p>How and by whom issues will be addressed: The new GEAR committee, which has replaced the PPA Subcommittee of the ICC (see Action 1.2.c, below), is currently on a “listening tour” with a range of groups on campus.</p> | |
| | <p>Timeline: A plan for the revision of GEAR will be in place by the end of the 2013-14 academic year.</p> | |
| <p>Action 1.2.b</p> | <p>Conduct an inventory of course activities and student products in each GEAR course connected to specific GEAR outcomes</p> | <p>Action Complete</p> |
| | <p>Rationale, result, and effectiveness: One of the challenges identified in several attempts to assess various areas of GEAR was that some faculty were either not aware of the GEAR outcomes relevant to the course they were teaching, or they had not thought about how course activities and student work related to those GEAR outcomes. To address this very basic disconnect, in 2011-2012 all departments offering GEAR courses focused on preparing for the possibility of future embedded assessments by compiling an inventory of General Education assignments through which students engaged with, and demonstrated mastery of, specific General Education outcomes. Each department drafted its inventory during the fall semester and was invited to a workshop in January 2012 to get feedback on the inventory as well as to share ideas for developing student mastery of the GEAR outcomes within and across areas. Compiling the assignment inventory served to emphasize important connections among student learning outcomes, teaching, and curriculum, while at the same time enhancing understanding of embedded assessment. Though it was clear that this work was not equivalent to direct assessment of student learning, it did focus faculty members’ attention on organizing their courses more clearly around student learning outcomes.</p> | |
| | <p>Evidence of progress: See Exhibits 7 & 8 for sample inventories at https://www.humboldt.edu/academicprograms/node/242</p> | |
| <p>Action 1.2.c</p> | <p>Rethink GEAR and its relationship to major programs and institutional outcomes</p> | <p>Action In Progress</p> |
| | <p>Rationale, result, and effectiveness: HSU's General Education & All University Requirements (GEAR) Committee began fall 2012 with the task of assessing General Education outcomes but found that the outcomes’ lack of coherence, aside</p> | |

from their sheer number, constituted a barrier to assessing the program in a serious way. Analysis of the 37 present GE outcomes revealed that 15 are dominantly content, 11 are dominantly reasoning, 9 are dominantly skills and 2 are about equal blends of skill and reasoning. However, meetings with faculty during the 2012-13 academic year convinced the GEAR Committee that its assessment should focus on developing students' reasoning and general skills such as writing and speaking, consigning specific content outcomes back to programs. They sought to envision the learning that all students at the University should have in common in a very different way.

The Director of Educational Effectiveness introduced them to metadisciplinarity as a unique theme for General Education reform. Metadisciplines are groups of disciplines that hold in common an overarching framework of reasoning/way of knowing that unites them. For example, philosophy, languages, literature, religion, communication, and history hold in common the overarching way of knowing/framework of reasoning in the humanities. The GEAR Committee's choice of action was inspired by a successful effort by faculty representing all science disciplines from four CSU campuses who came together to improve effective learning of science literacy in General Education courses. The GEAR Committee's premise expands on that success beyond the sciences, proposing that teaching students the framework of reasoning/way of knowing of each metadiscipline represented in the breadth requirement for the CSU is a way to foster reasoning across the GE curriculum that differs from the usual practice. Such an approach would provide coherent General Education experiences across diverse disciplines, scaffold the development of higher-order thinking skills, and connect General Education outcomes to those of major programs and the institution overall. As a result of this work, with the approval of the Integrated Curriculum Committee, the University Senate tasked GEAR with developing not just a plan for assessment, but also a plan for a new GE program.

The GEAR Committee is proceeding through the process of: (1) employing backwards design to determine the fundamental goals; (2) articulate the central concepts of each metadiscipline; (3) restate these concepts as assessable student learning outcomes, and (4) develop suitable assessment instruments that contribute to achieving and assessing the outcomes. To further support this effort, HSU sent the GEAR Committee and the Director of Educational Effectiveness to the AAC&U 2013 Institute on General Education and Assessment. Metadisciplinary outcomes have been articulated; a reframing of the HSU Institutional outcomes has been roughed out; assessment instruments are in development.

Evidence of progress: The initial proposal outlining the process is available at <http://www.humboldt.edu/senate/sites/default/files/SenateAgenda13-09-03GEARActionPlanProposal.pdf>

Remaining issues: Any revision of General Education is a challenge, and the adoption of one that takes this different an approach from the current practice will require a great deal of work. The GEAR committee is engaged in a "listening tour"

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| | with the campus community to incorporate feedback into the earlier stages of program design, with details of the plan to be in place when it is submitted to the Integrated Curriculum Committee. | |
| | How and by whom issues will be addressed: Primarily by the GEAR Committee and faculty, with support of administration. | |
| | Timeline: The GEAR Committee plans to submit a formal proposal to the Integrated Curriculum Committee by the end of the Fall 2013 semester, with the goal of initiating the changes during the 2014-15 academic year. | |
| Component 1.3: Consistent use of assessment results to improve teaching and learning | | Status |
| Action 1.3.a | Build faculty understanding of the vital relationships among assessment, curriculum, teaching effectiveness, and student learning | Action In Progress |
| | Rationale, result, and effectiveness: PREP responses by programs show that most programs employ the results to generate improvement. HSU faculty are increasingly embracing rubrics and becoming more sophisticated about their design. Also, the campus-wide inventory of class activities that develop and demonstrate specific GEAR outcomes described in 1.2.b, above, made these connections much more explicit. Current General Education outreach has built support for the development of reasoning throughout the curriculum, which has also helped to promote familiarity of links between learning and assessment. | |
| | Evidence of progress: The College of Natural Resources and Sciences (CNRS) committed to give the Science Literacy Concept Inventory (SLCI) college-wide in Fall 2013, assessing students' ability to recognize and use the framework of reasoning employed for understanding the physical world. It provides detailed demographic data through which to understand how our student body engages in such reasoning and will inform changes in curriculum and pedagogy. Program PREP reports describe pedagogical and curricular changes made in response to assessment results; an archive is available at https://humboldt.edu/academicprograms/program-review-docs (guest access log-in: interimreport, guest access password: hj6Bvl^k) | |
| | Remaining issues: Continuing to improve analysis of learning assessment results and making curricular and pedagogical changes to improve student learning | |
| | How and by whom issues will be addressed: Feedback from the Director of Educational Effectiveness and college administrators on assessment reports and plans will continue to stress these connections; the planned Steering Council for Educator Development will be expected to prioritize and coordinate appropriate activities to improve teaching and learning. | |
| | Timeline: The proposal for the first phase of educator development coordination (Educator Development Steering | |

Council) will be submitted to the Provost by the end of the Fall 2013 semester, with the goal of convening the Council at the beginning of the Spring 2014 semester.

**Action
1.3.b**

Focus assessment activities on high-priority learning outcomes

**Action In
Progress**

Rationale, result, and effectiveness: HSU faculty consider intellectual development to be a high priority outcome, but articulating and assessing it can be challenging; sometimes programs choose lower-priority learning outcomes because they seem easier to assess. Overcoming the barriers to developing and assessing high-priority outcomes has been made possible by the availability of assistance from the Director of Educational Effectiveness. One result has been the Faculty Learning Community that comprises the General Education and All-University Requirements (GEAR) Committee, leading to the proposal of a new approach to General Education currently under development, aimed at fostering students' higher-order reasoning, along with rubrics and processes to assess it. Another result has been a recent set of retreats for each academic college that included workshops introducing college faculty to the process of backwards design: identifying the student learning outcomes that a program most wants to achieve, structuring the curriculum in a way that moves students toward those outcomes, and considering ways of assessing student performance with respect to those outcomes. Further, the current effort to map course-level outcomes to program-level outcomes is, for some programs, resulting in the review and revision of those program learning outcomes. As that occurs, assessment activities will deepen their focus on the outcomes that faculty most hope to foster in their students.

Evidence of progress: GEAR presentation and poster:

<http://www.humboldt.edu/academicprograms/sites/default/files/GEARConvocationPresentation2013.pdf>;

http://www.aacu.org/meetings/institute_gened/documents/HumboldtStateUniversityposter.ppt; samples of revised program learning outcomes: Exhibit 9 and Exhibit 10, <https://www.humboldt.edu/academicprograms/node/242> .

Remaining issues: This is an iterative process that is in its early stages and is gathering momentum. Adoption of a new General Education approach is a key element; feedback on curriculum outcomes maps and revised learning outcomes is another.

How and by whom issues will be addressed: The GEAR Committee has drafted new General Education outcomes and will present a full proposal to the Integrated Curriculum Committee and then to the University Senate for approval. Feedback on program outcomes maps will be provided by the Director of Educational Effectiveness and Associate Deans for each college.

Timeline: The GEAR proposal will be submitted by the end of the Fall 2013 semester; feedback on program outcomes maps will begin in November 2013 and will be completed during the Spring 2014 semester.

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| Action 1.3.c | Implement tools for direct assessment of student learning that facilitate external benchmarking of results | Action In Progress |
| <p>Rationale, result, and effectiveness: Tools of established validity and reliability exist that enable local measures of student learning to be compared to broader learning measures acquired from a variety of institutions. Programs with professional certification/accreditation achieve standards informed by external benchmarks. The Collegiate Learning Assessment (CLA) has been administered at HSU, as in the rest of the CSU system, since 2007. Major Field Tests and the Science Literacy Concept Inventory (SLCI) are options now in use by several programs. The SLCI permits comparisons with a modest but growing number of comparable institutions.</p> | | |
| <p>Evidence of progress: Ten programs have professional certification/accreditation that provide varying degrees of comparative data; four programs (Anthropology, Business Administration, Computer Science, and Physics) employ Major Field Tests as described in their PREP reports at https://humboldt.edu/academicprograms/program-review-docs (guest access log-in: interimreport, guest access password: hj6Bvl^k). Four programs have employed the SLCI in a course; Fisheries Biology and Geology are employing it as a program assessment. CLA results are posted on HSU's Institutional Research and Planning site at http://www.humboldt.edu/irp/Data_Center/CLA.html; see initial results of the College of Natural Resources and Sciences college-wide administration of the Science Literacy Concept Inventory (Exhibits 11 and 11.1) at https://www.humboldt.edu/academicprograms/node/242</p> | | |
| <p>Remaining issues: Alignment of Major Field Tests with the program curriculum and outcomes can be weak. The CLA cannot provide data on a sufficient representative sample at this university, and since the rubrics are not available, results are interpretable in only the broadest terms. Other means of benchmarking, such as partnering with other CSU institutions on cross-campus assessment activities, remain to be explored.</p> | | |
| <p>How and by whom issues will be addressed: The Director of Educational Effectiveness provides feedback on the alignment of Major Field Test results with program outcomes and curricula. The Director, along with the administration of the College of Natural Resources and Sciences, will work with faculty to pilot the SLCI college-wide at Humboldt. The Director also oversees administration of the CLA annually.</p> | | |
| <p>Timeline: SLCI trial began in October 2013, with interpretation and analysis to follow during Spring 2014. Discussion with other programs regarding implementation of benchmarking, as well as of interpretation of Major Field Test results, continues during the Spring 2014 semester.</p> | | |
| Component 1.4: Alignment of curriculum requirements with assessment of student learning at various levels | | Status |
| Action | Develop meaningful student learning outcomes for all major programs | Action In |

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| <p>1.4.a</p> | <p>Progress</p> |
| <p>Rationale, result, and effectiveness: As of fall 2012, there were 56 programs with over 300 programmatic outcomes. In working with programs in fall of 2012, the newly-hired Director of Educational Effectiveness discovered that most programs had not discussed or developed course-level outcomes that were consistent across different instructors, and that a number of programs' outcomes were not only difficult to assess, but they also seemed to move programs in a direction that was not what they aspired to do. Because the lack of meaningful, assessable outcomes impeded the usefulness of assessment activities, the Director developed resource materials and guidelines to assist HSU in writing effective outcomes, distributing them widely, both electronically and in face to face meetings. In Spring 2013, the Director recommended that, instead of following the assessment plans developed as part of the previous year's assessment cycle, the assessment activity for all programs in 2013-14 should instead be a campus-wide effort to write meaningful outcomes for all courses, map them to program outcomes using a mapping template, and revisit their program-level outcomes. Because completing this process will enhance subsequent assessment activities and inform curricular decisions, this recommendation was adopted.</p> | |
| <p>Evidence of progress: A sample map of course-to-program learning outcomes (Exhibit 12), changes in program-level learning outcomes (Exhibits 9 and 10) https://www.humboldt.edu/academicprograms/node/242;</p> | |
| <p>Remaining issues: Continued work on improving and assessing learning outcomes at the major program level.</p> | |
| <p>How and by whom issues will be addressed: Director of Educational Effectiveness is working with departments and colleges to support development and mapping of course/program-level outcomes.</p> | |
| <p>Timeline: October 31, 2013 for submission; November 2013 for review and response to course/program-level outcomes.</p> | |
| <p>Action 1.4.b</p> | <p>Revisit General Educational and Institutional learning outcomes</p> <p>Action In Progress</p> <p>Rationale, result, and effectiveness: See 1.2.c, above</p> <p>Evidence of progress: The initial proposal outlining the process, along with draft outcomes, is available at http://www.humboldt.edu/academicprograms/sites/default/files/DRAFT%20Baccalaureate%20Outcomes%208-15-2013.pdf .</p> <p>Remaining issues: See 1.2.c, above</p> <p>How and by whom issues will be addressed: See 1.2.c, above</p> <p>Timeline: See 1.2.c, above</p> |
| <p>Action</p> | <p>Revise curricula to improve alignment</p> <p>Action In</p> |

1.4.c

Progress

Rationale, result, and effectiveness: 1. As a result of the campus-wide effort to assess student performance in writing, the curriculum for the freshman composition program was revised to better prepare students for learning the conventions for different disciplines in subsequent courses. 2. At the General Education/Institutional levels, the need to revise the outcomes to better reflect our academic values is part and parcel of the widespread perception that the current General Education curriculum needs significant revision. Both complementary processes – outcomes revision and curricular revision - are taking place at the same time. Informed by literature on the development of higher-level reasoning, the GEAR Committee is proposing to restructure the General Education program that scaffolds the development of reasoning skills through metadisciplinary frameworks of reasoning, aligning General Education more directly with major program outcomes and institutional outcomes. 3. For major programs, the activity of mapping described above will allow departments to begin identifying gaps, redundancies, and unnecessary requirements in curricula. In 2012-13, programs working to meet the CSU requirement of reducing, when feasible, all programs to 120 units worked with the Director of Educational Effectiveness to begin mapping required coursework to program outcomes, in order to inform their curricular choices.

Evidence of progress: GEAR Plan for revising General Education:
<http://www.humboldt.edu/senate/sites/default/files/SenateAgenda13-09-03GEARActionPlanProposal.pdf>; sample curriculum map (Exhibit 12), <https://www.humboldt.edu/academicprograms/node/242>)

Remaining issues: The plan for the General Education outcomes and curriculum must be refined and focused as the GEAR Committee moves forward on discussions with the campus community. For major programs, as future changes to program curricula are proposed, programs will need to show how the change or addition aligns with their map of course outcomes to program outcomes.

How and by whom issues will be addressed: 1. The GEAR Committee will present its curriculum proposal to the Integrated Curriculum Committee and the University Senate. 2. For major programs, initial evaluation by the Director of Educational Effectiveness, in collaboration with the deans and associate deans of the colleges, will provide feedback to departments. The Academic Programs office will revise curriculum proposals to require inclusion of information about how changes would alter the program's outcomes map.

Timeline: 1. The GEAR curriculum and outcomes are scheduled for submission to the Integrated Curriculum Committee by the end of the Fall 2013 semester. 2. Initial feedback to departments on outcomes and curriculum alignment will begin in November 2013.

