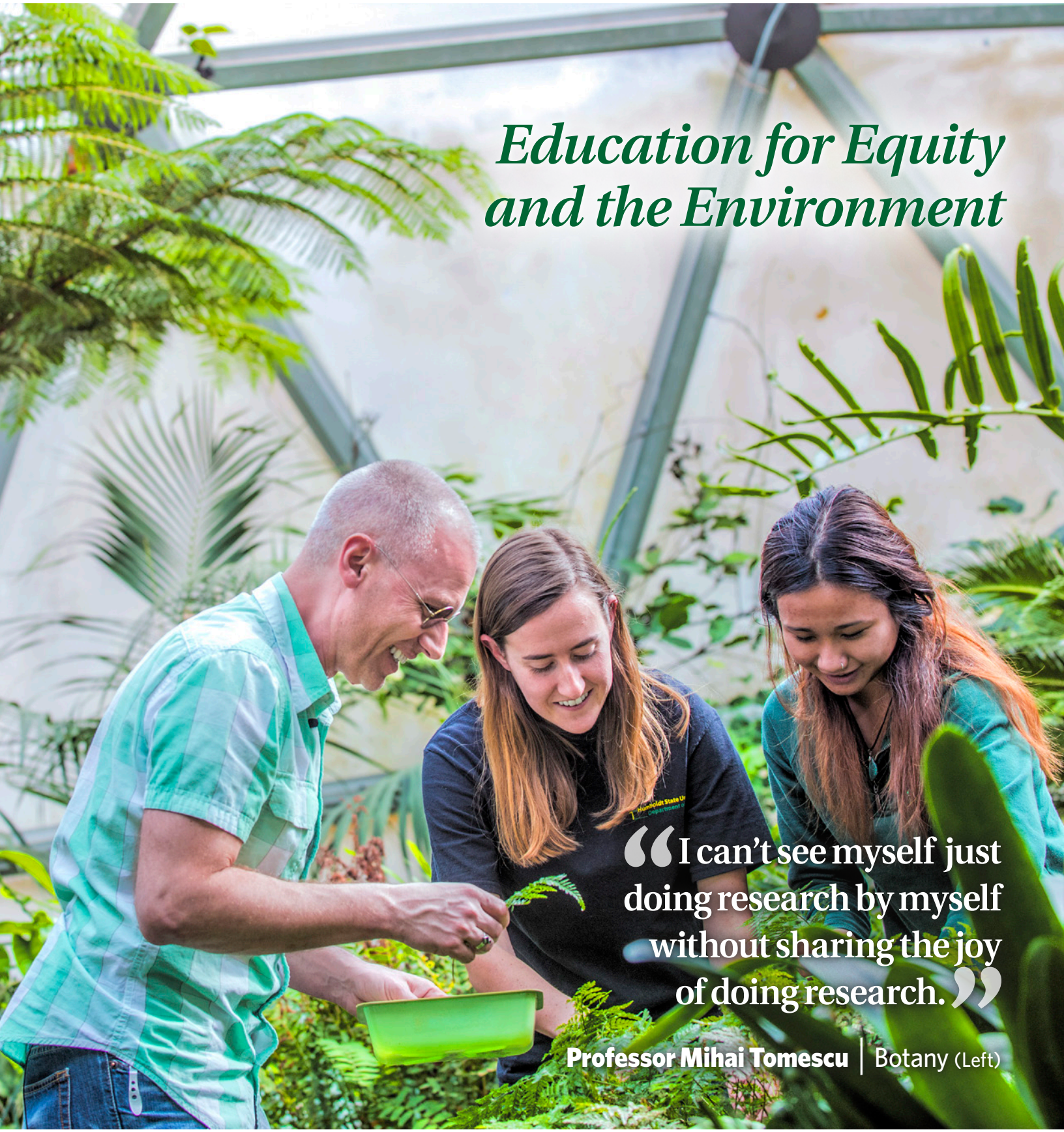
Education for Equity and the Environment



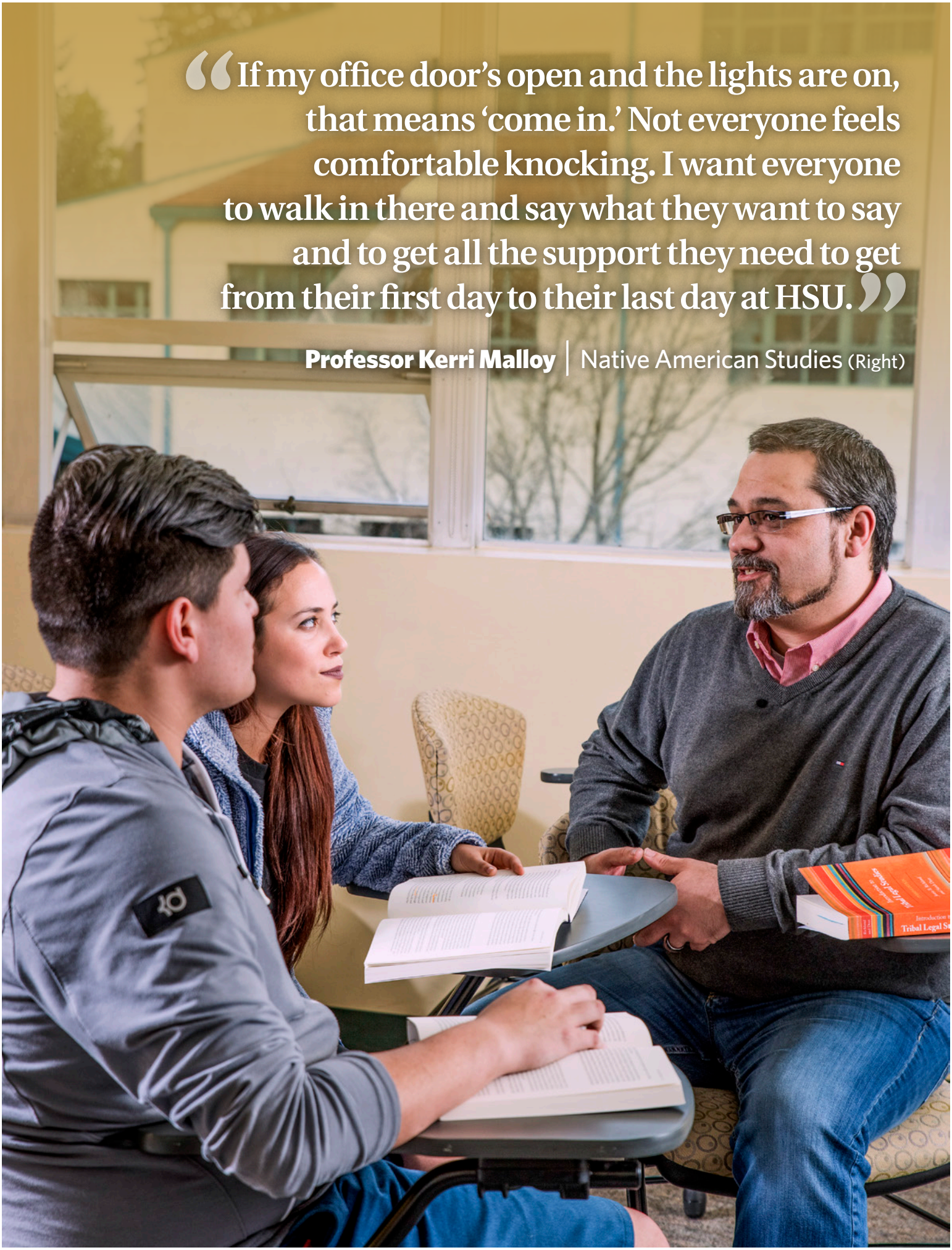
"I can't see myself just doing research by myself without sharing the joy of doing research."

Professor Mihai Tomescu | Botany (Left)

WSCUC INSTITUTIONAL REPORT

HUMBOLDT STATE UNIVERSITY

Education for Equity and the Environment



“If my office door’s open and the lights are on, that means ‘come in.’ Not everyone feels comfortable knocking. I want everyone to walk in there and say what they want to say and to get all the support they need to get from their first day to their last day at HSU.”

Professor Kerri Malloy | Native American Studies (Right)

“I want my students to explore anything they can explore until they find that passion.”

Professor Paola Rodríguez Hidalgo | Astronomy & Physics (Right)

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“In my meetings with Dr. Han, I have a lot of opportunities to explain my thoughts, which I feel helps me grow as a student.”

Kyungrok Hwang | Forestry major (Lower Left)

“Eugene doesn’t just teach us music. He gives us life lessons. It’s awesome to be able to connect to music just through life experiences.”

Richard Rios | Music major (Right)

CHAPTER 1: Introduction to the Institutional Report and Response to Previous Commission Actions

Humboldt State History and Overview

Humboldt State University (HSU) students enjoy an extraordinary college experience, attending small classes taught by professors who know them by name and living and learning in one of the world's most beautiful places. The campus is located on the Pacific coast in Arcata, California, 275 miles north of San Francisco, surrounded by ancient redwood forests, mountains, rivers, and beaches.

Since its founding over a century ago as a teachers' college, HSU has grown into an institution known for quality academic programs, a commitment to environmental sustainability and social justice, and a deep connection with its unique place. HSU provides students an experience in higher education that is unique among public universities in California by offering true place-based learning, built on a special relationship among the campus, the curriculum, the local communities, and the natural environment.

HSU's student body includes the highest percentage of Native American students of any campus in the **California State University** (CSU), and **Humboldt County** has eight federally recognized Native American Tribes (**Appendix A—List of State and Federal Recognized Tribes**). The university was the first CSU campus to offer a baccalaureate degree in **Native American Studies** (NAS), and it also offers several programs to support its Native students, including the **Indian Tribal & Educational Personnel Program** and the **Indian Natural Resources, Science, & Engineering Program**.

With **51 undergraduate programs, 69 minors, 12 graduate programs, and 13 certificate programs** (fall 2016-17), HSU offers students a number of paths. The campus features numerous facilities for learning, research, and scholarship in a variety of fields, and given the outstanding natural resources of the area, it is no surprise that hands-on, place-based learning is infused across the curriculum and extracurricular life.

HSU students are known for their spirit of adventure and their passionate desire to make a difference in the world. HSU provides a wide array of programs and activities that promote understanding of social, economic, and environmental issues and prepare students to become responsible citizens in a fast-changing world. Most HSU students take a **graduation pledge** to consider the social and environmental consequences of all their future career endeavors. The students began this tradition in 1987, and it has since been adopted by many educational institutions around the world.

Capacity, Infrastructure, and Operations

The university has more than 2.3 million square feet of built space that includes 103 individual facilities either leased or owned by HSU. Over the last ten years, the university has constructed six new facilities, including the **Kinesiology & Athletics building**, the **Behavioral & Social Sciences building**, the **Schatz Energy Research Center**, the **Humboldt Bay Aquatic Center** (off-campus), and the **College Creek Apartment Complex** (comprising five buildings). While HSU has been active in expanding its campus, it faces continued challenges associated with maintaining the physical campus, as evidenced by deferred maintenance costs that are currently estimated at $183M.

HSU's physical teaching capacity currently meets its needs. There is room to grow enrollment slightly above the university's funded 2017-18 enrollment targets without adding additional space. The 61 lecture rooms have the capacity to support 102% of projected enrollment, and the 105 teaching laboratories can support 100-101%. The campus has 158 spaces (nearly 40,000 square feet) devoted to conducting and supporting research. HSU maintains 15 self-instruction and 25 computer laboratories.

Off-site facilities include the **Telonicher Marine Laboratory**, located 15 miles from campus in Trinidad, the **Humboldt Bay Aquatic Center** and the **Third Street Art Gallery**, both located eight miles from campus in Eureka, the 385-acre **L.W. Schatz Demonstration Tree Farm**, located 25 miles from campus in Maple Creek, and the **HSU Natural History Museum** in Arcata. HSU owns the 90-foot-long "**R/V Coral Sea**," a research vessel moored in Eureka.

Economically, HSU provides more than 2,300 jobs and $190 million of **economic impact** in the local communities and more than $400 million impact on the statewide economy.

Structure and Changes (CFR 1.6)

In the 1990s, the campus was organized into three constituent colleges: the College of Natural Resources & Sciences, the College of Professional Studies, and the College of Arts, Humanities, & Social Sciences. Since the last full WSCUC review in 2008, HSU has added six new Bachelor of Arts degrees (**Criminology & Justice Studies; Critical Race, Gender, & Sexuality Studies**; **Environmental Studies**; **International Studies**; **Film**; and **Theatre Arts**) and has discontinued two Bachelor of Science degrees (nursing and industrial technology) and a master's in theatre arts.

HSU has been a leader among CSU institutions in the growth and development of online/hybrid curricular offerings. From 2012 to 2016, the number of students enrolled in individual online sections increased from 2,702 to 5,581 (106%). Nearly half of the HSU student population took at least one online course in 2016. Several new online programs have been developed, including bachelor's and master's degrees in **Social Work**, a master's degree in **Education**, and a degree-completion program in **Interdisciplinary Studies—Leadership Studies**.

HSU's division of **Academic Affairs** has had a number of personnel changes in recent years. The current provost, Dr. Alexander Enyedi, joined HSU in January 2016 after two interim provosts served following the retirement of Dr. Robert Snyder in June 2014. Since his appointment, Provost Enyedi has worked diligently to fill numerous vacancies and interim positions within the division. Academic Affairs has also undergone recent restructuring with the establishment of the **Retention & Inclusive Student Success** (RISS) office in 2014 and **Office of Institutional Effectiveness** (OIE) in 2016.

Currently (fall 2016), HSU has 8,503 total students (undergraduate, graduate, and credential; the **OIE Enrollment Dashboard**), 571 faculty (includes librarians, excludes coaches), 616 staff members, and 61 administrators (2016-17 Human Resources Survey, U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics).

Overall enrollment has been relatively steady since 2010, but in that time, HSU has experienced one of the most radical shifts in student demographics in the CSU:

- **Traditionally underrepresented groups (URG), Pell-eligible, and first-generation college student enrollment has doubled since 2010.**
- **HSU became a Hispanic-Serving Institution in 2013, and in 2016, URG students made up 43% of the student population, the highest percentage in HSU history.**
- **First-generation college students now make up more than half of HSU's current student body.**

The impact of this shift is profound. Most HSU students come from urban areas, and they must quickly adjust to life in rural Humboldt County. In response, HSU has developed new centers on campus to provide social and academic support to African American and Latinx students: the **African American Center for Academic Excellence**, the **Latinx Center for Academic Excellence**, and the **MultiCultural Center**. These centers are collectively administered by the director of the **Cultural Centers for Academic Excellence**. The university also maintains a center for student-**veterans**, and an **LGBTQ** center is currently in development.

2015-2020 Strategic Plan (CFR 1.1)

In July 2014, President Lisa A. Rossbacher, the seventh president to serve at HSU, took the post following the retirement of President Rollin Richmond. President Rossbacher immediately led the university community in working together to develop a **strategic plan**. At the heart of the strategic planning process was a clear and consistent commitment to data-driven decision making and continuous improvement. These two ideas form the core of HSU's new approach to program assessment and development, and they inform every aspect of its strategic plan implementation.

HSU's planning process in 2014-15 began with several town hall gatherings led by the **Increasing Student Success and Academic Excellence Committee**. These events resulted in a better understanding of HSU student data (**IRP 2015 Action Research Presentations**) and how campus members can use those data in assessing program success. During the planning process, the university set substantive goals and objectives and created a **blueprint** for action that is data driven and assessable, supports student learning, enhances campus culture, and prioritizes the realignment of resources necessary to achieve those enhancements. The new strategic plan envelopes the WSCUC self-study work and past WSCUC team recommendations.

Response to Previous Commission Actions (CFR 1.8)

In 2009, HSU formed the **Cabinet for Institutional Change** (CIC) in response to the 2008 WSCUC Commission Review (see chapter 2). In February 2010, the CIC released its report, ***Building the Capacity for Change: Improving the Structure and Culture of Decision Making at HSU***, that outlined recommendations for improvement in the areas of campus vision; shared governance; student success; developing a collegial, respectful, and responsive community; and cultivating evidence-based decision making. In April 2010, the **Change Steering Committee** (CSC) was created with the charge of keeping the CIC's recommendations in focus and ensuring that those with the resources and authority to act on them do just that. The committee offered regular progress reports in this area until the chair formally handed campus priority oversight to the University Senate in March 2012.

HSU submitted its Interim Report in 2013, which targeted areas of focus requested in the 2010 WSCUC Commission Action Letter. In response, the WSCUC Interim Report Committee (IRC) commended the university for its:

- **scorecard approach to communicate the university's planning and implementation progress,**
- **transparency and candor,**
- **approaches to student learning assessment and program review,**
- **use of program-review data in light of financial data for program prioritization,**
- **newly developed enrollment-management plan with strategies and desired outcomes,**
- **achievements in environmental sustainability, and**
- **robust evidence of realigning resources and institutional structures.**

The IRC also directed the university to continue to focus on (1) assessing student learning, (2) making excellence inclusive, (3) maintaining a positive campus culture, and (4) realigning resources and institutional structures.

To address these WSCUC recommendations, in spring 2017, the division of Academic Affairs started working on an Academic Tactical Plan (ATP). The ATP will serve as a continuous-improvement process designed to align with the campus strategic plan, institutional data, and the new **California State University Graduation Initiative 2025** mandates for retention and graduation. The ATP will prioritize the highest-impact projects to promote student success. Prioritized projects will feature tasks and plans that follow the stages of the continuous-improvement cycle. Each task is associated with a **RACI** (Responsible, Accountable, Consulted, Informed) matrix to define roles, ensure completeness, and clarify accountability.