Component 1.5: Consistent use of student performance data to inform resource

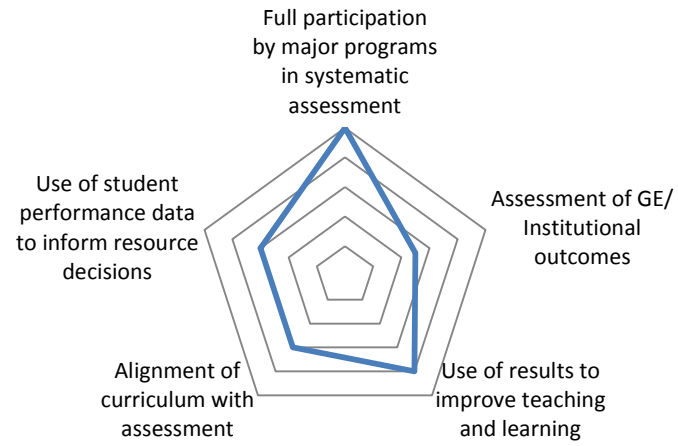
Status

| allocation decisions | | |
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| Action 1.5.a | Connect PREP data and analysis to institutional financial data within the online platform | Action In progress |
| | <p>Rationale, result, and effectiveness: The online platform we are using for PREP, Compliance Assist, was chosen specifically for its capacity to allow articulation of program review data with resource data. Although this is the third year for academic programs to use Compliance Assist for program review, evaluation, and planning purposes, this is the first year that we will use its financial module.</p> | |
| | <p>Evidence of progress: Meeting scheduled for Oct 31, 2013, by the VP for Administrative Affairs to begin this process.</p> | |
| | <p>Remaining issues: We anticipate that it will take some time to define the process, train participants, and refine the alignment of the metrics in order to foster resource decisions informed by student performance data.</p> | |
| | <p>How and by whom issues will be addressed: The University Budget Office will provide training for the budget analysts responsible for importing the appropriate information. Individual departments and other units will need to learn how to review their information in connection with their program review data to inform resource requests and decisions.</p> | |
| | <p>Timeline: Initiated in 2012-13, to be incorporated into the [2014-15] budget process.</p> | |
| Action 1.5.b | Use disaggregated student performance information to identify priorities for launching or enhancing initiatives | Action In Progress |
| | <p>Rationale, result, and effectiveness: Disaggregation of student success rates at the university, in specific major programs, and in specific classes has generated much greater awareness of the disparities among student groups and the resulting need for more focused interventions. One result of exploring multiple sources of the achievement gaps between URM and non-URM students has been the reorganization that resulted in a new unit dedicated to Retention and Inclusive Student Success, reallocating a number of campus support functions into identity-based Centers for Academic Excellence. Those Centers are currently being organized and space for their operation is being identified. Another result has been the targeted transformation of some courses with historically high achievement gaps.</p> | |
| | <p>Evidence of progress: Report of the Working Group for Retention and Student Success</p> | |
| | <p>Remaining issues: Direct evidence of learning is just beginning to be disaggregated to provide information about differences across student groups, as the Science Literacy Concept Inventory (see Exhibits 11 and 11.1 at https://www.humboldt.edu/academicprograms/node/242) and knowledge surveys are administered in CNRS for the first time. As assessment processes and infrastructure become more robust, progress toward which is described in the discussion of the previous Key Issue, disaggregation of the student learning data will provide better insights into pedagogies that support learning among diverse student groups.</p> | |

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| | <p>How and by whom issues will be addressed: The Director of Educational Effectiveness will work with departments to incorporate the disaggregation of student learning data into assessment processes and analyses. The Enrollment Management Working Group, Provost, AVP for Retention and Student Success, and College Deans will review the information as they plan and approve initiatives.</p> |
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| | <p>Timeline: These processes are being initiated in 2013-14, to be strengthened and expanded in future years.</p> |
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The following graphic represents our progress toward fully addressing this issue through having the five components in place:



Issue #2: Making Excellence Inclusive

Campus Actions and Progress

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| Status code: | Practice Established | Action Complete | Action In Progress |
|---------------------|-----------------------------|------------------------|---------------------------|

| Component 2.1: A structure for effective planning and coordination of diversity-related efforts | | Status |
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| Action 2.1.a | Establish a fully staffed and functional Office of Diversity and Inclusion (ODI) | Action Complete |
| | <p>Rationale, result, and effectiveness: Started in 2009 with .5 assigned time for a Faculty Director and a .75 time-base professional staff Associate Director, the Office of Diversity and Inclusion is now fully staffed with a full-time Director, full-time Assistant Director, a full-time administrative support staff member, and two .20 faculty release time positions. In addition to coordinating the many diversity-related efforts across the university, ODI leads planning efforts, collects and organizes data from a variety of sources, prepares and disseminates reports on campus progress, provides feedback on academic departments' diversity plans and progress, and offers resources for a range of success-improvement strategies.</p> | |
| | <p>Evidence of progress: ODI website and web resources are available at http://www.humboldt.edu/diversity/</p> | |
| | <p>Remaining issues: N/A</p> | |
| | <p>How and by whom issues will be addressed: N/A</p> | |
| | <p>Timeline: N/A</p> | |
| Action 2.1.b | Engage in a process of strategic planning for the purpose of institutionalizing diversity improvement efforts on campus | Practice Established |
| | <p>Rationale, result, and effectiveness: Maintaining a productive focus on making excellence more inclusive requires follow-through as well as planning. The development of a comprehensive and dynamic Campus Diversity Plan in 2013, led by the Office of Diversity and Inclusion, will not only guide planning efforts, but it also serves as a blueprint and touchstone for specific activities and provides metrics for evaluating our progress on this campus priority.</p> | |

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| | <p>Evidence of progress: The Campus Diversity Plan is available at http://www.humboldt.edu/diversity/diversityplan.html</p> <p>Remaining issues: Assignment of unassigned tasks, additional initiatives; annual review</p> <p>How and by whom issues will be addressed: ODI will review the Diversity Plan and issue annual progress reports</p> <p>Timeline: Annually</p> | |
| Action 2.1.c | <p>Reorganize student-support functions to provide more focused support for underrepresented students</p> <p>Rationale, result, and effectiveness: In Spring 2013, a Retention and Student Success Re-organization Working Group was appointed to develop a recommendation for coordinating programs serving HSU’s most under-served populations. The Provost and the Vice President for Enrollment Management & Student Affairs asked the group to look at all existing campus programs for supporting students from under-served populations and recommend a model to provide targeted yet closely coordinated support to the various student populations served by these programs. The Working Group, chaired by the Director of the Office of Diversity and Inclusion, collected data and consulted widely. Its report was issued on May 14 (see the report here at http://www.humboldt.edu/aavp/node/41), recommending the reorganization of a number of student-support programs into identity-focused Centers of Academic Excellence and moving them into a new unit to be supervised by an AVP for Retention and Inclusive Student Success. The AVP was appointed, and the recommended reorganization began its implementation in August 2013.</p> <p>Evidence of progress: OAA Organizational Chart</p> <p>Remaining issues: Identifying physical locations for the recommended Centers for Academic Excellence; filling some vacant positions; working out details of coordination processes.</p> <p>How and by whom issues will be addressed: The AVP for Retention and Inclusive Success, in consultation with staff in Student Retention and Inclusive Success, in Academic Affairs, in Student Affairs, and in Facilities Management</p> <p>Timeline: Academic year 2013-14</p> | Action In Progress |
| Component 2.2: Consistent, ongoing collection and use of disaggregated data on student success to inform decisions | | Status |
| Action 2.2.a | <p>Routinely involve the Office of Institutional Research and Planning (IRP) in campus decisions and initiatives</p> <p>Rationale, result, and effectiveness: The Cabinet for Institutional Change recommended that the new IRP office “respond to requests from and report back to decision-makers and planning bodies on campus...” and that the Director be “routinely included in campus policy and planning efforts.” This has become a routine practice for our campus, and the Director, who is now also the AVP for Student Retention and Inclusive Success, has been proactive in providing requested</p> | Practice Established |

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| | <p>information related to student success in disaggregated form when possible, reminding the campus to weigh discrepancies among student groups among the factors to be addressed when weighing decisions that may influence student success. IRP also initiates and disseminates research reports yielding data that have informed the actions of the Enrollment Management Working Group, the Advising Working Group, the University Resources & Planning Committee (URPC), and the Course Schedule Working Group; these groups all include IRP personnel.</p> <p>Evidence of progress: Disaggregated data on course success rates, retention rates, and graduation rates posted on the IRP data website at http://pine.humboldt.edu/~anstud/progreview.shtml; the most recent addition is a page of interactive data dashboards available at http://www.humboldt.edu/irp/dashboards.html. Example evidence of IRP data use in decision-making is available in the Course Schedule Working Group report and recommendations, which were subsequently implemented for Fall 2013 as summarized at http://now.humboldt.edu/news/campus-revamps-course-scheduling/; use of disaggregated data is illustrated by the Enrollment Management Plan at http://www.humboldt.edu/aavp/sites/default/files/2012_2013-HSUEnrollmentManagementPlan.pdf</p> <p>Remaining issues: Continue the practice</p> <p>How and by whom issues will be addressed: VPs, Director of IRP</p> <p>Timeline: N/A</p> | |
| <p>Action 2.2.b</p> | <p>Annually update, distribute, and discuss the “Cultivating Diversity at HSU” report (formerly “Dissecting Diversity”) on disaggregated measures of student success to track progress and plan changes</p> <p>Rationale, result, and effectiveness: The fifth Annual Report was issued on September 3; in addition to disaggregated data, analyses of progress, and the organizational framework provided by the new Campus Diversity Plan, this year’s report includes the ten winning entries of the Spring 2013 Diversity Art and Essay Contest to provide student perspectives</p> <p>Evidence of progress: http://www.humboldt.edu/diversity/reports.html</p> <p>Remaining issues: Continued production of the report and discussion with the campus community to initiate action</p> <p>How and by whom issues will be addressed: The Associate Director of the Office of Diversity and Inclusion works with the Office of Research and Planning, Academic Personnel Services, and other offices on campus to collect the data and provide analyses.</p> <p>Timeline: Annually</p> | <p>Practice Established</p> |
| <p>Action 2.2.c</p> | <p>Incorporate disaggregated department-level data, planning, and feedback into annual and periodic program review processes</p> <p>Rationale, result, and effectiveness: Because closing the achievement gap fundamentally depends on improving URM</p> | <p>Practice Established</p> |

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| | <p>students' success in academic programs, it is vitally important that departments maintain and renew their focus on enhancing that success through improvements in curriculum, pedagogy, and support. Disaggregated department-level student success data have been incorporated in the online Program Review, Evaluation, and Planning (PREP) process since it was established in 2011; they are used to inform each program's annual plan for improving inclusive excellence and report on the effectiveness of the previous year's efforts, and they are also used in the periodic review that each program undergoes every five years. Feedback is provided by the Director of the Office for Diversity and Inclusion, and that feedback, in turn, informs the comments from the Dean.</p> |
| | <p>Evidence of progress: See feedback from Director on annual Diversity Reports at https://humboldt.edu/academicprograms/program-review-docs (guest access log-in: interimreport, guest access password: hj6Bvl^k); See list of HSU departmental initiatives addressing diversity (Exhibit 13) at https://www.humboldt.edu/academicprograms/node/242</p> |
| | <p>Remaining issues: We are currently considering refinements in the analyses required of the programs and in the process of providing formative feedback.</p> |
| | <p>How and by whom issues will be addressed: The Director of Diversity and Inclusion will consult with the Deans and with the AVP for Student Retention and Inclusive Success and recommend changes to be reviewed by the ICC and the Senate for approval.</p> |
| | <p>Timeline: Fall 2013</p> |
| <p>Component 2.3: A more diverse faculty, staff, and administration</p> | |
| <p>Action 2.3.a</p> | <p>Develop and implement a comprehensive plan to improve equity in faculty recruitment and retention</p> |
| | <p>Rationale, result, and effectiveness: Beginning in Fall 2009, HSU began implementation of a comprehensive plan to improve faculty diversity through improving faculty recruiting processes. Improvements include mandatory training for all search committee members on "Strategies for Avoiding Unconscious Bias in the Hiring Process;" appointment of an "Affirmative Action Search Advocate" in every committee to monitor diversity issues; multiple changes in the review processes for search committees in order to monitor diversity and equity issues at every step; and overhaul of advertising and outreach procedures, in order to obtain a more diverse applicant pool for faculty positions. These steps have resulted in improved diversity among faculty applicants and hires.</p> |
| | <p>Evidence of progress: Since these changes, the percentage of persons of color applying for tenure-track faculty positions increased from 24% to 37%, and the percentage of persons of color hired for tenure-track faculty positions increased from 12% to 36%.</p> |
| | <p>Status</p> |
| | <p>Action In Progress</p> |

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| | <p>Remaining issues: Next steps include continuing to increase the diversity of the applicant pool, and improving equity in faculty retention</p> <p>How and by whom issues will be addressed: The Office of Diversity and Inclusion will continue to work with Academic Personnel Services, the Provost, the Deans, and the academic departments</p> <p>Timeline: 2013-14</p> | |
| Action 2.3.b | Develop and implement a plan to increase diversity among staff and administration | Action In Progress |
| | <p>Rationale, result, and effectiveness: In Academic Year 2012-13, a plan was developed to increase diversity among staff and administration. This plan, launched in Fall 2013, extends the initiatives implemented to increase faculty diversity.</p> <p>Evidence of progress: plan for staff/administrator diversity</p> <p>Remaining issues: Implementation of the plan, beginning with inclusion of specific language in position advertisements and training of hiring authorities and search committee members</p> <p>How and by whom issues will be addressed: The Office of Diversity and Inclusion will continue to work with Human Resources, hiring authorities, and search committee members.</p> <p>Timeline: Training for all hiring authorities and search committee members began in October 2013, and broad changes to the outreach/recruitment process begin in January 2014.</p> | |
| Component 2.4: Elimination of institutional barriers to inclusive student success | | Status |
| Action 2.4.a | Collect information about barriers to success from students themselves, and incorporate that information into action plans | Practice Established |
| | <p>Rationale, result, and effectiveness: Each year, the Office of Diversity and Inclusion has coordinated a number of focus groups to collect student perspectives on ways to provide meaningful support for improving inclusive student success. Insights from these focus groups are highlighted in the annual ODI “Cultivating Diversity” (formerly “Dissecting Diversity”) report. The most recent report included students’ own work representing their experiences, providing the campus with direct contact with student perspectives and prompting such comments as “I had no idea that students could feel so unwelcome here.” Campus quality surveys were completed in Fall 2012; results were communicated across campus. In response to findings, the Enrollment Management Working Group initiated a major change in class scheduling practices, as described in section 3.3.a., and requested examination of financial aid practices.</p> <p>Evidence of progress: http://www.humboldt.edu/irp/Reports/CQS/CQS.html; http://www.humboldt.edu/diversity/reports.html; ; see the Charge to the Course Scheduling Working Group, Appendix A in the Recommendations</p> <p>Remaining issues: Continuing the practice; using the information both to help the campus understand the student</p> | |

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| | <p>experience and to inform changes that will improve that experience.</p> <p>How and by whom issues will be addressed: The Office of Diversity and Inclusion and the Office of Institutional Research and Planning will continue to collect and disseminate the information; all decision-making bodies and all student-service offices are responsible for reviewing and acting on the information.</p> <p>Timeline: N/A</p> | |
| Action 2.4.b | <p>Identify “Gateway Courses” in which URM students experience lower average success rates than non-URM students, identify possible reasons for student non-success, and make changes in curricula and methodology accordingly</p> <p>Rationale, result, and effectiveness: Gateway Courses are defined as those that (1) are required for completion of at least one major; (2) enroll at least 30 total students for the year; and (3) have an overall non-success rate (grades of D, F, Incomplete, or Withdrawn) of at least 15%; in 2012-13 there were about 70 such courses (the full list is available at http://www.humboldt.edu/diversity/2013%20Reports/AT%20Appendix%20A%20Gateway%20Courses%202013.pdf). URM experience lower rates of success than non-URM students in about 50 of those courses. Work to improve student success in these courses is being approached in a number of different ways, and some courses have reduced or eliminated their achievement gaps as a result.</p> <p>Evidence of progress: See “Non-Success Rates 2013,” pages 13 and 14 of the 2013 Diversity Report. The achievement gap has been reduced for a range of courses since the previous report. Examples include BA 250, Financial Accounting; Statistics 108, Elementary Statistics; Math 110, Calculus II. The gap has been closed for several classes, such as ANTH 104, Cultural Anthropology; ENGR 225, Computational Methods for Environmental engineering; and NAS 104, Introduction to Native American Studies.</p> <p>Remaining issues: Much work remains to be done to identify and remove specific barriers to URM success, as well as barriers to overall student success, in particular classes.</p> <p>How and by whom issues will be addressed: Deans and Associate Deans are working with departments to develop strategies to remove barriers to success in individual courses, in consultation with the Director of the Office of Diversity and Inclusion, and the Director of Educational Effectiveness.</p> <p>Timeline: Progress is monitored via the disaggregated data provided in the annual Diversity Report, providing objective feedback on the effectiveness of course changes as student success rates become available.</p> | Action In Progress |
| Action 2.4.c | <p>Provide training to assist the campus community in identifying barriers to inclusive success and in developing strategies to reduce such barriers</p> <p>Rationale, result, and effectiveness: Many barriers to inclusive success are simply invisible to members of the campus</p> | Practice Established |