The ATP will be used as a guide to assess progress toward the main goal of improving inclusive student success by:

- **increasing student learning, retention, and graduation,**
- **eliminating all achievement gaps,**

- **assessing all efforts to improve student success, and**
- **aligning resources with this goal.**

Preparation for the Accreditation Review

Focused preparation for the current review began in 2014 with the development of the strategic plan. A campuswide **orientation** by WSCUC Staff Liaison Dr. Maureen Maloney occurred in January 2016, and, in February 2016, President Rossbacher appointed students and members of the faculty and staff to the **Self-Study Steering Committee (SSSC)**. All three colleges, the **University Library**, the **Division of Enrollment Management & Student Affairs**, and **Administrative Affairs** are represented on the committee. CSU's Graduation Initiative 2025 emerged as an important system-wide mandate in fall 2016, and HSU quickly incorporated the CSU goals for improving graduation and retention rates into its WSCUC self-study. Reaccreditation efforts were initially led by Dr. Jená Burges, Vice Provost and Dean of Undergraduate & Graduate Studies and Accreditation Liaison Officer (retired August 2016), followed by Dr. Mary Glenn, Interim Vice Provost and Dean of Undergraduate & Graduate Studies and Accreditation Liaison Officer, and Dr. Rock Braithwaite, Chair of the SSSC and Chair and Professor of the Department of Kinesiology & Recreation Administration.

The SSSC completed a self-study and review (**Appendix B—Review under WSCUC Standards Worksheet**), created definitions, established a **webpage** with feedback links, and **prioritized the WSCUC criteria for review with the strategic plan blueprint** objectives. Subsequent activities focused on gathering data, conducting interviews, and writing the report essays (chapters). Campus participation and feedback were encouraged throughout the process and included **world cafés**, teaching and learning luncheons, town hall meetings, the interactive SSSC web page, and electronic communications to the university community (**Appendix C—WSCUC Self-Study Communication Plan**).

Report drafts were available to the HSU community for review and comment. Writing team leaders incorporated feedback into chapter drafts and made subsequent versions available for input. The president and her cabinet as well as the leadership team in the Office of Academic Affairs participated in editing several essay drafts. Dr. Mark Wicklund, a faculty member from the English department, edited the document for clarity and consistency of voice, and Marketing & Communications published the report. The Office of Institutional Effectiveness provided the majority of institution-wide data for the report.

Throughout the process, in-person progress updates were provided regularly at meetings of the President's Cabinet, University Senate, Staff Council, Academic Affairs, Administrative Affairs, Enrollment Management & Student Affairs, Council of Chairs, and Associated Students. A formal communication plan was developed and followed. In addition, a student-led video for faculty and staff was produced, emphasizing an inclusive student-success message and self-study themes (see **We Are Humboldt**). These activities kept members of the university community informed and engaged in developing the self-study report. These consensus-building steps have ensured that this report represents a true and complete self-assessment conducted by the entire university community.

"It's rewarding to inspire students to conserve wildlife. Tracking and observing elk is one way I show students the techniques for protecting wildlife and their habitats.".

Professor Micaela Szykman Gunther | Wildlife (Center)

CHAPTER 2: Compliance with Standards

Self-Review under the Standards and the Compliance Checklist

"HSU should provide substantial evidence in its institutional report for the next comprehensive review of a positive campus culture that is producing results and sustaining momentum."

—WSCUC Interim Report Committee, April 7, 2014

Worksheet for Self-Review/ Compliance Checklist (CFR 1.8)

In March 2016, the **Self-Study Steering Committee** examined and ranked WSCUC compliance areas while reflecting on previous WSCUC recommendations, undergraduate and graduate learning, inclusive student success, and HSU's future as an institution. After each member of the committee completed the *Review under WSCUC Standards and Compliance with Federal Requirements* worksheet, comments were synthesized and the mode for each rating was tabulated (**Appendix B—Review under WSCUC Standards worksheet**).

Self-Study under the Standards

HSU has made significant progress in several areas outlined in its self-study. This chapter details the measures taken to address the areas identified for improvement in the 2008 WSCUC Commission Review and in the 2014 WSCUC Interim Report Committee (IRC) feedback letter.

Areas of Strength (CFRs 1.3, 1.5, 1.8, 2.9)

The rapid change in student demographics represents an area of both strength and challenge for HSU. With the dramatic rise in enrollment of first-generation, Pell-eligible, and traditionally underrepresented students, the university community has readied itself to assess, adapt, pilot, evaluate, and scale to meet the changing needs of its student body. HSU's strong social justice focus and its commitment to embracing diversity have propelled its student-success efforts forward.

The university's strengths also include the unique learning opportunities presented by its student-focused faculty and its physical location. Members of the

faculty are evaluated on and supported in their teaching, scholarship, and service to ensure a student-centered approach. The faculty, staff, and administrators at HSU have repeatedly shown the ability to reassess and regroup in order to address areas in need of improvement. University-wide strategic planning and implementation efforts exemplify this ability.

Other HSU strengths include continued progress in data gathering and analysis, development of academic program assessment strategies, and the development of a continuous improvement process under the tutelage of the new Office of Institutional Effectiveness. Going forward, quality assurance will be driven by a culture of evidence, as the institution moves out of a culture of tradition and justification (**Appendix D—Measuring a Culture of Evidence rubric**). This shift in culture will help HSU make the decisions necessary to prioritize the improvement of student learning, retention, and graduation.

Areas of Challenge (CFRs 1.2, 1.8, 2.2a,2.2b, 2.3, 2.6, 2.8)

HSU recognizes the urgent importance of addressing the areas recommended by the WSCUC Commission as well as the need to embrace change, make critical data-driven decisions, and sustain these efforts. HSU's reaffirmation of its mission, vision, and values during the recent strategic planning process also enabled the university community to focus on the main areas in need of improvement:

- **Student learning assessment**
- **Inclusive student success (retention and graduation rates and achievement gaps)**
- **Campus climate**
- **Resources aligned with priorities**

Since the WSCUC Educational Effectiveness Review visit in February 2010, the university community has continued its work on numerous initiatives, many of which grew out of program prioritization, the recommendations of the Cabinet for Institutional Change, and the momentum established during the process of WSCUC accreditation reaffirmation. One of HSU's biggest challenges, however, is to balance its identity, its *Humboldt Essence*—its grassroots movements in building social change, its environmental responsibility, and its place-based learning—with the efforts and initiatives necessary to move the institution forward in making data-based decisions aligned with its budget, WSCUC, and its strategic plan priorities.

Addressing Areas of Challenge

Assessment of Student Learning

HSU's Integrated Curriculum Committee has developed guidelines and criteria for curriculum development. A group to oversee **General Education & All-University Requirements** (GEAR) replaced a structure that had been fragmented across the three colleges, and it is now in its fourth year. GEAR student learning outcomes (SLOs) are currently being redesigned to implement measurable and assessable outcomes while establishing GEAR as a

single, coherent program with a clearly defined mission and set of goals.

These are significant strides. However, the university has yet to fully develop a continuous-improvement cycle for academic program assessment, and we acknowledge the need to create a pervasive culture of evidence, particularly in assessing student learning. **Program Review, Evaluation, & Planning** was introduced in 2011-12 as annual and five-year review processes, replacing a program-review process that reported every seven years and showed limited ability to close the assessment cycle. Academic program assessment has continued to experience uneven development and follow through.

In 2015-16, HSU took two significant steps to establish a foundation for successful continuous program improvement:

- **Realignment of resources to develop and support an Office of Institutional Effectiveness (OIE), an expansion of the Office of Institutional Research & Planning**
- **Restructure of annual and five-year academic-program assessment prompts and processes**

The OIE has developed new data dashboards for program assessment, and an Academic Assessment Coordinator will start in fall 2017. The OIE plays a key role in the implementation of HSU's strategic plan, as it houses process-management and -improvement coordinators for all areas across campus.

The new process of academic-program assessment provides the framework for departmental and college reviews of strategies to decrease course-level achievement gaps, develop and offer supplementary courses, improve advising, broaden curricular offerings in terms of diversity of perspectives, and inform purposeful faculty development. Efforts in this area include re-examining student learning outcomes at various levels and assessing curricular changes against results of prior assessments.

In addition to the OIE's assessment developments, in fall 2017, the university is launching a **Center for Teaching & Learning** (CTL), which is a collaboration among the **Office of the Provost**, **HSU Library**, **College of Extended Education & Global Engagement**, and **Information Technology Services**. Through the OIE and CTL, the university has implemented aspects of the strategic plan and created pathways to effectively assess student learning and build institutional capacity through data-driven decision making, aligning resources with priorities, and establishing a culture of evidence and continuous improvement. These areas focus on transforming assessment feedback into clear actions by responsible units, committees, departments, and programs.

Inclusive Student Success

Since 2010, efforts to eliminate achievement gaps have been mixed but promising. For the class of 2015, students from traditionally underrepresented groups actually had slightly higher retention rates than the total population (70.6%/70.2%) while first-generation students were only slightly behind the total (69.8%/70.2%) (**Service Group Retention and Graduation Report Options**).

HSU has numerous student success initiatives underway, including the new ***Stars to Rocks*** broad-based general-education course for physical science majors (refer to the **GI 2025 Student Success Plan**) and the

place-based experiential learning program **Klamath Connection**. In addition, the university has received nearly $5 million through a Department of Education STEM grant for Hispanic-Serving Institutions to fund the expansion of place-based cohort pilot programs designed to enhance peer-mentoring and tutoring resources and to make student success services more sustainable.

HSU is also one of 44 institutions participating in the American Association of State Colleges & Universities program, **Reimagining the First Year of College** (RFY). The program's goal is to share knowledge among institutions to improve student success, with special attention paid to populations of low-income and first-generation students from underrepresented groups. The RFY learning community within HSU and across RFY institutions provides reviews and shares evidence-based practices, programs, and implementation strategies.

The university is participating in other collaborations, as well. The CSU's expanded support of **High-Impact Practices** (HIP) through the Graduation Initiative 2025 and the chancellor's allocation for academic and student-success programs (**Appendix E—TPW-Presidents-Memo-4-9-13-Reducing-Bottlenecks-and-Improving-Student-Success Memorandum**) provided an opportunity to learn about practices at other CSU institutions and to compare assessment techniques in order to analyze the effect of HIP on student success and retention.

HSU recognizes that its student-support services need to be assessed and better integrated with academic initiatives and other activities across campus. This includes the need to expand the growth and academic mission of the **Cultural Centers for Academic Excellence**; to move tutoring services to a more accessible physical location; and to successfully implement and integrate the student-retention system **Skyfactor MapWorks™**, the course-planning software **u.Direct**, and other systems to track student progress and provide a more effective early alert system.

Positive Campus and Community Climate

In response to the 2008 WSCUC Commission Review, HSU's Cabinet for Institutional Change detailed its recommendations in the 2010 report, ***Building the Capacity for Change***. The report identified the need to empower cross-divisional working groups to address diversity, sustainability, and the need to integrate the university's vision into all key decision-making processes. The strategic planning process in 2014-15 reaffirmed the university's statements on its mission, vision, and values and introduced the first campuswide **world café** discussions. The campus community benefitted from **opportunities to participate** in constructive conversations about university priorities. From the Action Research Campus Discussions in 2015, the **Student Success Summits** in 2016-17, and other campuswide initiatives, the university community is beginning to appreciate the benefits of inclusive planning.

HSU implemented its intranet for more effective communication across campus units, created additional all-university socials and events, and improved new faculty orientation and integration, which has been extended to a year-long learning community designed to foster social connections with the second-year tenure-track faculty.

The **President's Native American Advisory Council** regularly brings together representatives from the Northern California Tribal Chairman's Association, HSU students, and staff and faculty members to discuss areas of mutual interest. In addition to the important

Tribal relationships, a 2015 survey of faculty and staff engagement in community outreach demonstrated the university's continued commitment to engaging the community at large. And, the **Equity Alliance for the North Coast** is a campus-community collaboration focused on improving cultural competence improving cultural competence and racial equity in the region.

Realigning Resources (CFR 1.6)

In 2010, a $12 million cut in state allocations dramatically reshaped HSU's fiscal reality, leading to seven years of deficit spending. One-time funding has frequently been used to support ongoing initiatives and unfunded state mandates. While the university budget is still not at the levels of funding experienced before 2009, state funding has slowly increased over the past four years. This has helped decrease the deficit spending while also providing funds to improve faculty and staff compensation. The university has focused on eliminating the deficit and using base funding to support strategic priorities. Positive signs of transformation include a shift to strategic budgeting and a developing clarity regarding the role of the University Resources & Planning Committee (see chapter 7). Strategic budgeting will ensure that resources are aligned with HSU's strategic priorities over the next five years and beyond.

HSU has worked to recruit an associate vice president (AVP) for Enrollment Management following the departure of its previous AVP in December 2015. This has been a challenge, and the university had no one in that role for over a year. In January 2017, President Rossbacher appointed an interim enrollment AVP to focus on fall 2017 yield activities while she rethinks the structure and viability of the existing organization. Meanwhile, HSU contracted with AACRAO Consulting to provide feedback on the university's enrollment management structure, effectiveness, and efficiency. With the help of these consultants, HSU is developing a new strategic enrollment plan, which will guide the university into the future.

“Students get to address some of the most interesting scientific questions in stem cell biology and regenerative medicine by conducting experiments together and doing it multiple times.”

Professor Amy Sprowles | **Biology** (Center)

CHAPTER 3: Degree Programs

Meaning, Quality, and Integrity of Degree

"For HSU to move beyond design and implementation to the production of student learning outcomes results across the institution, at every level, that are regularly used to improve learning and teaching, HSU should provide substantial evidence of its efforts to 'close the loop' in its institutional report ... "

—WSCUC Interim Report Committee, April 7, 2014

A degree from Humboldt State University is founded on the academic standards and requirements of the CSU and further defined by the quality and uniqueness of the major programs on campus. As HSU continues to build a culture of evidence, opportunities exist in many areas to fully articulate, align, and incorporate its vision throughout the curriculum. More work is needed to ensure outcomes are coordinated and measurable in ways that promote inclusive student success and growth. Strides have been made since the last WSCUC review, including the creation of program learning goals and annual reviews (CFR 4.5), the development of the Office of Institutional Effectiveness to support outcome assessment, and the implementation of numerous initiatives aimed at inclusive student success and greater collaboration on curriculum. Nonetheless, work remains. HSU still lacks university-wide agreement on how student learning and outcomes should be defined and assessed. Many assessment efforts require further coordination and alignment. As the demographic composition of the university continues to diversify, consistent assessment practices that close the loop and lead to identifiable improvement in the degree outcomes need further development and implementation.

Meaning of Degree (CFRs 1.1, 1.2, 2.2a, 2.2b, 2.4, 2.6, 2.10)

Humboldt State University is part of the **California State University system**, and, therefore, students must satisfy certain state-mandated requirements in order to graduate with either a baccalaureate or master's degree (**Title V of the California Code of Regulations**). These requirements must be met by both the major coursework and the **General Education & All-University Requirements** (GEAR).

Depending on a student's choice of major, the graduate will earn a Bachelor of Arts, a Bachelor of Science, a Master of Arts, a Master of Science, or a Master of Social Work.

As stated in HSU's **Student Learning Outcomes**, upon completion of the baccalaureate degree, graduates will have demonstrated:

- **effective communication through written and oral modes,**
- **critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues,**
- **competence in a major area of study, and**
- **an appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.**

Graduates will also be prepared to:

- **succeed in their chosen careers,**
- **take responsibility for identifying personal goals and practicing lifelong learning, and**
- **pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.**

In support of these outcomes, all graduates will demonstrate **competency** in these areas: critical thinking, oral communication, written communication, science, arts and humanities, social science, lifelong learning and self-development, diversity and common ground, and American Institutions.

In addition to those requirements defined in Title V (GE Areas A-E and American Institutions), HSU students are also required to take two Diversity & Common Ground courses, which are defined as any courses that require students to analyze and consider diverse, multicultural, and/or global perspectives (CFRs 1.1, 1.2; see also 2.4, 2.6, 2.10).

Beyond the general outcomes and competencies in place for all students, each program also defines outcomes for their graduates, which are listed in the **HSU catalog**. Program outcomes are translated into course outcomes that are part of each course syllabus and defined through the content of instruction.

Ideally, the meaning of an HSU degree should align with course-level student learning outcomes and program-level learning outcomes. A word cloud aggregation of program-level learning outcomes derived from the 2013-14 annual program reviews of 54 undergraduate

and graduate programs suggests that the meaning of an HSU degree primarily involves *research ability, social skills, understanding information*, and *demonstrating knowledge*. Although many program-level outcomes do incorporate the university-level outcomes, there is room for further integration and alignment.

Quality of Degree (CFRs 2.5, 2.10, 2.11, 3.1, 3.10, 4.3-4.7)

A degree from Humboldt State University represents a distinct experience. HSU's reputation with respect to social justice, environmental responsibility, hands-on learning, and place-based learning communities has grown organically from the interests of the student body and faculty over the 104-year history of the university. This focus is codified in HSU's **vision** and is represented throughout the components of the HSU degree and in the many quality programs on campus. Classroom engagement is supported by hands-on science-based programs, a strong arts program and culture, and professional opportunities in the local community. A degree at HSU is much more than a classroom experience.