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| | <p>community who are not URM's, and making them visible is essential. Broad dissemination of the annual diversity report, along with presentations by the Director of the Office of Diversity and Inclusion to many groups, has begun to change this context. Other channels are being utilized as well; for example, the Director of ODI is a regular contributor to the monthly Staff Council newsletter, providing what one staff member called "tools you can use," to help everyone create a more welcoming and inclusive environment. The Institute for Student Success, which began as an annual two-day Learning & Teaching Institute in Spring 2009, has evolved into a collaboratively organized, semi-annual event occurring at the beginning of each fall and spring semester. The Institute has brought to campus a number of speakers/workshop facilitators, such as Claude Steele, Craig Nelson, Kathleen Gabriel, and Kimberly Tanner, who provide practical tools and useful context for improving student success as well as inspiration and encouragement. The Institutes also include well-attended workshops facilitated by HSU faculty and staff. In 2011-12, learning experiences associated with the Institute began extending throughout the year through numerous facilitated Book Circles and Reading Groups – some associated with Institute topics and others on other topics. Participation among faculty and staff has grown each year, broadening and deepening thoughtful discussions about enhancing student success.</p> | |
| | <p>Evidence of progress: Staff newsletter and "Student Success & You" feature at http://humboldt.edu/staffcouncil/spotlight.html; Institute for Student Success information at http://www.humboldt.edu/institute/workshop_2013_fall.html; http://www.humboldt.edu/institute/archives.html</p> | |
| | <p>Remaining issues: The collaborative nature of planning and organizing the events of the Institute among many individuals and offices, along with the lengthy time horizon required to secure some of the expert speakers, present challenges.</p> | |
| | <p>How and by whom issues will be addressed: HSU is developing a Steering Committee to coordinate Faculty/Educator learning activities, including those associated with the Institute, as described in section 3.4, below.</p> | |
| | <p>Timeline: Steering Committee to be convened by the beginning of Spring semester 2014.</p> | |
| <p>Action 2.4.d</p> | <p>Develop a web-based portal to improve student awareness of important information, deadlines, resources, and events.</p> <p>Rationale, result, and effectiveness: In order to comply with deadlines, make use of resources, and participate in events, students have to first know about them. Policy states that the student's HSU email account is the official communication channel, but getting students' attention has proved to be a challenge. Contributing to the problem was the volume of email messages that students were receiving from many different corners of the institution. In order to make important notices more visible and less avoidable, the Enrollment Management Working Group recommended developing a single sign-on portal, through which students would have to pass any time they wanted to access electronic University resources. The portal, myHumboldt, went live in July 2012, with functionality and flexibility added in two subsequent "evolutions." Student response has been favorable, as shown in a study conducted by an HSU undergraduate Marketing</p> | <p>Practice Established</p> |

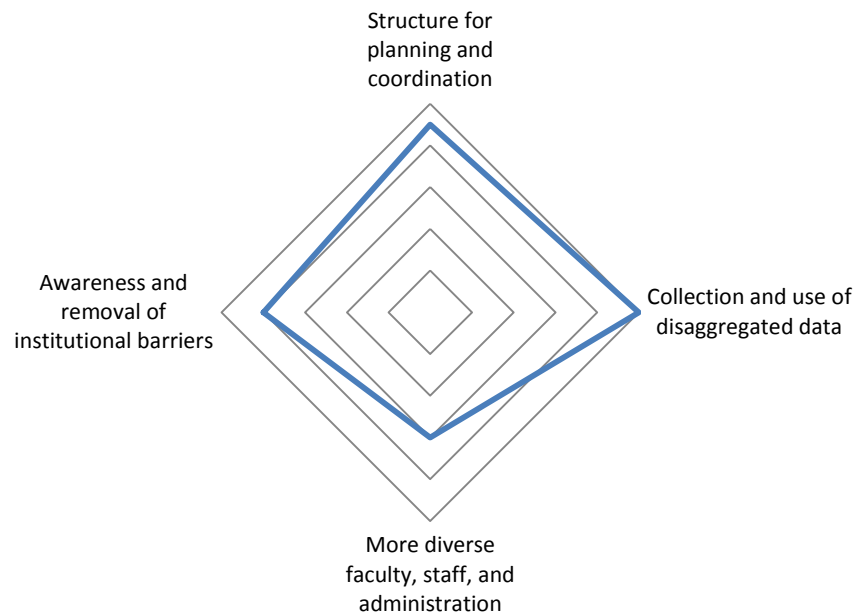
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| | <p>class, which indicated the following:</p> <ul style="list-style-type: none"> • Usage: Highest users were freshmen, sophomores, on-campus residents, and female students, lowest users were upper class students, males and CNRS students • Patterns: Users report that myHumboldt is easy to use, is a great resource and is focused on accomplishing task/goals (not a social outlet) • Most used resources: Financial Services, Advising Center- additionally, students reported high use of other resources when appropriate such as quicklinks, checklist, announcements, schedule • Improvements: Needs more information specific to transfer students, more customization, consider a stripped down version for upper class students, mobile capabilities <p>The most recent evolution included more customization- individual academic progress and financial aid status indicators, academic success plans by class level, editing pagelet configuration, and enhanced services tab.</p> <p>It is especially encouraging to note that the Financial Aid office reports that students are taking action on the announcements that are delivered via myHumboldt.</p> <p>Evidence of progress: See the study (Exhibit 14) and screen shots of what students see on myHumboldt (Exhibit 15) at https://www.humboldt.edu/academicprograms/node/242</p> <p>Remaining issues: Governance processes to guide future adjustments, oversee content, and plan appropriate functionality expansions are currently being established.</p> <p>How and by whom issues will be addressed: myHumboldt Steering Committee</p> <p>Timeline: November 2013</p> | | | | |
| <p>Action 2.4.e</p> | <table border="1"> <tr> <td data-bbox="317 938 1692 1031"> <p>Scaffold the transition of freshmen into the University community</p> </td> <td data-bbox="1692 938 1923 1031"> <p>Action in Progress</p> </td> </tr> <tr> <td colspan="2" data-bbox="317 1031 1923 1421"> <p>Rationale, result, and effectiveness: For many students, especially the first-generation students constituting a large proportion of the HSU student population, a lack of familiarity with academic expectations, personal challenges, University resources, and institutional practices can constitute a very real barrier to success. Two major projects to reduce these barriers have been piloted. In Fall 2011 and Fall 2012, a one-unit freshman seminar was offered for specific groups of students. In 2012-13, a full-year Residential Academic Mentoring Program (RAMP) was initiated for all freshmen, with the intention to run the program as a pilot for three years. Careful assessment of results indicated that the one-unit elective seminar did not have a positive effect on student success, but the RAMP program got a much more positive response. The percentage of freshmen placed on academic probation in their second semester dropped, and this year's freshman-to-sophomore retention levels (nearly 78%, up from less than 75%) are the highest they've been since 1993. The freshman seminar pilot was not extended into a third year, but the promising RAMP program continues; it now</p> </td> </tr> </table> | <p>Scaffold the transition of freshmen into the University community</p> | <p>Action in Progress</p> | <p>Rationale, result, and effectiveness: For many students, especially the first-generation students constituting a large proportion of the HSU student population, a lack of familiarity with academic expectations, personal challenges, University resources, and institutional practices can constitute a very real barrier to success. Two major projects to reduce these barriers have been piloted. In Fall 2011 and Fall 2012, a one-unit freshman seminar was offered for specific groups of students. In 2012-13, a full-year Residential Academic Mentoring Program (RAMP) was initiated for all freshmen, with the intention to run the program as a pilot for three years. Careful assessment of results indicated that the one-unit elective seminar did not have a positive effect on student success, but the RAMP program got a much more positive response. The percentage of freshmen placed on academic probation in their second semester dropped, and this year's freshman-to-sophomore retention levels (nearly 78%, up from less than 75%) are the highest they've been since 1993. The freshman seminar pilot was not extended into a third year, but the promising RAMP program continues; it now</p> | |
| <p>Scaffold the transition of freshmen into the University community</p> | <p>Action in Progress</p> | | | | |
| <p>Rationale, result, and effectiveness: For many students, especially the first-generation students constituting a large proportion of the HSU student population, a lack of familiarity with academic expectations, personal challenges, University resources, and institutional practices can constitute a very real barrier to success. Two major projects to reduce these barriers have been piloted. In Fall 2011 and Fall 2012, a one-unit freshman seminar was offered for specific groups of students. In 2012-13, a full-year Residential Academic Mentoring Program (RAMP) was initiated for all freshmen, with the intention to run the program as a pilot for three years. Careful assessment of results indicated that the one-unit elective seminar did not have a positive effect on student success, but the RAMP program got a much more positive response. The percentage of freshmen placed on academic probation in their second semester dropped, and this year's freshman-to-sophomore retention levels (nearly 78%, up from less than 75%) are the highest they've been since 1993. The freshman seminar pilot was not extended into a third year, but the promising RAMP program continues; it now</p> | | | | | |

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| | <p>constitutes an important provider of Early Alert interventions as described in 2.3.h, below.</p> | | | | |
| | <p>Evidence of progress: See “Evaluating the First Semester of RAMP and Second Year of the FYE”</p> | | | | |
| | <p>Remaining issues: The RAMP program will continue at least another year after this year, with careful monitoring of its impact via student surveys and student success metrics. Development of a very different three-unit freshman seminar that would satisfy a General Education requirement and serve as a foundation for the new General Education program has been proposed.</p> | | | | |
| | <p>How and by whom issues will be addressed: The AVP for Retention and Student Success, to whom the Office of Institutional Research and Planning also reports, will oversee the RAMP program and its evaluation and will keep the Enrollment Management Working Group informed about its progress. The General Education and All-University Requirements (GEAR) Committee will include specifics about the General Education freshman seminar in its broader General Education proposal to be considered by the ICC and the University Senate.</p> | | | | |
| | <p>Timeline: By the end of Fall 2014 the Enrollment Management Working Group will decide whether to establish RAMP as a continuing program. The GEAR Committee’s proposal will be submitted by the end of the Fall 2013 semester and, if approved, a freshman seminar could be implemented as part of a new General Education program as early as Fall 2015.</p> | | | | |
| <p>Action 2.4.f</p> | <table border="1"> <tr> <td data-bbox="317 740 1692 834"> <p>Implement a comprehensive, coordinated Early Alert system</p> </td> <td data-bbox="1692 740 1923 834"> <p>Action In Progress</p> </td> </tr> <tr> <td colspan="2" data-bbox="317 834 1923 1414"> <p>Rationale, result, and effectiveness: HSU’s Enrollment Management Plan calls for developing the means to identify students who are at risk, as well as those who are beginning to struggle, early enough to provide the appropriate intervention. After a comprehensive process of evaluating options, we chose EAB’s MapWorks; the system and our intervention protocols are being implemented for the first time this semester:</p> <ul style="list-style-type: none"> • Information on all undergraduates is now loaded into the platform. The infrastructure that allows for communication among a student's multiple “direct contact” advisors has been created and is being utilized. • Risk indicators for academic performance and intent to leave are generated for freshmen and sophomores using institutional data as well as survey responses from students and Academic Updates from faculty. • Mentors in the Residential Academic Mentoring Program (RAMP), Educational Opportunity Program (EOP), and Latino Peer Mentor (LPM) program are the primary “direct connect” advisors for freshman students. They process student reports and are considered the first responders when a need for intervention is identified. • Sophomore students’ first responders are program staff (EOP, SDRC, Vets, etc.), if applicable. If not, the AVP for Retention and Inclusive Student Success and the Early Alert Coordinator are organizing outreach and intervention for those with highest risk. </td> </tr> </table> | <p>Implement a comprehensive, coordinated Early Alert system</p> | <p>Action In Progress</p> | <p>Rationale, result, and effectiveness: HSU’s Enrollment Management Plan calls for developing the means to identify students who are at risk, as well as those who are beginning to struggle, early enough to provide the appropriate intervention. After a comprehensive process of evaluating options, we chose EAB’s MapWorks; the system and our intervention protocols are being implemented for the first time this semester:</p> <ul style="list-style-type: none"> • Information on all undergraduates is now loaded into the platform. The infrastructure that allows for communication among a student's multiple “direct contact” advisors has been created and is being utilized. • Risk indicators for academic performance and intent to leave are generated for freshmen and sophomores using institutional data as well as survey responses from students and Academic Updates from faculty. • Mentors in the Residential Academic Mentoring Program (RAMP), Educational Opportunity Program (EOP), and Latino Peer Mentor (LPM) program are the primary “direct connect” advisors for freshman students. They process student reports and are considered the first responders when a need for intervention is identified. • Sophomore students’ first responders are program staff (EOP, SDRC, Vets, etc.), if applicable. If not, the AVP for Retention and Inclusive Student Success and the Early Alert Coordinator are organizing outreach and intervention for those with highest risk. | |
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| | <ul style="list-style-type: none"> • Faculty training is ongoing, with faculty usage expected to increase over the next year. The basic strategy being taught is to formulate and prioritize interventions based on level of risk. • Mid semester evaluations, previously distributed and collated in paper form, are now collected electronically through the MapWorks Academic Updates function. This allows programs to sort and prioritize resources for students who are most at risk at the mid-term point of the semester. | | | | | | |
| | <p>Evidence of progress: See http://www.humboldt.edu/its/services/map-works-making-achievement-possible for more details on the project's progress. The first evidence indicating the program's effectiveness will be the fall semester grades of freshmen and sophomores, the proportion placed on academic probation after the first semester, the fall-to-spring retention rate, and the record of interactions that students with particular risk factors may have had in connection with the Early Alert program.</p> | | | | | | |
| | <p>Remaining issues: Evaluation of results, adjustments to protocols, expansion of faculty participation</p> | | | | | | |
| | <p>How and by whom issues will be addressed: Two groups are working on the program. The project team works largely on the technical aspects and data integration; the implementation team, which includes program staff, services providers, and faculty, worked together to agree on goals, expected outcomes, configurations, intervention processes, training, etc., and will likely transition into a users' group to continue monitoring and adjusting the program. Assessment of effectiveness will be directed by the AVP for Retention and Inclusive Student Success.</p> | | | | | | |
| | <p>Timeline: Analysis of fall semester results, along with possible adjustments to the program, will be completed by the end of the 2013-14 academic year.</p> | | | | | | |
| <p>Action 2.4.g</p> | <table border="1"> <tr> <td data-bbox="321 933 1692 1024"> <p>Use disaggregated institutional data to improve students' progress toward degree</p> </td> <td data-bbox="1692 933 1923 1024"> <p>Action In Progress</p> </td> </tr> <tr> <td colspan="2" data-bbox="321 1024 1923 1341"> <p>Rationale, result, and effectiveness: HSU students in all subgroups are taking too long to progress through their programs and are accumulating too many units, but the reasons for these problems are unclear. In order to process the large volumes of institutional data that could provide clear answers, HSU has joined the Education Advisory Board's Student Success Collaborative. This service utilizes predictive analytics to identify the patterns of academic success and failure that will enable us to develop advising practices, pathways to degree, and milestones that will help students stay on track. EAB confirmed that we will be able to disaggregate the analyses to gain insights specific to barriers and successes for URM students. For information on the service, see http://www.eab.com/Technology/Student-Success-Collaborative/About-the-Student-Success-Collaborative</p> </td> </tr> <tr> <td colspan="2" data-bbox="321 1341 1923 1414"> <p>Evidence of progress: HSU has signed the contract with EAB, selected the campus implementation team, and identified three major programs with which to pilot the process.</p> </td> </tr> </table> | <p>Use disaggregated institutional data to improve students' progress toward degree</p> | <p>Action In Progress</p> | <p>Rationale, result, and effectiveness: HSU students in all subgroups are taking too long to progress through their programs and are accumulating too many units, but the reasons for these problems are unclear. In order to process the large volumes of institutional data that could provide clear answers, HSU has joined the Education Advisory Board's Student Success Collaborative. This service utilizes predictive analytics to identify the patterns of academic success and failure that will enable us to develop advising practices, pathways to degree, and milestones that will help students stay on track. EAB confirmed that we will be able to disaggregate the analyses to gain insights specific to barriers and successes for URM students. For information on the service, see http://www.eab.com/Technology/Student-Success-Collaborative/About-the-Student-Success-Collaborative</p> | | <p>Evidence of progress: HSU has signed the contract with EAB, selected the campus implementation team, and identified three major programs with which to pilot the process.</p> | |
| <p>Use disaggregated institutional data to improve students' progress toward degree</p> | <p>Action In Progress</p> | | | | | | |
| <p>Rationale, result, and effectiveness: HSU students in all subgroups are taking too long to progress through their programs and are accumulating too many units, but the reasons for these problems are unclear. In order to process the large volumes of institutional data that could provide clear answers, HSU has joined the Education Advisory Board's Student Success Collaborative. This service utilizes predictive analytics to identify the patterns of academic success and failure that will enable us to develop advising practices, pathways to degree, and milestones that will help students stay on track. EAB confirmed that we will be able to disaggregate the analyses to gain insights specific to barriers and successes for URM students. For information on the service, see http://www.eab.com/Technology/Student-Success-Collaborative/About-the-Student-Success-Collaborative</p> | | | | | | | |
| <p>Evidence of progress: HSU has signed the contract with EAB, selected the campus implementation team, and identified three major programs with which to pilot the process.</p> | | | | | | | |