Consistent with HSU's **mission** to improve the human condition and the environment, a key part of students' degree experiences at HSU is participation in local internships and service activities (**Appendix F—Service Learning & Academic Internship Courses AY 2015-16**). **Experiential learning** is a strong component of the HSU degree, supported by the university's unique location and its connection with the local area. Every year, HSU provides the opportunity to over 1,000 students through more than 50 courses to integrate with the community through service learning and academic internships. The university assists in coordinating more than 350 approved learning sites, many of which are located in Humboldt County. The College of Professional Studies also provides an **internship map** to assist students with an overview of internship sites.

HSU is committed to providing students with multiple opportunities for hands-on learning with professors and for participation in research and community service. For 40 years, HSU students and faculty have studied the ocean and its fisheries, wildlife, biology, chemistry, and geology aboard the **R/V Coral Sea**. As with HSU's **Telonicher Marine Lab** in nearby Trinidad and the **Child Development Laboratory** on campus, these "classrooms" provide rich learning opportunities for both undergraduate and graduate research. HSU students study and conduct research alongside the world's leading experts on redwood trees; they study sustainable energy systems at the **Schatz Energy Research Center**; they study forest fires in the cutting-edge **Fire Lab**; they create art in the jewelry, metalsmithing, and ceramics labs; they study ancient Mayan history in Belize; they create theatre, dance, and film productions; they study the mechanics of walking in the **Biomechanics Lab**; they work with children in local schools; and students in the Spanish program engage in service learning by providing interpretation services for local non-governmental organizations and community partners. In short, possibilities abound for undergraduate and graduate students to experience research and hands-on learning.

In 2015-16, roughly 500 students gave nearly 50,000 hours of service to the community through the **Center for Community Based Learning**. HSU currently has 19 formally designated service-learning courses with six additional courses being piloted during the 2016-17

academic year. Additionally, over 20 programs at HSU have formal academic internship options for their students.

Participation in externally funded research for undergraduate and graduate students supports the overall goals of an HSU degree. Grants provide direct support and scholarships for students and provide equipment for instruction and research. Undergraduate students in all disciplines benefit from being a part of the funded research of the university faculty and staff. These opportunities provide undergraduates with hands-on experiences as they prepare for graduate school or professional training. The programs and mentors at HSU support students as they explore possible career paths, and many undergraduates make research a focal point of their academic training. Engagement in undergraduate research is an important high-impact practice that increases student retention. **Appendix G—Grant Submissions and Awards** provides examples of external funding.

One example of research support is the **Undergraduate Research and Mentoring Program in the Biological Sciences** (URM). Funded by the National Science Foundation, this program provided nearly $900,000 from 2009 to 2015 to support undergraduate students with financial aid and housing stipends. URM put particular emphasis on broadening participation of members of groups historically underrepresented in science and engineering: American Indians, Hispanic Americans, African Americans, Alaska Natives, Native Hawaiians and other Pacific Islanders, and persons with disabilities. The participating faculty led several workshops on how to prepare for graduate school and the job market.

In the humanities and social sciences, experiential learning is embedded in the curriculum, ensuring that students connect classroom activities with real world experiences. English majors visit the annual Shakespeare Festival in Ashland, Oregon; religious studies students experience religious ceremonies and traditions through weekend workshops with Buddhist, Jewish, Christian, and Native American spiritual leaders; political science and international studies majors compete in Model United Nations programs in San Francisco and New York; and both Spanish and international studies programs require study abroad experiences.

Integrity of Degree (CFRs 1.2, 2.1-2.4, 2.6, 2.7, 2.10, 3.1, 4.1-4.6)

Like all institutions of higher learning, HSU routinely examines the meaning, quality, and integrity of its degree programs. The university's vibrant history offers students a distinctive degree experience and presents challenges for assessment that are being addressed through several processes. The assessment and continuous-improvement cycle is outlined briefly here as it relates to degree integrity; it is discussed in greater detail in later sections.

Academic programs at HSU conduct full program reviews every five years. In addition, each program completes annual reports on curriculum and pedagogy assessment, enrollment/diversity, and student success and department activity to continually improve programs and to provide context and regular updates to the more extensive program reviews. This process, known as **Program Review, Evaluation, & Planning (PREP)**, was introduced during the 2011-12 academic year and has seen annual refinement, the details of which can be found in chapters 4 and 6 (CFRs 2.3, 2.4, 2.7, 2.10, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5).

Parallel to the work carried out by academic programs to ensure their quality, periodic attempts have been made in recent years to examine the quality of **GEAR** courses. Due to a number of reasons, there have been no meaningful attempts to assess (or document the assessment of) GEAR as a program. The fractured and decentralized nature of HSU's GEAR program has left individual academic programs in charge of the administration and assessment of GEAR courses at a time when those programs were feeling the pressure to assess first and foremost their own major outcomes. The closest thing to centralized stewardship of GEAR as a program has been the GEAR committee, a group of faculty whose membership and leadership change annually, contributing to a lack of consistency and continuity that has hampered efforts to reform the program over the years (CFRs 2.1, 2.3, 4.1, 4.3, 4.5, 4.6).

HSU has taken significant steps during the past five years to understand the role and value that assessment plays in improving the student experience. However, expanded use of assessment has been hindered by the lack of an academic assessment coordinator and a faculty development director. Between 2010 and 2013, the university had two different academic assessment coordinators, and since 2014, the three academic associate deans have served as de facto coordinators for their respective colleges. In 2016, the Office of Institutional Effectiveness was charged with focusing on institutional effectiveness and supporting program review and assessment activities (CFRs 4.1, 4.2, 4.3, 4.4, 4.5, 4.6). As part of this charge, the office will house an academic assessment coordinator and work closely with the new Center for Teaching & Learning.

In addition to internal program reviews, the quality of the HSU degree is also supported by ongoing reviews through external audits and accrediting bodies, (**Appendix H—Academic Program External Review**). Work continues across campus to improve the overall degree experience. One challenge is to think of an HSU degree as the baccalaureate as a whole, not simply the student's major program at graduation. Ideally, the HSU baccalaureate should garner a reputation for excellence, and creating a common set of student learning outcomes that all HSU students must achieve in order to graduate is paramount. These SLOs must be more than the five core competencies, as those serve as a baseline for all universities and do not make a unique HSU experience (CFRs 1.2, 2.1, 2.2, 2.3, 2.6).

The meaning, quality, and integrity of the degree are driven by the success of students during their time at HSU and in their chosen paths after graduation. Assessing student learning and outcomes is a vital component to ensuring the quality and integrity of the university's degree programs. As discussed in the following chapters, HSU continues to grow in these areas, but significant opportunities still exist to improve, refine, and expand the assessment of student learning outcomes and, in the process, close the loop by implementing changes that positively affect all students.

“I want my students to take away an appreciation for preserving the past and that we have a lot to learn from our shared ancestry with ancient cultures.”

Professor Marisol Cortes-Rincon | Anthropology (Left)

CHAPTER 4: Educational Quality

Student Learning, Core Competencies, and Standards of Performance at Graduation (CFRs 2.2, 2.3, 2.4, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4)

"However, it bears repeating that the university needs to provide evidence of the outcomes of its numerous activities and initiatives, showing their impact, and needs to show how results are being used to make improvements."

—WSCUC letter to President Rollin Richmond, April 7, 2014

The Inventory of Educational Effectiveness Indicators, submitted with the WSCUC 2014 Interim Report, documents the full participation of programs across campus in the design and implementation of student learning outcomes.

Humboldt State's **student learning outcomes** were most recently updated through campuswide strategic planning in 2001. In 2012, faculty updated the learning outcomes for all credential programs through the reaccreditation process with the California Commission on Teacher Credentialing. In 2016, the faculty of the Graduate Council established student learning outcomes for all master's degrees.

In 2013, HSU completed a project to identify and align program-level and course-level student learning outcomes. Within each program (undergraduate, credential, and graduate), faculty created maps that link course-, program-, and degree-level outcomes. HSU's **syllabi policy** requires that all three levels of learning outcomes are included on every course syllabus so that expectations for learning guide instruction and help students understand how coursework contributes to outcomes for the program and degree in which they are engaged.

Standards of Student Performance (CFRs 2.2, 2.2a, 2.6)

At the baccalaureate level, the institutional standards for student performance have been focused on grades at course completion. Most degree programs require grades of C- or C (B- for credential and graduate programs) as minimum grades in required coursework. In general education, a minimum grade of C is required in the "golden four" lower-division courses in Quantitative Reasoning, Oral Communication, Critical Thinking, and Written Communication. Students who have demonstrated sufficient

achievement to earn a passing grade in all required courses have, by design, met the standards of student performance at the program level and university level.

Additional evidence of appropriate standards for student performance has come from data in national surveys such as the **National Survey on Student Engagement (NSSE)**, in which HSU seniors report that the top gains from their academic programs include thinking analytically (87%) and writing clearly and effectively (68%).

Of course, tracking student grades provides only a small piece of the larger picture of student learning, and, in particular, it does not provide clarity on the attainment of course-, program-, or university-specific student learning outcomes. New approaches, such as assessing specific student output using the Association of American Colleges & Universities' core competencies rubrics, have been developed and implemented to provide a clearer understanding of how well our students are mastering the outcomes set for them. These new approaches are part of HSU's renewed focus on the process of continuous improvement through assessment and program review.

Improving Student Success by Course Redesign (CFRs 4.3, 4.4)

In 2011-12, an effort was made to reduce the list of gateway courses on campus. The Office of Institutional Effectiveness defines gateway courses as courses with a student success rate (defined as a passing grade of C- or better) lower than 85%. A series of course-related efforts, including pedagogical and curricular changes, led to the removal of 14 courses from this list. This reduction in the number of courses with low success rates is evidence that the university's efforts to improve student success through course transformation have been working.

The Department of Chemistry's curriculum overhaul of CHEM 109 and later courses in the sequence included lowering content density by re-assigning content to later courses and increasing student time with instructors. The initial data are promising: The overall success rate (the percentage of students receiving a grade of CR or C- or higher out of all students receiving grades, excluding grades of RU, I, RD, RP, and W) in CHEM 109 increased from a historical average of 69% to 81% (**Appendix I—CHEM 109 Curriculum & Success Data**).

The Department of Economics has introduced **supplemental instruction** for ECON 210 and ECON 310 in recent years. The overall success rate has increased from a historical average of 82% to 86% in ECON 210 and from 80% to 96% in ECON 310.

In 2015, the Department of Psychology transformed PSYC 104 to increase student engagement through the introduction of small discussion sections. Preliminary results show an improvement in the success rates and a reduction in the achievement gap. In 2011-12, the success rate in PSYC 104 was 70% for URG students and 80% for non-URG students. For 2015-16, under the new design, the success rates were 83% for URG students and 86% for non-URG students.

Improving Student Success with Evidence-Based Teaching Practices (CFR 4.4)

HSU prioritizes evidence-based teaching practices as important components of its degree programs. Research (**Brownell and Swaner, 2009**) suggests that these

high-impact practices increase rates of student retention and student engagement and, thus, student success. Moreover, the university's use of evidence-based teaching and learning practices is one of the ways it can confirm that students are learning.

Writing-Intensive Experiences

In 2015-16, under the leadership of Maria Corral-Ribordy, lecturer in the Department of Critical Race, Gender, & Sexuality Studies, HSU launched an innovative journal of student writing titled ***CouRaGeouS Cuentos: A Journal of Counternarratives***, published through the HSU library's HSU Press. The idea for the journal emerged from the interests of Chicanx and Latinx students in Corral-Ribordy's class.

Faculty members in English at HSU are also working to replace HSU's Graduation Writing Proficiency Exam with a more comprehensive and more easily assessed Writing Across the Curriculum (WAC) program.

Addressing Gaps through Academic Assessment Activities and Program Review (CFR 2.7)

While Humboldt State has made efforts to define and align expectations for student learning and support student success, the university also recognizes that it has more work to do to ensure that student learning is consistent with expectations. HSU is currently transitioning from an assumption that grades accurately measure student learning toward a set of metrics that will better inform the continuous-improvement cycle within each degree program. A critical vehicle for doing this work is a recently refined process for Academic Assessment Activities & Program Review, Evaluation, & Planning. Academic program review is discussed in detail in chapter 6 of this report.

Building a Foundation for Campuswide Assessment (CFRs 4.3, 4.4)

For the past five years, HSU has been building the foundation for an improved assessment process of evaluating core competencies. A campuswide assessment was conducted in 2011-12 wherein every program was tasked with identifying discipline-specific writing skills for its majors and conducting assessment in this area. For some programs, this assessment was an opportunity to attend to a fundamental university-level learning outcome that program faculty may not have considered their responsibility. Several examples of incorporating assessment findings into the continuous-improvement cycle and closing the loop on pedagogical or curricular changes to improve student success follow.

The spring 2011 Environmental Resource Engineering program's assessment was devoted to evaluating technical writing (**Appendix J—ERE Written Comm Assessment**).

In spring 2012, the French & Francophone Studies Program conducted a developmental/intermediate "Short Reading Analysis in French" writing assessment (**Appendix K—French Written Comm Assessment**).

In 2012-13, many programs across campus worked with the director of educational effectiveness to refine their program outcomes so that they were more easily assessed and more connected to the WSCUC core competencies. This resulted in far fewer learning outcomes employing the phrases *appreciation for* or *exposure to*, and many more employing the words *identify, articulate, evaluate,* and *apply*.

This refinement produced both small and large changes across campus. For example, the Physics department started fresh in 2012-13 by first identifying student learning outcomes at the course level, which led to extensive discussion of the fundamental learning outcomes for the major. This, in turn, led to significant program revisions (removing, adding, and changing courses) so that the curriculum would more strongly support student learning. The results of the mapping exercises proved to be of immediate use to better inform temporary faculty of the principal role that individual courses are expected to play in supporting student learning.

Assessing the Core Competencies in Undergraduate Majors (CFRs 4.3, 4.4)

In 2013-14, program faculty were tasked with connecting the existing alignment of course and program learning outcomes to the core competencies so that annual assessments of student learning would inform the faculty about student learning in the majors and inform the university about student learning in the core competencies that are developed and mastered in those majors.

In spring 2014, program faculty analyzed student work using the Association of American Colleges & Universities Information Literacy rubric. Unlike earlier assessments that informed department faculty about students in their classrooms, this assessment of core competencies helped the institution characterize efforts to close the loop between assessment data and continuous-improvement practices across campus. After gathering and compiling assessment results on information literacy across campus, actions taken by program faculty included:

- **reviewing the information literacy goals explicitly with all program faculty members to ensure that opportunities for mastery of all aspects were accounted for within the curriculum,**
- **embedding research in several milestone classes in the major, discussing learning objectives with all new majors (first-year and transfer), and developing practices to enhance successful research skills for all majors, and**
- **working with designated library liaisons to put together information-literacy workshops for students and comprehensive research guides to support student success in specific courses.**

One example of the above actions occurred in Recreation Administration, where program faculty identified three courses that students should take earlier in their academic career in order to learn methods to evaluate information and sources and to use information effectively (**Appendix L—Rec Admin Information Literacy Assessment**).

In 2014-15, departments were asked to assess their learning outcomes that were most connected with oral communication. Sample results from the assessment, including actions to close the loop, are included here (**Appendix AC—Inventory of Educational Effectiveness Indicators**).

In the Department of Critical Race, Gender, & Sexuality Studies, students were assessed through an oral presentation in which they discussed the ways that their curricular and co-curricular activities have prepared them for their post-graduation plans for work or graduate study (**Appendix M—CRGS Oral Comm Assessment**).

Standards of Attainment (CFR 2.6)

For the assessments of the core competencies, the Academic Programs Office has encouraged faculty to use the **VALUE** (Valid Assessment of Learning in Undergraduate Education) rubrics from the Association of American Colleges & Universities (AAC&U). With the suggestion that the VALUE rubrics could be modified to fit discipline-specific aspects of the core competencies, the generally accepted proficiency level for all students at graduation is comparable to Milestone 3 of the VALUE rubrics.

Based on the assessments that have occurred and the data that have been collected from across campus, it is estimated that about 80% of HSU graduates are demonstrating the competence expected in written and oral communication within their disciplines (with 40% exceeding expectations, **Appendix AJ—Oral Communication Assessment Results (Responses)**, and about 65% are demonstrating expected competence in information literacy (with 30% exceeding expectations, **Appendix AK—Information Literacy Results Tally (Responses)**. More work still needs to be done to ensure that all HSU students are graduating with at least the expected level of competence in these skills.

Written communication is measured in part through the Graduate Writing Proficiency Exam (GWPE) in fulfillment of the CSU requirement that all students demonstrate writing proficiency before graduation. At Humboldt State, the exam consists of two 45-minute essays that serve to verify components of the AAC&U Written Communication VALUE Rubric at level 3. All HSU graduates since 1979 have passed the GWPE; however, the university is preparing to replace it with a WAC program that supports students' writing knowledge and development through a vertically articulated course of study with discipline-specific writing-intensive courses, a practice identified as high impact by the AAC&U (**Appendix N—Writing Across the Curriculum Proposal**).