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| | Remaining issues: Broader campus implementation once the pilot is complete |
| | How and by whom issues will be addressed: Implementation team, Enrollment Management Working Group, faculty leadership |
| | Timeline: Pilot will be completed by the end of the 2013-14 academic year, with further implementation to be in place in early Fall 2014. |

The following graphic represents our progress toward fully addressing this issue through having the four components in place:



Issue #3: Establishing a Positive Campus Culture

Campus Actions and Progress

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| Status code: | Practice Established | Action Complete | Action In Progress |
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| Component 3.1: Renewed institutional focus on Mission and Vision | | Status |
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| Action 3.1.a | Identify, broadly communicate, and focus consistently on mission- and vision- oriented institutional priorities. | Practice Established |
| | <p>Rationale, result, and effectiveness: The identification of nine priorities for 2011-2012 increased integration of the mission and vision into University decision-making processes, including key decisions entailing the allocation of resources, academic programs, enrollment management, and specific priorities and projects. However, it was recognized that the nine priorities were not always integrated with each other and that their specificity meant that other important initiatives that required resources were not included on the list. Thus the nine priorities were condensed into three — Student Success, Enhancing Revenue, Advancing HSU’s Vision— which proved broad enough to encompass the current and new initiatives undertaken, as well as reinforcing the ongoing nature of these efforts. A document posted to the President’s website (http://www.humboldt.edu/president/) makes explicit the reasons that these priorities were selected, how progress on each will be measured, and how they connect to the Mission and Vision, CIC recommendations, and priorities selected for our WASC reaffirmation of accreditation efforts.</p> | |
| | <p>Evidence of progress: The priorities were referenced frequently during the 2012-2013 academic year, guiding such diverse initiatives as Information Technology project approval, academic program development, and staffing decisions. With explicit reference to the Vision, a new Office of Sustainability was established to facilitate campus-wide support of sustainability efforts in the curriculum and facilities resulting in achieving a STARS rating of Silver.</p> | |
| | <p>Remaining issues: Maintaining adherence to the defined priorities and monitoring effectiveness.</p> | |
| | <p>How and by whom the issues will be addressed: Continue applying the three defined priorities to the campus decision-making process, including regular evaluation of results and making appropriate adjustments when necessary.</p> | |
| | <p>Timeline: The initiative was written to extend to 2016 at which time it will undergo a thorough review and evaluation, leading to appropriate adjustments.</p> | |

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| Action 3.1.b | Institutionalize sustainability efforts throughout the curriculum, co-curriculum, research activities, and campus facilities | Practice Established |
| <p>Rationale, result, and effectiveness: Representing elements of both the Mission and the Vision, sustainability has long been a significant theme at HSU, and it has received increased focus in recent years. An Office of Sustainability has been established to coordinate campus-wide sustainability efforts. Plant Operations and Facilities Management units continue to make campus improvements to enhance sustainability, and a number of student groups actively work to promote effective sustainability efforts. Issues relevant to sustainability are infused throughout our curriculum, and the university catalog now identifies courses across numerous disciplines that are either sustainability-focused or sustainability-related. The campus commitment to sustainability is highly visible on the campus website and in other communication media, highlighting the importance of this element of HSU’s Vision.</p> | | |
| <p>Evidence of progress: In May 2013 HSU earned a Silver STARS rating from the Association for the Advancement of Sustainability in Education (see http://now.humboldt.edu/news/hsu-builds-on-commitment-to-sustainability-with-stars/). Other initiatives can be accessed at http://www.humboldt.edu/sustainability/current-initiatives</p> | | |
| <p>Remaining issues: There will be ongoing initiatives in academic and non-academic departments to increase the use of sustainability practices in education and research, operations and planning, and administration and engagement</p> | | |
| <p>How and by whom issues will be addressed: The Office of Sustainability (see http://www.humboldt.edu/sustainability/), and heads of campus academic and non-academic departments</p> | | |
| <p>Timeline: Ongoing</p> | | |
| Component 3.2: A collegial, effective, and sustainable new governance structure | | Status |
| Action 3.2.a | Clarify and reference the distinction between <i>policy</i> recommendations and the <i>implementation</i> of those recommendations. | Practice Established |
| <p>Rationale, result, and effectiveness: Addressing this initiative involved clarifying the distinction that once a policy recommendation is adopted by the President, its implementation is the responsibility of university administration acting at the direction of the President. That clarity is being maintained by engaging in open discussions among the appropriate constituencies regarding which changes fall into which category. This explicitness has been an important component in improving the quality of governance and civility among the stakeholders.</p> | | |
| <p>Evidence of progress: Dialogues regularly occur regarding policy recommendations and implementation. Relations among administrators, faculty, staff and student leadership have notably improved. This is especially apparent in University Senate minutes for September and October 2013 which can be accessed at http://www.humboldt.edu/senate/agendas-and-minutes13-14.</p> | | |

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| | <p>Remaining issues: Ongoing categorization of decisions as either a policy requiring shared governance action or a practice being implemented</p> <p>How and by whom issues will be addressed: Faculty/staff/administrative leadership</p> <p>Timeline: Ongoing</p> | |
| Action 3.2.b | Restructure the existing Academic Senate into a more inclusive University-wide Senate. | Action Complete |
| | <p>Rationale, result, and effectiveness: After extensive research—including governance team visits from two other CSU campuses—and in-depth discussions among all campus constituencies, in September 2011 the HSU General Faculty approved a new University Senate structure which broadens voting rights beyond faculty to include staff, student and administrative representatives.</p> <p>Evidence of progress: The new University Senate has been operating since the Fall of 2011: http://humboldt.edu/senate.</p> <p>Remaining issues: none</p> | |
| Action 3.2.c | Institute procedural improvements in governance bodies to improve efficiency, effectiveness and inclusivity. | Practice Established |
| | <p>Rationale, result, and effectiveness: A formal Parliamentarian position has been established with that individual offering a summary of parliamentary procedure to the full senate at the beginning of each academic year, and offering parliamentary interpretations when requested. Standing Committee representation has been expanded to include broader representation from all campus constituencies, and committees are encouraged to discuss issues and policy recommendations prior to bringing them to the senate in order to generate wider campus input. Curriculum matters are placed on a Consent Calendar and individual items only are discussed by the senate if there is a request to remove that item from the calendar. Resolutions are introduced in the senate as “first reading” items for discussion with a vote occurring at the following meeting to allow broader consultation to occur. As an efficiency measure, at the “second reading” discussion is limited to 3 in favor and 3 against. In creating the new University Senate, the Open Forum was maintained which allows 15 minutes at each meeting for any member of the campus community to address the senate. Senate meeting materials now are distributed electronically to the senate members, eliminating paper packets, and posted to the senate website so they are available to the entire campus community: http://www.humboldt.edu/senate.</p> <p>Evidence of progress: Senate website, meeting minutes and bylaws reflect these initiatives.</p> <p>Remaining issues: There will be continual review and evaluation of senate processes, and adoption of procedural</p> | |

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| | changes when appropriate. With the initiation of the HSU Campus Portal, the senate is discussing creating and posting a University Senate Pagelet available to the entire campus community. | |
| | How and by whom issues will be addressed: University Senate, its Constitution and Bylaws Committee, and members of the campus community | |
| | Timeline: Ongoing | |
| Action 3.2.d | Create a cross-divisional University Resources and Planning Committee to implement priorities in the annual budget process. | Action Complete |
| | Rationale, result, and effectiveness: In spring 2012 the new University Resources and Planning Committee (URPC) was formed. Updated bylaws that reflected the new charge and membership of the URPC were drafted and approved in fall 2012. The URPC worked with the University Budget Office and Enrollment Management to obtain timely and helpful documents and summaries of budget positions and enrollment projections. In spring 2013, URPC sent its budget recommendation to the president, which included specific recommendations for the reserve fund and one-time capital spending. URPC also began discussing the process and timeline for budget recommendations and review in future years consistent with PREP. | |
| | Evidence of progress: URPC agendas are available from its website: http://www.humboldt.edu/budget/urpc.html | |
| | Remaining issues: A model budget timeline will be created. | |
| | How and by whom issues will be addressed: URPC with input from academic and non-academic stakeholders | |
| | Timeline: By the end of the 2013-14 academic year | |
| Component 3.3: Use of cross-divisional work groups to address specific problems | | Status |
| Action 3.3.a | Convene a limited-term, cross-divisional Working Group to plan new class scheduling practices that will reduce student scheduling conflicts. | Action Complete |
| | Rationale, result, and effectiveness: Student surveys indicated that one barrier to completion of degree was the frequency of time conflicts between courses that a student needed to take. The Course Scheduling Working Group was convened during the 2012/13 academic year, devised a new scheduling policy and procedures, and implemented them with the class scheduling process for Fall 2013. Much input was sought from faculty and staff involved in planning class schedules. Scheduling policies at other institutions were also considered. Class scheduling time zones and day-of-the-week balancing were two of the essential outcomes. Reduction of class conflicts should contribute to increased class availability for students, as well as improved room utilization. | |
| | Evidence of progress: Assessment of Fall 2013 results of the change is preliminary and ongoing. Early anecdotal indications of success include a smoother process of scheduling classes into classrooms, a robust average student load | |

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| | <p>even as we welcomed the largest number of new students than ever before, and fewer high-density points in the schedule. See a comparison of scheduling peaks (Exhibit 16) at https://www.humboldt.edu/academicprograms/node/242</p> <p>Remaining issues: Some algorithmic testing of zones was done to confirm that fewer conflicts should result but more analysis is needed.</p> <p>How and by whom issues will be addressed: The scheduling committee, Institutional Research and Planning, the Deans and Associate Deans.</p> <p>Timeline: An initial review will be completed by the end of the 2013-14 academic year.</p> | |
| Action 3.3.b | <p>Convene a limited-term, cross-divisional Advising Working Group to review and reorganize advising activities</p> <p>Rationale, result, and effectiveness: The Advising Working Group met during spring 2013 and used texts from the Educational Advisory Board, focusing most on “Hardwiring Student Success,” which included extensive research and analysis of best practices across a variety of universities, a faculty survey and student forums to gather information about current practice and make recommendations for future action. The Working Group identified four important lessons, recommended four structural changes and provided fourteen observations and recommendations for further study leading to specific actions.</p> <p>Evidence of progress: Student focus groups and surveys, faculty surveys, review of best practice literature and earlier advising reform efforts</p> <p>Remaining issues: Agreement on prioritization of recommendations and implementation, final type of organizational structure, and hiring of a new Director of Advising</p> <p>How and by whom issues will be addressed: Next steps will be determined by the Enrollment Management Working Group, currently considering recommendations of the Advising Working Group. The Associate Vice President for Retention and Inclusive Student Success has convened a search committee that is currently reviewing applications for a new Director of Undergraduate Advising, Career Service, Service Learning, and Internships.</p> <p>Timeline: Next steps: determined and assigned beginning October 2013. Director: new hire anticipated to begin January 6, 2013.</p> | Action Complete |
| Action 3.3.c | <p>Convene a limited-term, cross-divisional working group to plan reorganization of student success and retention functions</p> <p>Rationale, result, and effectiveness: The Retention and Student Success Working Group met intensively during spring 2013 to consider, gather broad input on, and develop recommendations for an organizational model that would provide effective retention support for HSU students and, in particular, for underrepresented students at HSU. This process</p> | Action Complete |

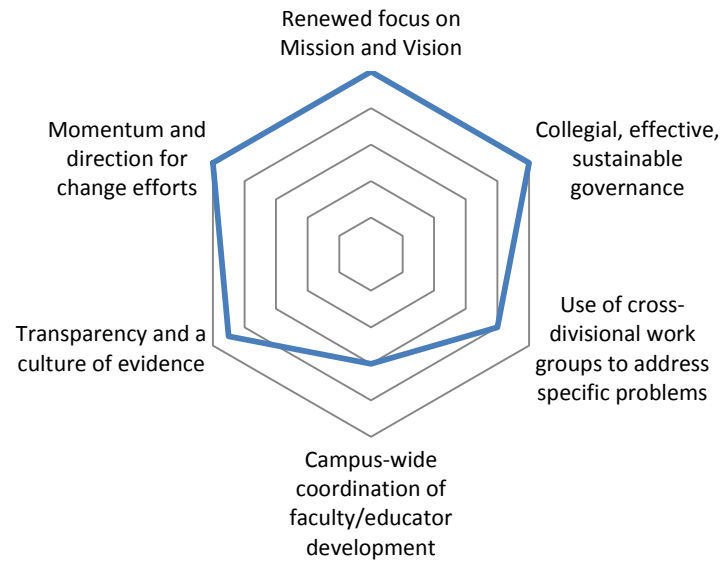
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| | <p>resulted in a final report and recommendations that include the broad re-organization of retention services and the creation of a new student support unit, a series of Centers for Academic Excellence.</p> <p>Evidence of progress: Final report, recommendations, and revised organizational chart are available at: http://www.humboldt.edu/aavp/node/41</p> <p>Remaining issues: Implementation of the above-referenced recommendations</p> <p>How and by whom issues will be addressed: AVP for Retention and Inclusive Student Success, in conjunction with appropriate campus leaders</p> <p>Timeline: Full implementation of the recommendations is expected to be completed before or during the Fall 2013 semester.</p> | |
| Component 3.4: Campus-wide coordination of faculty/educator development in support of student learning | | Status |
| Action | Create a structure and process for coordinating educator development initiatives | Action In Progress |
| | <p>Rationale, result, and effectiveness: “Educator development” is an inclusive term that acknowledges the roles of non-faculty as well as faculty in fostering student learning. Currently there are numerous development initiatives underway across campus, but lacking a coordinating body. A model is now in development that will provide communication, integration and cross-fertilization among the numerous development initiatives.</p> <p>Evidence of progress: Appointment of a group to recommend the structure and process for a Steering Council that would serve as an advisory board, provide coordination and event scheduling assistance, and plan further development structures as needed see the charge to the planning group (Exhibit 17) at https://www.humboldt.edu/academicprograms/node/242</p> <p>Remaining issues: An initial proposal was quite complex; additional consultation and refinement led to a process for phasing in elements of the plan, beginning with development of the Steering Council.</p> <p>How and by whom issues will be addressed: The Provost has appointed a group to plan the process and structure of the Steering Council. The Director of Educational Effectiveness is chairing the group.</p> <p>Timeline: Recommendation due to the Provost before the end of the Fall 2013 semester, with the Steering Council to be convened at the beginning of the Spring 2014 semester.</p> | |
| Component 3.5: Transparency and a culture of evidence | | Status |
| Action | Provide ready access to reliable data monitoring institutional progress in key areas | Practice |