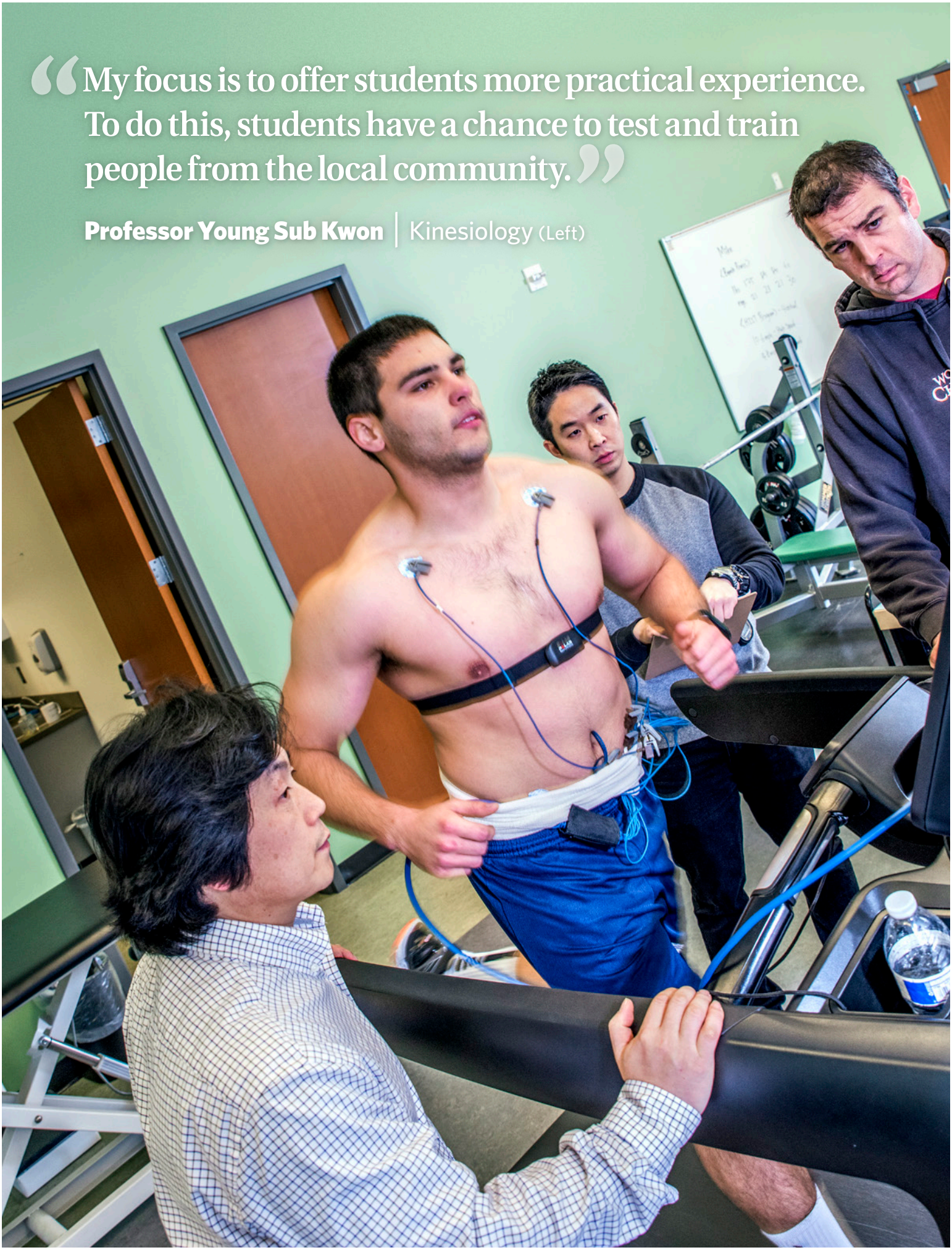
Assessment of Core Competencies at the Graduate Level (CFRs 2.2b, 2.3, 2.4, 2.6, 2.7, 4.3, 4.4)

Evaluative Rubrics (CFR 2.2b)

To evaluate the core competencies at the graduate level, thesis committee members are asked to complete an evaluative rubric for each student's oral presentation and thesis. Rubrics from master's programs in education, environment and community, kinesiology, environmental systems, biology, applied anthropology, and business were examined by the Office of Graduate Studies. The rubrics provide descriptive text for each of three levels of performance of student learning outcomes to ensure consistent scoring and to ensure the usefulness of the collected information.

Closing the Loop—An Example from Natural Resources (CFRs 2.3, 2.4, 2.6, 2.7, 4.3, 4.4)

The assessment process using rubrics for the Master of Science in Natural Resources offers a useful example of closing the loop. Graduate students writing and oral communication skills for the thesis process are evaluated as "Not Demonstrated", "Demonstrated", or "Mastered" according to specific criteria. Data from the rubric provide a comprehensive overview that allow for the Natural Resources program to evaluate students and make changes. Both the rubric and data are provided for review in **Appendix O—NR Program Review**.



“My focus is to offer students more practical experience. To do this, students have a chance to test and train people from the local community.”

Professor Young Sub Kwon | Kinesiology (Left)

CHAPTER 5: Student Success

Student Learning, Retention, and Graduation (CFR 1.2, 2.7, 2.12, 2.13, 2.14)

"HSU should provide substantial evidence in its institutional report for the next comprehensive review that these programs and initiatives are producing meaningful and sustainable results and that assessment of student learning supports the success of students from different racial and ethnic backgrounds."

—WSCUC Interim Report Committee, April 7, 2014

Setting the State's Stage for Student Success (CFRs 1.2, 2.7, 2.11-2.13, 4.1, 4.2)

California State University Graduation Initiative and Graduation Initiative 2025

Humboldt State has considered increasing student success within a broad context and using the life-cycle model. The CSU has long focused on increasing the number of students enrolled in public higher education and the number completing a baccalaureate degree. In 2009, as part of the CSU Graduation Initiative, HSU set a goal of increasing by 2015 the four-year graduation rate for students belonging to underrepresented groups (URG) by 15% and by 12% for the rest of students. To support this goal, the university initiated a series of activities that are discussed here.

Performance in improving four-year graduation rates has been mixed. As of fall 2015, 14.5% of first-time, full-time undergraduates graduated within four years. Significant differences exist when comparing URG students to the overall rate. Only 11.4% of African American non-Hispanic students and 8.2% of Hispanic students graduated in four years, which is significantly lower than the 17.4% success rate for white students. Most recently, HSU set campus goals as part of a system-wide graduation initiative, which has set a goal of increasing first-time, full-time undergraduate four-year and six-year graduation rates to 30% and 56%, and two-year and four-year transfer

graduation rates to 38% and 79% by the year 2025. Additional targets aim to eliminate the achievement gap between the overall population and URG and low-income students. See Graduation Initiatives **2009** and **2015** for full reports, including proposals and updates.

The Changing HSU Student

Chapter 1 detailed how dramatically the demographics of the HSU student body have shifted in recent years. In addition to the recent surge in URG and first-generation students, HSU has seen a rise in students with fewer finances at their disposal. In 2010, 45% of students who applied for financial aid expected their families to contribute $1,000 or less toward their college expenses. By 2016-17, this number had risen to 54%—an increase of 20% in just six years. Most (75%) of these lower-income students arrive with plans to complete their baccalaureate degrees at HSU. Similar trends are evident in the graduate student population as well. **Appendix P—Student Demographics 2009-2016** has a complete student demographic breakdown of HSU enrollment.

In 2015-16, HSU conducted several **action research studies** to identify ways to better address the needs of its growing population of first-generation URG students, who now make up over half of incoming freshman, and to identify factors contributing to all students' success. Student surveys indicate that many URG students would benefit both from a better onboarding experience and from additional social support once on campus. Data also show that 30% of first-time undergraduates earn less than a 2.0 GPA in their first term at HSU (resulting in academic probation), and nearly 30% leave after their first year. HSU students placed on academic probation are *four times less likely to* graduate in four years than students who are never on probation. The overarching goal is to provide a structure that helps students earn their degrees efficiently in an environment where they feel welcome, supported, and equipped to succeed.

Enrollment Management and Student Life Cycle (CFRs 2.13, 2.14, 3.4)

Kalsbeek (2013) defines strategic enrollment management in **Hossler and Bontrager (2015)** as "a comprehensive approach to integrating all of the university's programs, practices, policies, and planning related to achieving the optimal recruitment, retention, and graduation of students".

Results from the 2009-2016 enrollment management recommendations (**Appendix Q—Enrollment Management Plan (2009-2016) Summary**) have been mixed. The percentage of first-time undergraduates who retain to the second year has fallen. The classes of 2012-2015 retained at rates of 76.2% (an institutional high), 73.2%, 74.5%, and 70.2%. Upper-division transfer student one-year retention rates rose from 83.3% to 85.1% during this time.

Pre-matriculation Support

Success for URG students begins prior to their arrival on campus. HSU's Early Outreach Department houses seven programs designed to increase college readiness and strengthen the local five-county-area pipeline from post-secondary to college graduation. Three TRiO programs—**GEAR UP** (Gaining Early Awareness & Readiness for Undergraduate Programs), Upward Bound, and Educational Talent Search—are supported by federal funds, and the remaining four programs—Early Assessment Program, Parent Institute for Quality Education, Student

Academic Services Outreach Program, and Local Pathways—are state funded.