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| <p>3.5.a</p> | <p>Established</p> |
| <p>Rationale, result, and effectiveness: The impetus to create the Institutional Research and Planning Office (IRP) was WASC’s observation that HSU needed to create a culture of evidence. The IRP has been in operation since the WASC accreditation visit, and it has created a culture of evidence and transparency through access to consistent and reliable data and analysis available in multiple reports and data dashboards on the IRP website. In addition to academic programs, all departments/programs within the Division of Enrollment Management and Student Affairs participate in this effort. They have loaded expected SLOs for each department/program, assess progress in meeting those SLOs, and use PREP for annual reporting.</p> | |
| <p>Evidence of progress: The IRP has created the following evidentiary documents: Fact Book, Retention Report, Remedial English and Math Reports, Leading Indicators Report, Campus Climate Survey Report, and several interactive dashboards that monitor retention and graduation rates. The IRP provides all of the data for Program Review. See http://www.humboldt.edu/irp.</p> | |
| <p>Remaining issues: Populating Oracle Business Intelligence so the IRP can read data from finance and Human Resources, as well as student data.</p> | |
| <p>How and by whom issues will be addressed: Information Technology and Institutional Research and Planning will work together towards this goal.</p> | |
| <p>Timeline: To be completed by the end of the 2013-14 academic year</p> | |
| <p>Action 3.5.b</p> | <p>Practice Established</p> |
| <p>Rationale, result, and effectiveness: In order for the University community to understand the financial context in which we are operating, it is important to make budget and financial information and issues available for examination and discussion. The University Budget Office posts updated budget and financial information, as well as information related to the University Resources & Planning Committee (URPC) discussions, processes, and decisions on its website as a regular practice, providing common ground for budget discussions.</p> | |
| <p>Evidence of progress: http://www.humboldt.edu/budget/</p> | |
| <p>Remaining issues: Continuing to update the information</p> | |
| <p>How and by whom issues will be addressed: URPC and University Budget Office</p> | |
| <p>Timeline: ongoing</p> | |
| <p>Action 3.5.c</p> | <p>Practice Established</p> |
| <p>Provide ready access to plans for University facilities and capital projects</p> | |

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| | <p>Rationale, result, and effectiveness: Space and facilities are vital resources for achieving the University’s mission, and there are multiple needs and priorities to be considered. The University Resources & Planning Committee convened a cross-divisional Facilities Working Group to manage short and long term space and facilities issues, develop policy and procedures for space allocation/renovation as well as metrics for space utilization.</p> | |
| | <p>Evidence of progress: The group meets biweekly and has developed an initial procedure for planning summer facilities projects (see Exhibit 18 at https://www.humboldt.edu/academicprograms/node/242). It has reviewed upcoming capital projects, and it plans to develop space and facilities guidelines later this academic year. In addition to participating in project development and decisions, the members of the Working Group take information and discussion items back to their units.</p> | |
| | <p>Remaining issues: Project requests are being collected and prioritized at the divisional level and will be reviewed by the Working Group, which will forward recommendations to the University Resources & Planning Committee. Also, a campus-wide inventory of space use is nearing completion, and it will inform the development of guidelines and other decisions; continued broad communication across divisions and units about space needs and facilities plans is an ongoing priority.</p> | |
| | <p>How and by whom issues will be addressed: Facilities and Planning personnel; Working Group</p> | |
| | <p>Timeline: Recommendations for short-term projects will be made in early Spring. The inventory will be completed in December 2013, when work will commence on space and facilities guidelines.</p> | |
| | <p>Component 3.6: Momentum and direction for our change efforts</p> | |
| <p>Action 3.6.a</p> | <p>Replace elements of the “Strategic Plan” with a short and focused list of priorities</p> | <p>Status</p> <p>Action Complete</p> |
| | <p>Rationale, result, and effectiveness: Creation and implementation in Fall 2012 of a shortened list of three priorities based upon the Vision and Mission articulated in the Strategic Plan and subsequently referenced in multiple contexts.</p> | |
| | <p>Evidence of progress: See “HSU Priorities 2012-2016”</p> | |
| | <p>Remaining issues: See 3.1.a under “Renewed focus on mission and vision,” above</p> | |
| | <p>How and by whom issues will be addressed: See 3.1.a under “Renewed focus on mission and vision,” above</p> | |
| | <p>Timeline: See 3.1.a under “Renewed focus on mission and vision,” above</p> | |
| <p>Action 3.6.b</p> | <p>Create and implement a Campus Diversity Plan.</p> | <p>Practice Established</p> |
| | <p>Rationale, result, and effectiveness: A new campus-wide committee (the Diversity and Inclusion Campus Advisory Council) was convened effective Fall 2012, in order to provide input to the Office of Diversity and Inclusion (ODI) on the</p> | |

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| | <p>ongoing development and coordination of a campus-wide diversity plan, and to monitor its ongoing implementation and progress. ODI and this committee oversaw the gathering of broad campus-wide input on the goals and components of a campus diversity plan, and produced a plan that was introduced to campus in August 2013. A working document, the <i>HSU Campus Diversity Plan 2013+</i> is designed to allow our campus a mechanism for benchmarking and evaluating our success in meeting our stated goals relative to diversity, equity, and inclusive student success.</p> | |
| | <p>Evidence of progress: HSU Campus Diversity Plan 2013+ is available at: http://www.humboldt.edu/diversity/diversityplan.html</p> | |
| | <p>Remaining issues: Ongoing review and modification as needed; ongoing implementation of the various components of the plan</p> | |
| | <p>How and by whom issues will be addressed: The ODI, in concert with the Diversity and Inclusion Campus Advisory Council, will oversee the ongoing monitoring of this plan's progress.</p> | |
| | <p>Timeline: Ongoing</p> | |
| <p>Action 3.6.c</p> | <p>Create and implement an Enrollment Management Plan</p> | <p>Practice Established</p> |
| | <p>Rationale, result, and effectiveness: In 2009 HSU created an Enrollment Management Working Group (EMWG). This group authored the HSU Enrollment Management Plan 2009-2016 (EMP) (http://www.humboldt.edu/aavp/sites/default/files/2012_2013-HSUEnrollmentManagementPlan.pdf) which includes annual enrollment goals, addresses student success, recruitment and retention, and assigns specific roles and responsibilities in implementing, monitoring and assessing these efforts. The Plan outlines strategies and their intended outcomes for recruitment, retention, financial aid and scholarships, managing program size, and marketing and communications.</p> | |
| | <p>Evidence of progress: The EMP contains detailed information regarding the initiatives that have been implemented. Priorities for action are determined annually, and the EMWG assesses progress toward achieving those goals each year. Documentation of progress can be found at http://www.humboldt.edu/aavp/sites/default/files/2012_2013-SummaryOfUpdates.pdf.</p> | |
| | <p>Remaining issues: Ongoing review and modification is done on an annual basis through the review of priorities and assessment of achievement.</p> | |
| | <p>How and by whom issues will be addressed: At least annually, the EMWG reviews the effectiveness of the enrollment initiatives over the previous year, examines new trends, realities and data, and modifies the plan as necessary for the upcoming year.</p> | |
| | <p>Timeline: Annual cycle</p> | |

The following graphic represents our progress toward fully addressing this issue through having the six components in place:



Issue #4: Realigning Resources and Institutional Structures

Campus Actions and Progress

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| Status code: | Practice Established | Action Complete | Action In Progress |
|---------------------|-----------------------------|------------------------|---------------------------|

| Component 4.1: Completion of the prioritization process | | Status |
|--|--|-----------------------------|
| Action 4.1.a | Review and prioritize all academic programs at HSU | Action Complete |
| | Rationale, result, and effectiveness: The Program Prioritization committee published a report in February 2009, placing all campus programs into five categories: Enhance (1), Maintain (2), Review (3), Restructure (4), Revisit (5). | |
| | Evidence of progress: See the academic program prioritization rankings . | |
| | Remaining issues: None | |
| Action 4.1.b | Restructure or discontinue those programs identified in the Prioritization Report as requiring closer scrutiny | Practice Established |
| | Rationale, result, and effectiveness: The newly formed Integrated Curriculum Committee (ICC) reviewed reports submitted by the affected programs which resulted in the discontinuance or significant restructuring of all Category 4 programs | |
| | Evidence of progress: Baccalaureate programs in Applied Technology, Nursing, Athletic Training Education, Physical Science and Computer Information Systems were discontinued. Baccalaureate options within Liberal Studies, Interdisciplinary Studies, Chemistry and Natural Resource Planning and Interpretation were discontinued. An option in the Natural Resources Master of Science program was discontinued, and three others were combined into a single graduate option. The MA in Theatre Arts and MFA in Scenography were discontinued. The California Studies and International Relations minors in Politics were eliminated. A number of curricular revisions were initiated in both undergraduate and graduate programs. | |

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| | <p>Remaining issues: Programs falling into Category 5, Revisit, had recently undergone significant restructuring and could not be fairly assessed during the prioritization process. It was recommended that these programs be reviewed within the following three years.</p> <p>How and by whom issues will be addressed: Enrollment benchmarks to be achieved by the end of three years have been set for the restructured Category 5 programs, and progress toward those benchmarks is checked on annually by the deans, who will initiate the program elimination process for a program that fails to meet the enrollment benchmark on schedule.</p> <p>Timeline: Evaluation against the benchmarks is scheduled for the end of the Spring semester, 2015.</p> |
| <p>Component 4.2: Consistent use of reliable data to inform decision making at department, division, and institutional levels</p> | |
| <p>Action 4.2.a</p> | <p>Establish, foster and strengthen the Institutional Research and Planning office (IRP)</p> <p>Status Action Complete</p> |
| | <p>Rationale, result, and effectiveness: The IRP had just been established at the time of the Educational Effectiveness Review in order to provide consistent and reliable data and analysis. Since then it successfully and effectively has focused on issues related to the institutional priority of improving student success.</p> <p>Evidence of progress: The IRP has generated numerous studies, all available on its website, including Student retention (http://www.humboldt.edu/irp/retention_report.html), campus quality (http://www.humboldt.edu/irp/Reports/CQS/CQS.html), leading indicators of academic progress (http://www.humboldt.edu/irp/Reports/LI/leading_indicators.html). Studies on math remediation results (Math Remediation study executive summary) and English remediation results (English remediation study executive summary) resulted in significant changes to remedial programs, leading to an entirely new approach to freshman composition that began this semester (Fall 2013). IRP data was also utilized to significantly shift the role of the Learning Center to enhance tutoring and Supplemental Instruction resources, while replacing mandatory appointments with a well-designed online interactive planning module for use by advisors and students, and to discontinuation of a freshman seminar pilot program (see 2.4.e).</p> <p>Remaining issues: None</p> |
| <p>Action 4.2.b</p> | <p>Develop and post cumulative institutional data to guide decision-making at department, program and institutional levels</p> <p>Status Action In Progress</p> |
| | <p>Rationale, result, and effectiveness: Institutional data are published on the Institutional Research and Planning website at www.humboldt.edu/irp. This includes all data for Program Review, all IPEDS data such as Retention and Graduation,</p> |

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| | disaggregated by race and ethnicity and gender, and institutional longitudinal summaries of registration and enrollment. | |
| | Evidence of progress: The newly designed IRP webpage has an easily accessible index that includes interactive dashboards so that users can identify the data they are searching for and create comparisons for making institutional decisions. All data is refreshed daily, other than static, ongoing reports, such as the Retention Report and Fact Book, which are updated annually. | |
| | Remaining issues: We are creating a campus-wide Data Warehouse that will house all Financial, Student and Human Resources data with a list of all reports and a search function. | |
| | How and by whom issues will be addressed: All data entities are working together in the creation of this. | |
| | Timeline: This academic year | |
| Action 4.2.c | Implement a transparent, online platform for academic Program Review, Evaluation, and Planning (PREP) | Action In Progress |
| | Rationale, result, and effectiveness: Under the office of Institutional Research and Planning, we researched, selected, populated and trained HSU faculty, staff and administrators to use an archival program planning system, with all Annual Reviews published online for transparency. We are into our third year of implementation and have had a 95% compliance rate across academic programs. Student and Administrative Affairs areas implemented the Program Review process and are also seeing large participation rates among their programs. See section 1.1.b for details. | |
| | Evidence of progress: PREP Program web-based software | |
| | Remaining issues: Connect the Program Planning to the Resource Allocation Process. | |
| | How and by whom issues will be addressed: Vice President Joyce Lopes and her staff in Administrative Affairs and Financial Services | |
| | Timeline: To be established during the 2013-2014 academic year | |
| Action 4.2.d | Develop and implement an iterative PREP process with both annual and cumulative/periodic cycles that inform resource decisions | Action In Progress |
| | Rationale, result, and effectiveness: In the PREP process, we have both annual reviews for all programs and five year cyclical review for specific programs. The Program Review schedule can be found on the Academic Programs website at https://www.humboldt.edu/academicprograms/node/169 . See section 1.1.b for details | |
| | Evidence of progress: The Provost has been using the PREP data to inform faculty and staffing hires in the academic program. | |
| | Remaining issues: PREP needs to be tied to the University Budget Process. | |
| | How and by whom issues will be addressed: The new Vice President of Administrative Affairs, Joyce Lopes, is working | |

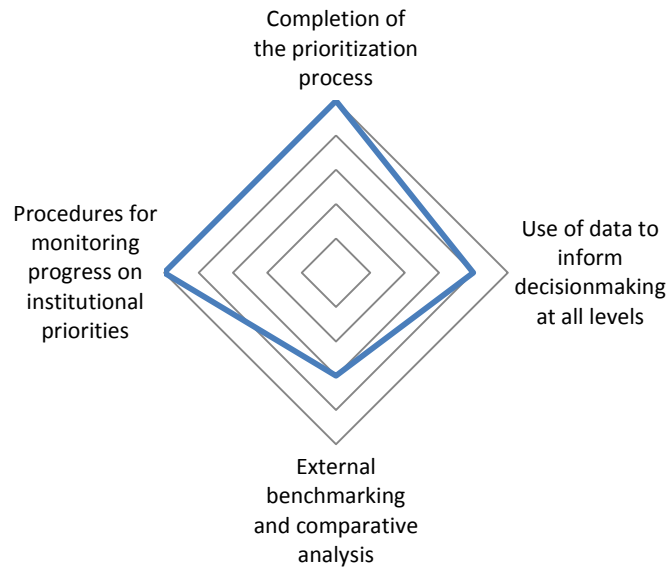
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| | on linking the program review process to include resource allocation. | |
| | Timeline: To be established during the 2013-2014 academic year | |
| Action 4.2.e | Expand the PREP process beyond academic programs | Action In Progress |
| | Rationale, result, and effectiveness: Ongoing review and continual improvement is important for all units on campus, but there has not been a vehicle or common language for doing so. During 2012-13, some student-support units in Student Affairs and Academic Affairs began using the Compliance Assist platform and the Program Review, Evaluation, and Planning (PREP) format that has been in use by academic programs since 2011. Effective this year, PREP has been fully adopted by Student Affairs and Administrative Affairs, and it now includes an administrative template for areas that are non-instructional. | |
| | Evidence of progress: The system is populated with programs from all three areas. | |
| | Remaining issues: Participants will need to be trained. The Advancement division also needs to participate. | |
| | How and by whom issues will be addressed: The appropriate Vice Presidents; the point people who have been identified in each division | |
| | Timeline: Units will post their initial data during the 2013-2014 academic year. | |
| Action 4.2.f | Connect PREP data and analysis to institutional financial data within the online platform | Action In Progress |
| | Rationale, result, and effectiveness: As noted above in 1.5.a, Compliance Assist was chosen as the web-based platform for our new PREP procedures specifically because it was the only one we found that was set up to connect program review data with financial data. Currently, we are using Oracle Business Intelligence (OBI) to connect the institutional finance data with student and HR data. The OBI system is nearly complete. | |
| | Evidence of progress: Departments on campus are accessing data through OBI. | |
| | Remaining issues: Connect the data together so that it is meaningful. | |
| | How and by whom issues will be addressed: Information Technology and Institutional Research and Planning | |
| | Timeline: The system will be operational by the end of the 2013-14 academic year. | |
| Component 4.3: Incorporation of external benchmarking and comparative analysis into program development, review, and revision | | Status |
| Action | Require external reviews for new program proposals and for periodic program reviews | Practice |

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| 4.3.a | <p>Rationale, result, and effectiveness: In the past, periodic program reviews used to include external reviews, but the combination of geographic remoteness and budget reductions had long since eliminated them from the process. Also, external review of new program proposals did not occur except as part of the review and approval process conducted by the Chancellor's Office. Now, however, an external review is required for all five year program reviews for existing academic programs, as well as for proposed new programs. For continuing programs, external reviewers are asked to comment on each of the areas that the programs must address for the PREP process which provides for a similar format across colleges. Departments and deans use the recommendations of external reviewers to inform program plans and MOUs between the program and the Dean.</p> <p>Evidence of progress: External reviews have been conducted and reports are available on all five year program reviews. See http://www.humboldt.edu/academicprograms/program-review for recent examples of five-year program reviews including external reports.</p> <p>Remaining issues: Ongoing review and evaluation of the PREP process with adjustments being made when appropriate</p> <p>How and by whom issues will be addressed: Appropriate department, program, and college leaders</p> <p>Timeline: Ongoing</p> | Established |
| Action 4.3.b | <p>Conduct external reviews of non-instructional units</p> <p>Rationale, result, and effectiveness: The Division of Enrollment Management & Student Affairs has an established program/department review process in place, through which every program/department in the Division is evaluated by external reviewers every five years. Each review is conducted according to best practices in the field, and final reports are issued by the reviewers. These reports serve as guides for program improvement/change. The purpose of the reviews is:</p> <ol style="list-style-type: none"> a. Have experts in each area take a comprehensive look at our operations and make recommendations on how we can improve our programs/services in support of student success. b. Provide recommendations on program/department operations, staffing, to help the administration understand how best to deploy the resources available to us across the Division. c. Provide exposure to HSU staff to experts in their fields, as an opportunity for personal and professional growth and development. So many of our staff are 'home-grown' and have not had an opportunity to attend conferences or network with others in their field. Through these reviews, staff are able to meet some of the best in their business, and to learn how to improve their own practice; they also then have someone to network with when issues or questions arise and they want/need advice. | Action In Progress |

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| | <p>Evidence of progress: The program review schedule can be found at http://www.humboldt.edu/studentaffairs/Downloads/program_review_schedule.pdf. Copies of final reports for those departments that have gone through this process are available in the Office of the Vice President for Enroll. Mgmt./Student Affairs. See external report of the Learning Center (Exhibit 19) as an example of external review for non-instructional units at https://www.humboldt.edu/academicprograms/node/242.</p> <p>Remaining issues: Ongoing scheduling of five-year program reviews</p> <p>How and by whom issues will be addressed: Student and Administrative Affairs</p> <p>Timeline: Ongoing</p> | |
| <p>Action 4.3.c</p> | <p>Use robust external data as well as institutional data to develop, implement, and evaluate a new Early Alert program to identify and connect with individual students who are encountering obstacles to success</p> <p>Rationale, result, and effectiveness: The risk factors identified in the Early Alert Program are precollegiate characteristics which are updated when freshmen and sophomores take surveys during the fall semester. The risk indicator gets recalculated to reflect any new data the student provides. After faculty complete the academic updates, the risk factor gets recalculated again, so that all new students at risk are identified. See 2.4.f, above, for more information.</p> <p>Evidence of progress: See 2.4.f for description and evidence of progress</p> <p>Remaining issues: Ongoing training for faculty and staff</p> <p>How and by whom issues will be addressed: Early Alert Coordinator; AVP for Retention and Inclusive Student Success</p> <p>Timeline: Implementation for freshmen and sophomores during 2013-14 academic year, roll out to the rest of the student body next academic year (2014-15)</p> | <p>Action In Progress</p> |
| <p>Component 4.4: Specific procedures for monitoring focused, action-oriented, and dynamic plans intended to guide progress on institutional priorities</p> | | |
| <p>Action 4.4.a</p> | <p>Annually review the list of institutional priorities and implement necessary adjustments</p> <p>Rationale, result, and effectiveness: The President and Vice Presidents, University Resource Planning Committee (URPC) and the Executive Committee of the University Senate annually review and set short- and mid-term priorities. This annual approach allows adjusting priorities and more importantly allows discussion of how to implement those priorities.</p> | <p>Practice Established</p> |

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| | <p>This action item thus has been institutionalized as part of the annual URPC budget cycle and a regular item on the University Senate Agenda with ongoing oversight by the Chairs of the URPC and the University Senate.</p> | |
| | <p>Evidence of progress: Short- and mid-term institutional priorities are imbedded in the annual budget book and recommendations coming from the URPC to the President. They appear on the agenda of the University Senate Executive Committee meetings.</p> | |
| | <p>Remaining issues: None</p> | |
| | <p>Timeline: Ongoing review and analysis</p> | |
| <p>Action 4.4.b</p> | <p>Annually review Enrollment Management Plan and implement necessary adjustments</p> | <p>Practice Established</p> |
| | <p>Rationale, result, and effectiveness: In 2012-13, the Enrollment Management Working Group (EMWG) reviewed and revised the Enrollment Management Plan to provide more focus and identify next steps. The revised plan was posted to the EMWG website, along with a summary of revisions and a red-line version of the revised plan; the revisions reflected progress in some areas, difficulties in others, and adjustments to planned actions.</p> | |
| | <p>Evidence of progress: See the summary of revisions made in 2012-13.</p> | |
| | <p>Remaining issues: Maintaining consistent alignment of activities with the plan; continuing review and revision of the plan</p> | |
| | <p>How and by whom issues will be addressed: Enrollment Management Working Group, at regularly-scheduled meetings</p> | |
| | <p>Timeline: Early in each Fall semester</p> | |
| <p>Action 4.4.c</p> | <p>Annually review Campus Diversity Plan and implement necessary adjustments</p> | <p>Practice Established</p> |
| | <p>Rationale, result, and effectiveness: The Campus Diversity Plan is reviewed and updated on an annual basis by the Office of Diversity and Inclusion (ODI), in conjunction with the Diversity and Inclusion Campus Advisory Council.</p> | |
| | <p>Evidence of progress: The annual updates and current working version is available at www.humboldt.edu/diversity</p> | |
| | <p>Remaining issues: None</p> | |
| | <p>Timeline: Ongoing</p> | |

The following graphic represents our progress toward fully addressing this issue through having the four components in place:



Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|------------------------------|---|--|---|--|--|--|
| Institutional level | Yes | Syllabi, Catalog and Assessment Web page | Graduate Writing Proficiency Exam | Faculty panels specially convened to assess exams | Writing outcome requirement for all undergraduate programs instituted | |
| General Education | | | | | | |
| Area A-written communication | Yes | Syllabi, Catalog and Assessment Web page | Portfolio | English faculty, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | Purpose and vision of portfolio evolving with more emphasis on self-reflective writing, instruction in web research, including cultural studies and technology as content for writing to learn | 2006 |
| Area A-oral communication | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, University Curriculum Committee, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | Training of instructors for consistency in use of speech rubrics | 2006 |
| Area A-critical thinking | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, University Curriculum Committee, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | | 2006 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|----------|---|--|---|---|--|--|
| | | | | | | |
| Area B | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, College of Natural Resources and Sciences Curriculum Committee, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | Improvement of assessment processes, establish course-by course outcomes for GE Math outcomes and align with Area B outcomes | 2006 |
| Area C | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, College of Arts Humanities and Social Sciences Curriculum Committee now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | Improvement of assessment processes | 2006 |
| Area D | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, College of Arts Humanities and Social Sciences Curriculum Committee now Program Planning and Assessment | Improvement of assessment processes | |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|------------------------------------|---|--|---|--|-------------------------------------|--|
| | | | | subcommittee of Integrated Curriculum Committee | | |
| Area E | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, University Curriculum Committee, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | Improvement of assessment processes | |
| Diversity and Common Ground | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, University Curriculum Committee, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | Improvement of assessment processes | 2003 |
| Communication and Ways of Thinking | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, University Curriculum Committee, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | Improvement of assessment processes | |
| Institutions-History | Yes | Syllabi, Catalog and | Embedded | Faculty teaching | Improvement of assessment | 2002 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|--------------------------------------|---|--|---|--|---|--|
| | | Assessment Web page | assignments | courses, University Curriculum Committee, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | processes | |
| Institutions-Government | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Faculty teaching courses, University Curriculum Committee, now Program Planning and Assessment subcommittee of Integrated Curriculum Committee | Improvement of assessment processes | 2002 |
| Undergraduate Degree Programs | | | | | | |
| Anthropology | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Emphasize impact of social class on cultures so students less likely to treat class as different cultures | 2008 |
| Art | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Assessment committee | Improve rubric. Have faculty write a more detailed description of assignments. | 2009 |
| Biology | Yes | Syllabi, Catalog and Assessment Web page | Embedded test questions approved by curriculum committee | Program faculty, results discussed at department meeting or retreat | Incorporate more active learning in BIO 104 Increase lab activities and discussion section content devoted to developing and testing hypotheses. Expect continued | 2004 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|-------------------------|---|--|---|---|---|--|
| | | | | | improvement in knowledge of evolutionary theory given requirement for all majors to take course in Evolution instituted a few years ago. Examine retention, particularly of students from under- represented groups | |
| Botany | Yes | Syllabi, Catalog and Assessment Web page | Embedded test questions approved by curriculum committee | Program faculty, results discussed at department meeting or retreat | Increase lab activities and discussion section content devoted to developing and testing hypotheses. Expect continued improvement in knowledge of evolutionary theory given requirement for all majors to take course in Evolution instituted a few years ago. Examine retention, particularly of students from under- represented groups | 2004 |
| Business Administration | Yes | Syllabi, Catalog and Assessment Web page | ETS Major Field Study test; MAPP test and CSU BAT Test | Program faculty, results discussed at department meeting or retreat | Major curriculum revision is being undertaken. | 2003 |
| Chemistry | Yes | Syllabi, Catalog and Assessment Web page | Embedded test questions | Program faculty, results discussed at department meeting or retreat | Satisfied with results No planned changes | 2005 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|------------------------------|---|--|---|---|--|--|
| Child Development | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Expand assessment of writing | 2000 |
| Communication | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | All instructors for major's courses will spend more time in skill development for creating an argument | 2003 |
| Computer Information Systems | Yes | Syllabi, Catalog and Assessment Web page | Quiz for graduating seniors (for incentive) | Program results discussed at department meeting or retreat faculty, | Need to improve turnout. Results influencing current project to create single academic program as result of prioritization | 2002 |
| Computer Science | Yes | Syllabi, Catalog and Assessment Web page | ETS Major Field Study test Quiz for graduating seniors (for incentive) | Program faculty, results discussed at department meeting or retreat | Need to improve turnout. Results influencing current project to create single academic program as result of prioritization | 2008 |
| Dance Studies | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments, student survey | Program faculty, results discussed at department meeting or retreat | Develop ways to identify, monitor and improve all collaborative experiences. Reevaluate testing prompts | 2004 |
| Economics | Yes | Syllabi, Catalog and Assessment Web page | Senior exit surveys, senior theory exam, Capstone portfolio | Program faculty, results discussed at department meeting or retreat | Examine how SLO are divided between three core theory courses. Review stats offerings around campus, | 2003 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|------------------------------------|---|--|---|---|---|--|
| | | | | | possibly create own upper division course. Possibly add 0 unit lab to 210. | |
| English | Yes | Syllabi, Catalog and Assessment Web page | Portfolio | Program faculty, results discussed at department meeting or retreat | Findings identical to first years. Plans to analyze components of portfolio scoring to see relative strength/weakness of component outcomes | 2008 |
| Environmental Resource Engineering | Yes | Syllabi, Catalog and Assessment Web page | Student surveys, Fundamentals of Engineering exam | Program faculty, results discussed at department meeting or retreat | Re-educate ERE faculty of pre and post knowledge, skills and attitudes for ERE courses. Need to update because of program curricular change. Remapping of these on curriculum and assess coverage. Encourage students to enroll in Spring review course and take the test in April rather than October. Share results with lower division majors to emphasize appropriate course enrollment sequencing. | 2004 |
| Environmental Science | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Increase attention to chemical processes in ENVS 110. Better clarification of | 2004 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|-------------------|---|--|---|---|---|--|
| | | | | | expected element in capstone reports. | |
| Ethnic Studies | Yes | Syllabi, Catalog and Assessment Web page | | | | 2008 |
| Fisheries Biology | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Change in course organization to more clearly differentiate lab and lecture skills and knowledge. Keep Fisheries Science Communication as requirement for all majors. Use two or more reviewers (rather than just course instructor) for assessment | 2002 |
| Forestry | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Greater attention to critical thinking in the capstone course. Further analysis of curriculum and planned improvements in assessment processes | 2001 |
| French | Yes | Syllabi, Catalog and Assessment Web page | | | | 2008 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|---------------------------|--|---|--|---|---|---|
| Geography | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Plans about assessment processes themselves | 2003 |
| Geology | Yes | Syllabi, Catalog and Assessment Web page | Alumni survey, Senior theses | Program faculty, results discussed at department meeting or retreat | Used senior projects for BS in Geology--but only 3. So long term strategy to continue examining these. Planned improvements in assessment processes | 2006 |
| History | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Increase attention to writing skills and reference citations in HIST 210 | 2006 |
| Industrial Technology | No and currently being evaluated for discontinuance | | | | | 2003 |
| Interdisciplinary Studies | No, and currently unfunded | | | | | 2005 |
| International Studies | Yes | Syllabi, Catalog and Assessment Web page | | | | 2008 |
| Journalism | Yes | Syllabi, Catalog and | Embedded | Program faculty, results | More assignments involving | 2004 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|--------------------------------------|---|--|---|---|---|--|
| | | Assessment Web page | assignments | discussed at department meeting or retreat | deadline writing. Greater emphasis in "convergence writing within courses in each emphasis. Informal team-teaching approach. Evaluate transfer students' writing skills more effectively | |
| Kinesiology | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Improve analysis tools and reanalyze assessment data to identify redundancy of outcomes and deficiency of outcomes in courses. Identify strategies to improve deficiencies. Revisions of exit exam, and implement entry exam to enable pre-post analysis. Review of all syllabi and course descriptions to ensure consistency | 2003 |
| Liberal Studies/Elementary Education | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Improvement of student writing, including distributing scoring rubrics to them. | 2005 |
| Liberal Studies/non- | No and | | | | | 2003 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|-------------------------|---|--|---|---|---|--|
| Teaching Option | currently being evaluated for discontinuance | | | | | |
| Mathematics | Yes | Syllabi, Catalog and Assessment Web page | Quiz for graduating seniors (for incentive) Embedded assignments | Program faculty, results discussed at department meeting or retreat | Increase assignments that require formal writing Refer results to department curriculum committee. Anticipate review/rewrite of learning outcomes for MATH 240, 370, 351, and 313. Department wide discussion on pedagogy | 2008 |
| Music | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Increase variety of music forms performed by ensembles. Add more preparatory work on the sonata form in a music theory course. Hold students to high standards in Ear Training courses, and have struggling students repeat foundational rather than advanced courses. | 2003 |
| Native American Studies | Yes | Syllabi, Catalog and Assessment Web page | | | | 2009 |
| Natural Resources | Yes | Syllabi, Catalog and | Embedded | Program faculty, results | Require all students to take | 2001 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|-----------------------------|---|--|---|---|---|--|
| Planning and Interpretation | | Assessment Web page | assignments | discussed at department meeting or retreat | Environmental Communication Have instructors use the SLO rubrics as guidance for designing specific assignments | |
| Nursing | Yes | Syllabi, Catalog and Assessment Web page | ATI and NCLEX exams | Program faculty, results discussed at department meeting or retreat | Faculty have spent the last couple of years engaging in major curricular revisions. Revise the RV-BSN Bridge Option. Implement faculty development activities regarding use of evidence-based teaching-learning strategies. Improve standardized data collection, review, analysis, and reporting mechanisms. | 2009 |
| Oceanography | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Insure students shout on research vessel in order to be heard Developed new exercise to target writing the discussion section of a scientific paper. Increase amount of practice at finding and reading primary literature. Increase use of short in-class quizzes in OCN 109 to help | 2004 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|------------------|---|--|---|---|--|--|
| | | | | | deepen student learning. Increase application practice activities in OCN 320. Develop exam question bank to be used in both lower and upper division courses | |
| Philosophy | Yes | Syllabi, Catalog and Assessment Web page | Exit exam, embedded assignments | Program faculty, results discussed at department meeting or retreat | Increase number of assignments asking students to read and interpret philosophical writing. Reevaluate timing and content of exit exam. Increase emphasis on philosophical concepts, including correct identification in student essays. Increase attention to formalizing arguments | 2004 |
| Physical Science | Yes, and currently being evaluated for discontinuance | Syllabi, Catalog and Assessment Web page | Portfolio of student work, primarily course exams | Program faculty, results discussed at department meeting or retreat | Had been trying portfolios, but found but too much variation in contents to make comparison/aggregation possible. Plan to develop examination to be given to all students in senior seminar. | 2007 |
| Physics | Yes | Syllabi, Catalog and Assessment Web page | Portfolio of student work, primarily course exams | Program faculty, results discussed at department meeting or retreat | Had been trying portfolios, but found but too much variation in contents to make | 2008 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|---------------------------|---|--|---|---|---|--|
| | | | | | comparison/aggregation possible. Plan to develop examination to be given to all students in senior seminar. | |
| Political Science | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Greater emphasis on explicitly teaching students how and when to use reference sources and how and why peer-reviewed and popular studies differ in lower division courses. Develop more specific and focused essay prompts to foster more thoughtful student reflection based on experiential immersions. Implement new strategies to reduce number of incompletes in required experiential courses.. Possibly restrict courses to juniors and seniors. | 2008 |
| Psychology | Yes | Syllabi, Catalog and Assessment Web page | Multiple choice exam in senior capstone course | Program faculty, results discussed at department meeting or retreat | Satisfied with results No planned changes | 2008 |
| Recreation Administration | Yes | Syllabi, Catalog and Assessment Web | | | | 2003 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|----------------------------|---|--|---|---|--|--|
| | | page | | | | |
| Rangeland Resource Science | No and currently being evaluated for discontinuance | | | | | 2003 |
| Religious Studies | Yes | Syllabi, Catalog and Assessment Web page | Senior capstone course | Program faculty, results discussed at department meeting or retreat | Experiment with implementing greater penalties for students' failure to meet their own deadlines. | 2009 |
| Social Work | Yes | Syllabi, Catalog and Assessment Web page | Senior Exit survey, Alumni survey, Field Supervisor evaluation | Program faculty, results discussed at department meeting or retreat | Re-invigorated Community Advisory Committee to review curriculum. Faculty will review course elements. | 2007 |
| Sociology | Yes | Syllabi, Catalog and Assessment Web page | Senior projects | Program faculty, results discussed at department meeting or retreat | Greater connection between content in required theory and methods course. Changed procedures for approving senior projects | 2008 |
| Spanish | Yes | Syllabi, Catalog and Assessment Web page | | | | 2008 |
| Theatre, Film and Dance | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Improvement in assessment processes and prompts | 2004 |
| Wildlife | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Greater inclusion of materials on wildlife laws and federal lands, in multiple courses. Curricular change | 2003 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|---------------------------------|---|--|---|---|---|--|
| Women's Studies | Yes | Syllabi, Catalog and Assessment Web page | Embedded assignments | Program faculty, results discussed at department meeting or retreat | Hold faculty development workshop to identify methods to teach intersectionality more effectively. Consider requiring a second transnational course as part of the major. Fine tune assignment | 2006 |
| Zoology | Yes | Syllabi, Catalog and Assessment Web page | Embedded test questions approved by curriculum committee | Program faculty | Increase lab activities and discussion section content devoted to developing and testing hypotheses. Expect continued improvement in knowledge of evolutionary theory given requirement for all majors to take course in Evolution instituted a few years ago. Examine retention, particularly of students from under- represented groups | 2004 |
| Graduate Degree Programs | | | | | | |
| Biology | Yes | Syllabi, Catalog and Assessment Web page | Thesis | Student's graduate committee | | 2004 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|-------------------------|--|---|--|--|-------------------------------|---|
| Business Administration | Yes | Syllabi, Catalog and Assessment Web page | Culminating project | Student's graduate committee | | 2003 |
| Education | Yes | Syllabi, Catalog and Assessment Web page | Thesis or project | Student's graduate committee | | 2008 |
| English | Yes | Syllabi, Catalog and Assessment Web page | Culminating project | Student's graduate committee | | 2008 |
| Environmental Systems | Yes | Syllabi, Catalog and Assessment Web page | Thesis or project | Student's graduate committee | | 2005 |
| Kinesiology | Yes | Syllabi, Catalog and Assessment Web page | Thesis or project | Student's graduate committee | | 2003 |
| Natural Resources | Yes | Syllabi, Catalog and Assessment Web page | Thesis | Student's graduate committee | | 2001 |
| Psychology | Yes | Syllabi, Catalog and Assessment Web page | Thesis | Student's graduate committee | | 2008 |
| Social Science | Yes | Syllabi, Catalog and Assessment Web page | Thesis or project | Student's graduate committee | | |
| Social Work | Yes | Syllabi, Catalog and Assessment Web page | Comprehensive exam | | | 2007 |
| Sociology | Yes | Syllabi, Catalog and | Thesis or project | Student's graduate | | 2008 |

Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | Other than GPA, what evidence is used to determine that graduates have achieved stated outcomes for the degree? | Who interprets the evidence? What is the process? | How are findings used? | Date of last program review for this degree program? |
|----------------------------|---|--|---|---|------------------------|--|
| | | Assessment Web page | | committee | | |
| Theatre Arts | Yes | Syllabi, Catalog and Assessment Web page | Thesis or project | Student's graduate committee | | 2004 |
| Credential Programs | | | | | | |
| Elementary Education | Yes | | | | | |
| Secondary Education | Yes | | | | | |
| Administrative Services | No | | | | | |
| Pupil Personnel Services | No | | | | | |
| Adapted Physical Education | No | | | | | |
| Special Education | Yes | | | | | |

Humboldt State University Headcount Enrollment by Level (Fall Term)

| | Total Headcount Enrollment | Lower Division Headcount | Upper Division Headcount | Graduate Headcount | Post- Baccalaureate (Non-Graduate) Headcount | Non-Degree Headcount | Total FTE Enrollment |
|-------------------|---|---|---|-------------------------------|---|---------------------------------|---------------------------------|
| Fall 2008 | 7800 | 2644 (33.9%) | 4041 (51.8%) | 479 (6.2%) | 284 (3.6%) | 352 (4.5%) | 7223 |
| Fall 2009 | 7954 | 3047 (38.3%) | 4046 (50.9%) | 491 (6.2%) | 285 (3.6%) | 85 (1.0%) | 7490 |
| Fall 2010 | 7903 | 3049 (38.6%) | 4107 (52.0%) | 467 (5.9%) | 208 (2.6%) | 72 (0.9%) | 7348 |
| Fall 2011 | 8046 | 2967 (37.0%) | 4356 (54.1%) | 413 (5.1%) | 170 (2.1%) | 140 (1.7%) | 7618 |
| Fall 2012* | 8116 | 2872 (35.4%) | 4690 (57.8%) | 371 (4.6%) | 140 (1.7%) | 43 (0.5%) | 7620 |

Humboldt State University
Headcount Enrollment by Status and Location (Fall Term)

| | Total Headcount Enrollment | Full-Time | Part-Time | On-Campus Location | Off-Campus Location |
|-------------------|---------------------------------------|------------------|------------------|-------------------------------|--------------------------------|
| Fall 2008 | 7800 | 6701 (85.9%) | 1099 (14.1%) | 1567 (20.1%) | 6233 (79.9%) |
| Fall 2009 | 7954 | 7098 (89.2%) | 856 (10.8%) | 1628 (20.5%) | 6326 (79.5%) |
| Fall 2010 | 7903 | 7113 (90.0%) | 790 (10.0%) | 1962 (24.8%) | 5941 (75.2%) |
| Fall 2011 | 8046 | 7238 (90.0%) | 808 (10.0%) | 1910 (23.7%) | 6136 (76.3%) |
| Fall 2012* | 8116 | 7421 (91.4%) | 695 (8.6%) | 1963 (24.2%) | 6153 (75.8%) |

Humboldt State University Degrees and Certificates Granted by Level (Academic Year)

| | Total Degrees Granted | Less than 2-Year | Associate | Bachelor | Post- Baccalaureate | Master | Doctorate | Other |
|-------------------|----------------------------------|-----------------------------|------------------|-----------------|--------------------------------|---------------|------------------|--------------|
| 2008/2009 | 1602 | | | 1251 (78.1%) | 192 (12.0%) | 159 (9.9%) | | |
| 2009/2010 | 1737 | | | 1391 (80.1%) | 169 (9.7%) | 177 (10.2%) | | |
| 2010/2011 | 1719 | | | 1376 (80.0%) | 169 (9.9%) | 174 (10.1%) | | |
| 2011/2012 | 1723 | | | 1422 (82.6%) | 135 (7.8%) | 166 (9.6%) | | |
| 2012/2013* | 1878 | | | 1595 (84.9%) | 134 (7.2%) | 149 (7.9%) | | |

* Latest year

Humboldt State University Faculty by Employment Status

| | Total Faculty Headcount | Full-Time Faculty | Part-Time Faculty | Total Faculty FTE |
|-------------------|----------------------------|----------------------|----------------------|----------------------|
| Fall 2008 | 521 | 269 (52%) | 252 (48%) | 333 (64%) |
| Fall 2009 | 508 | 254 (50%) | 254 (50%) | 328 (65%) |
| Fall 2010 | 499 | 232 (46%) | 267 (54%) | 312 (63%) |
| Fall 2011 | 517 | 231 (45%) | 286 (55%) | 327 (63%) |
| Fall 2012* | 538 | 228 (42%) | 310 (58%) | 335 (62%) |

* Latest year

Key Financial Ratios

| | Reported June 30, 2009 | Audited June 30, 2010 | Reported June 30, 2011 | Audited June 30, 2012 |
|-----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| Beginning Net Assets | 185,151,352 | 171,775,173 | 184,176,093 | 191,594,890 |
| Ending Net Assets | 171,775,173 | 184,176,093 | 191,594,890 | 183,987,000 |
| Change in Net Assets | (13,376,199) | 12,400,920 | 7,418,797 | (7,607,890) |
| Return on Net Assets Ratio | (0.0722) | 0.0722 | 0.0403 | 0.0397 |
| Unrestricted Net Assets | | | | |
| Unrestricted Net Assets | 4,485,195 | 22,259,572 | 31,604,768 | 29,295,000 |
| Operating Revenue | 40,234,868 | 45,655,607 | 53,245,232 | 57,371,000 |
| Grants & Contracts | 23,838,298 | 33,056,972 | 26,725,143 | 27,992,000 |
| Grants and gift, capital | 1,457,382 | 1,789,247 | 276,255 | 1,190,000 |
| State appropriations | 54,832,476 | 64,413,172 | 72,547,201 | 59,397,000 |
| Investment income (loss) | 1,134,730 | 211,326 | 134,457 | 178,000 |
| Total unrestricted revenue | 121,497,754 | 145,126,324 | 152,928,288 | 146,128,000 |
| Net Income Ratio | 0.037 | 0.153 | 0.207 | 0.201 |
| Operating Revenue | | | | |
| Operating Revenue | 40,234,868 | 45,655,607 | 53,245,232 | 57,371,000 |
| Endowment income | 30,990 | 19,000 | 16,690 | 14,000 |
| Investment income (loss) | 1,134,730 | 211,326 | 134,457 | 178,000 |
| Total operating income | 41,400,588 | 45,885,933 | 53,396,379 | 57,563,000 |
| Operating expenses | | | | |
| Operating expenses | 134,802,977 | 133,381,636 | 145,219,027 | 152,575,000 |
| Operating Income Ratio | 0.307 | 0.344 | 0.368 | 0.377 |
| Unrestricted net assets | | | | |
| Unrestricted net assets | 4,485,195 | 22,259,572 | 31,604,768 | 29,295,000 |
| Restricted, expendable net assets | 5,226,893 | 7,669,858 | 3,178,283 | 7,299,000 |
| Total Expendable Net Assets | 9,712,088 | 29,929,430 | 34,783,051 | 36,594,000 |
| Long-term Debt | | | | |
| Long-term Debt | 73,109,835 | 61,288,555 | 59,497,114 | 57,623,000 |
| Other non-current debt | 7,948,750 | 20,172,713 | 17,094,465 | 15,524,000 |
| | 81,058,585 | 81,461,268 | 76,591,579 | 73,147,000 |
| Viability Ratio | 0.120 | 0.367 | 0.454 | 0.500 |

Inventory of Concurrent Accreditation and Key Performance Indicators

| (1) Name of accredited or certified program | (2) Professional, special, state ¹ , or programmatic accreditation agency for this program | (3) Date of most recent accreditation action by agency | (4) Summary (“bullet points”) of key issues for continuing institutional attention identified in agency action letter or report | (5) One performance indicator accepted by the agency; selected by program | (6) For one indicator, provide 3 years’ trend data. Use link to cell for graph if desired. |
|--|--|---|---|---|---|
| Bachelor of Arts in Social Work | Council on Social Work Education | October 2011 For 8 years | In 2012-13 CWSE accepted our 1st and 2nd Progress Reports which means no further reporting (besides annual program assessment data) is required until our next accreditation cycle. | Achievement of Student Learning Outcomes – all graduating Seniors | 3 Year Retention Rates UD Transfers (1999-2008): = 75.9% FTF Retention (1999-2008): = 80.8%. <u>See 2012-2013 Program Reviews</u> |
| Master of Social Work | Council on Social Work Education | October 2011 For 8 years | In 2012-13 CWSE accepted our 1st and 2nd Progress Reports which means no further reporting (besides annual program assessment data) is required until our next accreditation cycle. | Student Field Evaluations that were competency based, from both the foundation year and concentration year, and Embedded Assignments that were competency based were assessed. The concentration year student comprehensive exam was also assessed. | On comprehensive exams, students had a mean score of 88.98, SD=6.87, n=23, with a minimum score 75.21 and maximum score 99.10. One hundred percent of students passed the exam. The passing benchmark was 75. <u>See 2012-2013 Program Reviews</u> |

¹ Within the WASC region only

Inventory of Concurrent Accreditation and Key Performance Indicators

| (1) Name of accredited or certificated program | (2) Professional, special, state ² , or programmatic accreditation agency for this program | (3) Date of most recent accreditation action by agency | (4) Summary (“bullet points”) of key issues for continuing institutional attention identified in agency action letter or report | (5) One performance indicator accepted by the agency; selected by program | (6) For one indicator, provide 3 years’ trend data. Use link to cell for graph if desired. | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|---|--|------|-------------------|----------------------|------------|-------|-----|----------|-------|------|------------|-------|-----|----------|-------|-----|------------|-------|-----|----------|-----|-----|------------|-------|-----|
| Bachelor of Science in Environmental Resources Engineering (ERE) | Accreditation Board for Engineering and Technology – Engineering Accreditation Commission (ABET-EAC) | August, 2013; Accredited to September 30, 2017 | <ul style="list-style-type: none"> • All former concerns listed in 2010 were resolved. | <ul style="list-style-type: none"> • The program provided comprehensive and compelling evidence to show that ABET student outcomes (a) through (k) were adopted by the program and approved by their advisory committee. | <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 15%;">HSU FE Pass Rate%</th> <th style="width: 15%;">National Pass Rate %</th> </tr> </thead> <tbody> <tr> <td>April 2010</td> <td style="text-align: center;">85.7%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Oct 2010</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>April 2011</td> <td style="text-align: center;">73.7%</td> <td style="text-align: center;">79%</td> </tr> <tr> <td>Oct 2011</td> <td style="text-align: center;">42.9%</td> <td style="text-align: center;">67%</td> </tr> <tr> <td>April 2012</td> <td style="text-align: center;">89.7%</td> <td style="text-align: center;">84%</td> </tr> <tr> <td>Oct 2012</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">79%</td> </tr> <tr> <td>April 2013</td> <td style="text-align: center;">91.3%</td> <td style="text-align: center;">84%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Over the past five years, the program has grown to the current enrollment of just over 350 undergraduates. The program produced 32 graduates in 2011 and the same number in 2012 | Date | HSU FE Pass Rate% | National Pass Rate % | April 2010 | 85.7% | 75% | Oct 2010 | 87.5% | 70% | April 2011 | 73.7% | 79% | Oct 2011 | 42.9% | 67% | April 2012 | 89.7% | 84% | Oct 2012 | 75% | 79% | April 2013 | 91.3% | 84% |
| Date | HSU FE Pass Rate% | National Pass Rate % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| April 2010 | 85.7% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oct 2010 | 87.5% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| April 2011 | 73.7% | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oct 2011 | 42.9% | 67% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| April 2012 | 89.7% | 84% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oct 2012 | 75% | 79% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| April 2013 | 91.3% | 84% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Master’s Program in Public Sociology, Ecological Justice and Action – Sociology Department | Commission to Accredit Programs in Applied and Clinical Sociology | Review, August, 2013 | <p>From Board of the Commission to Accredit Programs in Applied and Clinical Sociology: meeting August 12th, 2013. Disappointment was expressed at the fact that, SOC 376, GIS For the Social Sciences, has been suspended.</p> <p>Next year, when the Commission Board meets at the ASA meetings in San Francisco we will be looking for evidence of continuing effort to meet Standard 4.2 of the M.A. Standards: Assessment of student learning outcomes.</p> | The Board commends you on the growth and development of the Program. Significant strides have been made toward assessment. | <p style="text-align: center;"><u>Graduates</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Degrees Awarded</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2013</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">2012</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">2011</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">2010</td> <td style="text-align: center;">7</td> </tr> </tbody> </table> | | Degrees Awarded | 2013 | 6 | 2012 | 7 | 2011 | 8 | 2010 | 7 | | | | | | | | | | | | | | |
| | Degrees Awarded | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

² Within the WASC region only

Inventory of Concurrent Accreditation and Key Performance Indicators

| (1) Name of accredited or certified program | (2) Professional, special, state ³ , or programmatic accreditation agency for this program | (3) Date of most recent accreditation action by agency | (4) Summary (“bullet points”) of key issues for continuing institutional attention identified in agency action letter or report | (5) One performance indicator accepted by the agency; selected by program | (6) For one indicator, provide 3 years’ trend data. Use link to cell for graph if desired. |
|---|---|---|---|--|---|
| Business | HSU is in the process of applying for accreditation from International Assembly of Collegiate Business Education (IACBE). | Applications for Degree Candidacy and Outcomes Assessment Plan Submitted August, 2013 | Visited September 27, 2013 by IACBE's Margareta Smith Knopik, Chief Operations Officer | NA | NA |
| School of Education: Multiple Subjects Credential | California Commission on Teacher Credentialing | 2002 | No ongoing accreditation issues | Use of Performance Assessment for California Teachers (PACT) | PACT data collected is collected each year and submitted to CCTC. |
| School of Education: Single Subjects Credential | California Commission on Teacher Credentialing | 2002 | No ongoing accreditation issues | Use of Performance Assessment for California Teachers (PACT) | PACT data is collected each year and submitted to CCTC. |
| School of Education: Special Education Credential | California Commission on Teacher Credentialing | 2002 | No ongoing accreditation issues | Candidate teaching assessment | Biennial report submitted to CCTC in 2009 on program and candidate data |
| School of Education: Administrative Services | California Commission on Teacher Credentialing | 2002 | No ongoing accreditation issues | Candidate portfolio | Biennial report submitted to CCTC in 2009 on program and candidate data |
| Society of American Foresters (SAF) -FORESTRY CURRICULUM | Society of American Foresters (SAF) | 2003-2013 | Received a two-year postponement of the SAF Accreditation of forestry in order to stabilize the faculty and implement the second major curriculum change process in a 5-year period. Submitted the required paperwork and fees to obtain Society of Fire Ecologist certification. | Pending | Employment: 1998-2002 Career Center Survey* Forestry=84% Range=83% <i>* Career Center no longer does post-graduation employment surveys.</i> |

³ Within the WASC region only

Inventory of Concurrent Accreditation and Key Performance Indicators

| (1) Name of accredited or certificated program | (2) Professional, special, state ⁴ , or programmatic accreditation agency for this program | (3) Date of most recent accreditation action by agency | (4) Summary (“bullet points”) of key issues for continuing institutional attention identified in agency action letter or report | (5) One performance indicator accepted by the agency; selected by program | (6) For one indicator, provide 3 years’ trend data. Use link to cell for graph if desired. | | | | |
|--|--|--|--|---|--|-------------------------|--------------------------------------|------------------------------------|--|
| State Board of Forestry (BOF) -REGISTERED PROFESSIONAL FORESTERS (RPF) LICENSE | State Board of Forestry (BOF) | Periodic RPF examinations provided by the California Licensed Foresters Association | Not applicable | Not applicable | <table border="1" style="width: 100%;"> <tr> <td>Ten year record N = 539</td> </tr> <tr> <td>HSU graduates 61% pass RPF first try</td> </tr> <tr> <td>HSU graduates 32% pass RPF 2nd try</td> </tr> <tr> <td>HSU graduates overall 47% pass rate on RPF (287/539) as compared to 45% regional pass rate overall</td> </tr> </table> | Ten year record N = 539 | HSU graduates 61% pass RPF first try | HSU graduates 32% pass RPF 2nd try | HSU graduates overall 47% pass rate on RPF (287/539) as compared to 45% regional pass rate overall |
| Ten year record N = 539 | | | | | | | | | |
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| HSU graduates 32% pass RPF 2nd try | | | | | | | | | |
| HSU graduates overall 47% pass rate on RPF (287/539) as compared to 45% regional pass rate overall | | | | | | | | | |
| Society for Range Management (SRM) -RANGELAND RESOURCES CURRICULUM | Pending for Society of Range Management (SRM) | Standards have been revised which will allow HSU to apply | NA | NA | NA | | | | |
| Chemistry | American Chemical Society (ACS); Committee on Professional Training; Washington, D.C. | Review by the ACS to began 9/15/2009. ACS Reaccredited and will be reevaluated in 2014 | Concern existed about physical chemistry in compressing from two courses to one. Curriculum has been since revised to have one entry and one advanced course in each of the five ACS areas. | Major field test (MFT) Chem in 2011 shows that students who have taken all the courses presumed taken by the test score well above the national average. Situation of not yet having taken all courses results from students' taking test in earlier stage of progress in curriculum. | There is only one year of data at moment. Scaled scores of overall MFT ranged from 22 nd to 86 th percentile. Details too long for table as they report subscores in five areas and scores vary largely because of explanation supplied in column 5. . See pp 10-12 at https://humboldt.edu/academicprograms/program-review-docs | | | | |

⁴ Within the WASC region only

Inventory of Concurrent Accreditation and Key Performance Indicators

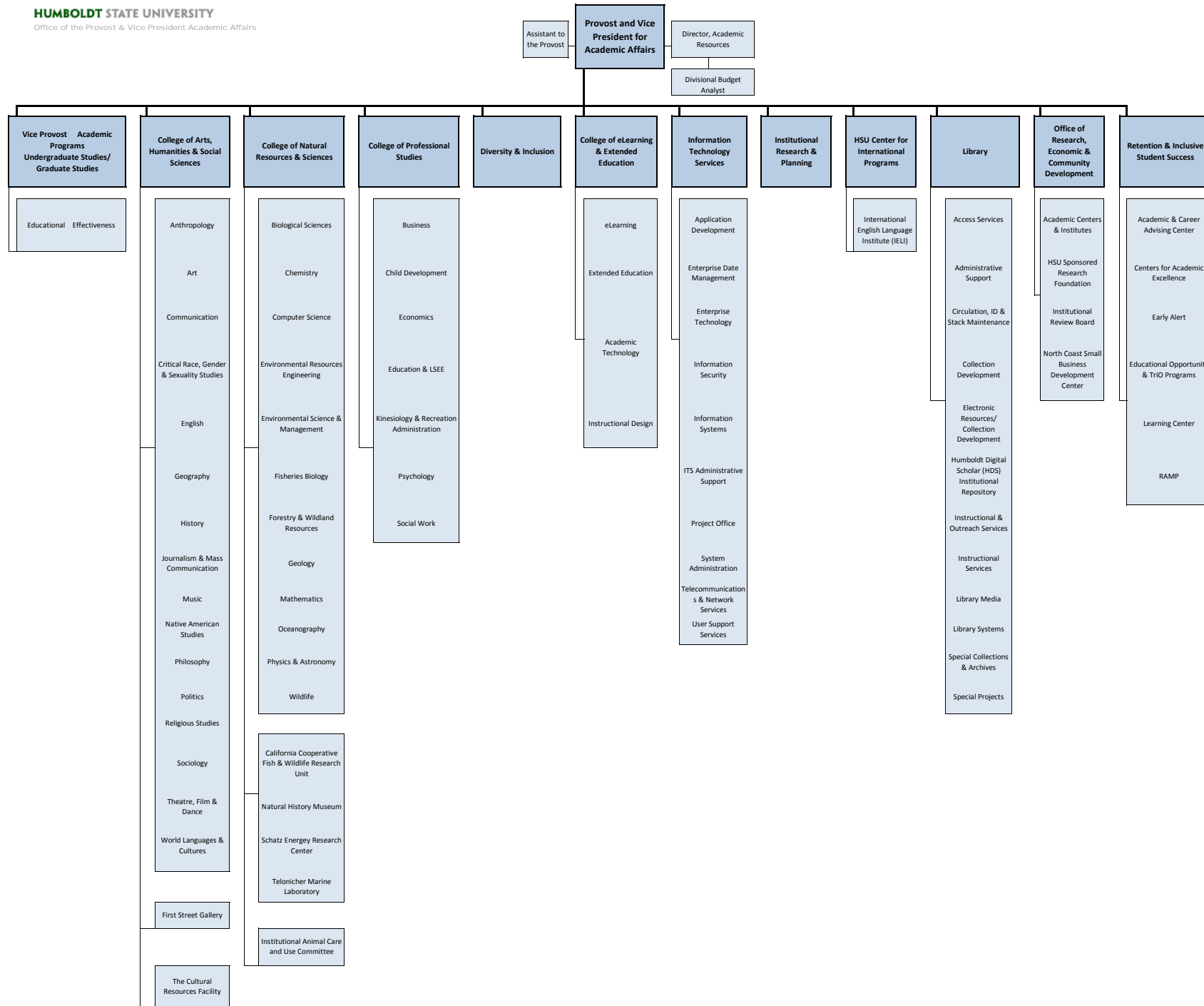
| (1) Name of accredited or certificated program | (2) Professional, special, state ⁵ , or programmatic accreditation agency for this program | (3) Date of most recent accreditation action by agency | (4) Summary (“bullet points”) of key issues for continuing institutional attention identified in agency action letter or report | (5) One performance indicator accepted by the agency; selected by program | (6) For one indicator, provide 3 years’ trend data. Use link to cell for graph if desired. | | |
|---|--|---|--|---|---|-----------------------------|-----------------|
| Psychology Department | California Commission on Teacher Credentialing National Association of School Psychologists (SPA for NCATE) | 2002 | No ongoing accreditation issues | Candidate portfolio Candidate scores on National licensing exam (ETS Praxis II Test 401 School Psychologist) | | | |
| | | 2006 | No ongoing accreditation issues | | YEAR | # of students taking PRAXIS | HSU Pass rate % |
| | | | | | 2011 | 11 | 82% |
| | | | | | 2012 | 3 | 100% |
| | | 2013 | 7 | 86% | | | |
| Music | National Association of Schools of Music (NASM) | December 7, 2012. | The Commission requests a report confirming how all students are informed of basic issues related to hearing, vocal, and musculoskeletal health and injury prevention as well as any issues in these areas particularly related to their areas of specialization department events | The Commission acknowledges progress made regarding health and safety issues, and notes with approbation the detail provided in the response to the Commission Action Report on this issue. | Recent mapping and revision of program and course outcomes completed October 2013 | | |

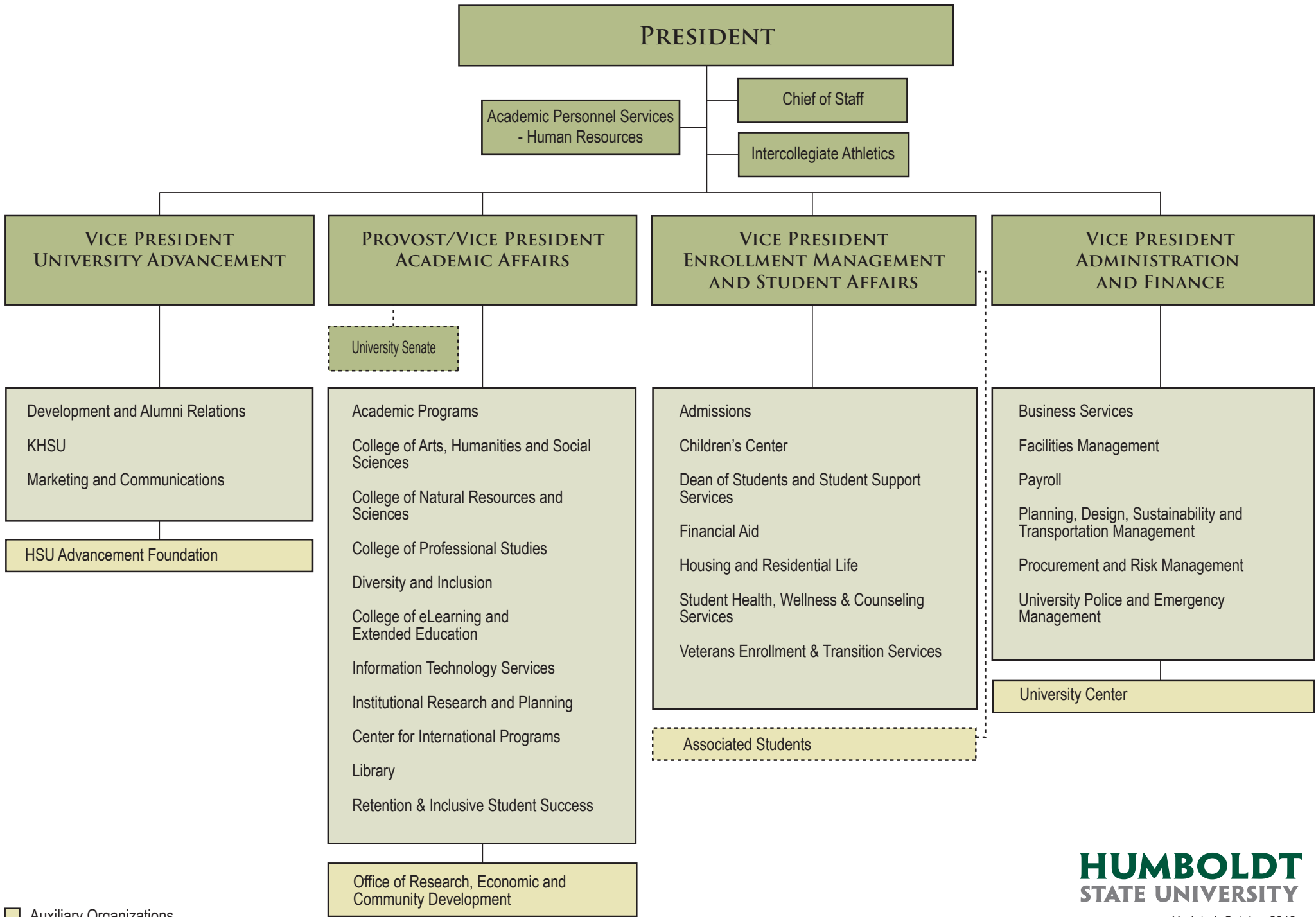
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Inventory of Concurrent Accreditation and Key Performance Indicators

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|---|--|--|---|--|---|
| Art | National Association of Schools of Art and Design (NASAD) | October, 2005 Next Review 2014/15 | Provide evidence that Art Dept missions, goals and objectives are included in appropriate published materials including the institutions web site | Program substance and enrichment opportunities for majors, the university community and the general populace | Note: Recent mapping and revision of program and course outcomes completed October 2013 addresses key issues in column 4. |
| Child Development Laboratory, Child Development | Agency: National Association for the Education of Young Children (NAEYC) | 2011-2012 school year underwent the full reaccreditation process (which is required a minimum of every five years) and received full five year re-accreditation. | <ul style="list-style-type: none"> The program was assessed on 10 standards each of which includes multiple criteria. We received 92% or better on all 10 dimensions of the assessment with a 100% rating in 7 dimensions and a 99% rating on our classroom observation. | There are 10 program standards (number of performance criteria for each in parentheses): Criteria involve multiple performance indicators including documentation, self-study reports and family and teacher surveys. | NAEYC does not track specific performance criteria on an annual basis and requires that data provided for accreditation be no more than one year old. Annual reports are provided to the accrediting body updating program activities, but not tracking specific performance criteria. Every five years a complete re-accreditation is required. Consequently, performance criteria trend data are not available. |

⁶ Within the WASC region only





■ Auxiliary Organizations