The university achieved another success in this area in 2015 when it was awarded $3 million through California's Innovation Awards competition. The award was presented for HSU's work with the **Humboldt Post-Secondary Success Collaborative**, which has the goals of increasing bachelor's degree attainment, reducing time to degree, and increasing transfer pathways for local students. The university is using the funds to partner on several initiatives with the College of the Redwoods (CR), Humboldt County Office of Education (HCOE), and Humboldt Area Foundation (HAF). These include providing college exploration programming to area students in grades 7 to 12; establishing a one-stop online application for over 250 scholarships available to area students; developing new transfer articulation agreements between HSU and area community colleges, especially CR; and developing a means of data sharing among local high schools, CR, and HSU. An assessment plan is also being developed for these initiatives, with assessment expected to occur over the next three years.

Orientation

The **Humboldt Orientation Program** (HOP) provides a comprehensive orientation program for in-coming first-time undergraduates, and HSU has a new "Transfer Orientation" program. Content is delivered both online and in person and includes degree and graduation requirements and corresponding policies, student-support program information, and mandatory training concerning policies related to sexualized violence and alcohol and other drug use. In 2016, HSU took a further step to support the success of incoming students by tasking a working group with envisioning new student on-boarding programs and processes for both first-time freshmen and upper-division transfer students. A phased implementation of the group's recommendations will begin with fall 2017 incoming freshman.

Closing the Achievement Gap (CFRs 2.4, 2.6, 2.7, 4.3, 4.4): Retention, Academic, Cultural, and Social Support

Retention & Inclusive Student Success (RISS)

In 2013, following the recommendations of the Retention & Student Success Reorganization working group, HSU began an organizational restructuring of the student-services programs focused on supporting retention and student success, and it launched a new unit, **Retention & Inclusive Student Success** (RISS). This decision emerged after a multi-year process of analyzing data on student success and conducting multiple qualitative assessments of student needs. The goal in this restructuring was to bring focus and energy to the university's efforts to support student success and to build new programs for URG students.

This effort was part of a larger campuswide approach to increase retention and graduation rates and to close the achievement gaps. Existing programs such as the **Educational Opportunity Program/Student Support Services**, the **Learning Center**, the **Academic Career & Advising Center**, the **Indian Tribal & Educational Personnel Program**, the **Indian Natural Resources, Science, & Engineering Program**, the **MultiCultural Center**, the **Center for Community Based Learning**, and the **Retention**

through Academic Mentoring were brought together, and new student centers were launched—in particular, the African American Center for Academic Excellence and the Latinx Center for Academic Excellence.

Purposeful Refinement: Office of Diversity & Inclusion to Office of Diversity, Equity, & Inclusion

HSU's 2013 WSCUC interim report outlined progress toward HSU's goal of making excellence inclusive. In the years since, demographic changes in the incoming student population have underscored the centrality of this work to HSU's institutional mission. The university has continued to make sustained progress toward this goal, with the Office of Diversity, Equity, & Inclusion (ODEI) coordinating the ongoing development, implementation, and refinement of the Campus Diversity Action Plan. The office released the plan in fall 2013, and it has provided a framework for the university's work in this area since then.

Specific efforts since 2013 include the ODEI's implementation of a comprehensive action plan for faculty diversity. Changes to the faculty hiring process that were first implemented in 2009 resulted in marked increases in the diversity of faculty applicant pools and in new faculty appointments. This included the design and delivery of an *Avoiding Unconscious Bias in the Hiring Process* training curriculum that has engaged more than 1,100 staff and faculty members across campus. Another effort since 2013 has been integrating a focus on increasing inclusive excellence and decreasing achievement gaps with the annual planning and evaluation process for all academic programs. To this end, HSU launched the university-wide Institute for Student Success, which has offered faculty, staff, and administrators twice-yearly professional development conferences, book circles, and other educational offerings throughout the year. These are all focused on inclusive student success, with topics such as creating inclusive campus environments and effective pedagogy. Refer to the Office of Diversity, Equity, & Inclusion's 2012 Dissecting Diversity (2008-12 retrospective) and 2014 Cultivating Diversity at HSU reports.

In fall 2016, the search was completed for a new executive director, who sits on the President's Cabinet.

Early Matriculation Programming and Support

Remediation

Student preparation is a key indicator of student-success efforts at Humboldt State. As of fall 2016, nearly 60% of first-time undergraduates were assessed as college ready, although nearly 20% needed remediation in both math and English. Over the last five years, 68% of students who needed both forms of remediation enrolled for their second year, compared to 75% of those who did not. Incoming freshmen who do not demonstrate readiness for college-level work are encouraged to participate in the CSU Early Start Program the summer prior to arriving at HSU. The online courses are intended to assist students in adjusting their placement, and, if adjustment is not possible, students need to register for remedial courses. In accordance with CSU requirements, students have one year to complete their remediation requirements, and academic advisors work closely with their student advisees to assist them in doing so. The registrar's office

maintains all records and updates milestones as students proceed through their required courses.

ALEKS-PPL

A way that HSU handles math remediation and the corresponding need for additional units is through **Assessment and Learning in Knowledge Spaces Placement, Preparation, and Learning** (ALEKS-PPL). ALEKS-PPL is an artificially intelligent online program that solves two critical problems for incoming students: math placement and course preparation. ALEKS-PPL combines research-based placement assessments with personalized learning tools to help students refresh lost knowledge. Accurately assessing student competency reduces the need for students to take additional units in math and reduces the chance that these students will end up on academic probation. Prior to fall 2016, HSU used the Mathematics Diagnostic Test Program, a single-sitting one-hour exam with a pass rate of 15%. The university switched to ALEKS-PPL fall 2016, and from a cohort of 57 students, 33 placed into Calculus I, for a success rate of 58%.

Place-Based Learning

A unique feature of Humboldt State is the natural environment of its Northern California location. To capitalize on this location and leverage it to support student learning, in 2015-16, HSU introduced **Klamath Connection** (KC), a place-based community model targeted at STEM majors (biology, botany, zoology, and wildlife). Results after the first year indicate success in engaging and retaining students. Surveys of participating and non-participating reference students conducted during the first week of fall classes suggested that the summer immersion experience sharply improved students' perceptions of belonging, community, awareness of campus resources, and study skills. Likewise, Skyfactor Mapworks™ surveys showed that participants recorded significantly higher responses for social integration, optimism about their future in science, feeling part of the HSU community, and development of time-management skills.

These benefits were also associated with differences in academic achievement. For example, in the large introductory botany class (BOT 105), a gateway course in which KC students and reference students were in the same class with the same instructor, program participants scored significantly higher than reference students, and gaps in academic achievement between student groups were reduced or in some cases eliminated. Data from the first-year cohort show positive course GPA trends in foundational and gateway science and math courses such as CHEM 107, CHEM 109, and WLDF 210. When compared to first-time undergraduates not participating in KC, KC students (N = 63) had higher GPAs overall (2.77 vs. 2.47), lower rates of academic probation (11% vs. 32%), and higher retention rates into their second year (84% vs. 72%); they had also completed more units toward their degrees (14.5 vs. 11.1) (**Appendix AL—Results from First Cohort of the Klamath Connection**).

These positive results assisted the campus in securing a five-year, nearly $5 million grant from the US Department of Education to expand efforts that already boost the success of STEM majors. This allowed for the addition of fisheries and environmental resource engineering to the targeted degree programs participating in KC and doubled the number of KC students in 2016-17

from the previous year. Areas that will be addressed by this grant-funded initiative include:

- **place-based learning communities involving a summer immersion, STEM-based first-year seminar, peer mentors, and linked gateway courses,**
- **enhanced tutoring and coaching services for gateway STEM courses integrated into the new HSU Learning Commons,**
- **co-requisite approach to math remediation, and**
- **strengthened relationships and streamlined articulation agreements with two-year Hispanic-Serving Institutions.**

To broaden this success to non-STEM majors, faculty in the College of Arts, Humanities, & Social Sciences are developing a similar program called "Global Humboldt," which will target undeclared students and focus on aspects of the sense of place and community in Humboldt County in a globalized world.

Proactive Interventions

The number of URG and first-generation students at HSU has doubled since 2010 (see chapter 1 and **Appendix P—Student Demographics 2009-2016**). With that increase in diversity comes the responsibility to meet students where they are in helping them achieve their academic goals. The goal is to provide the right intervention at the right time for the student who needs it. This section describes some of the university's efforts to date and examples of continuous improvement based on this work.

Professional Advising Model

HSU is in the process of implementing a developmental academic advising model that eventually will offer a dedicated professional academic advisor to all first-time freshmen during their first two years, after which students will transition to faculty advisors. This major-based model emerged from the spring 2014 recommendations of a campuswide advising working group (**Appendix R—Advising Implementation Update**). Assessing outcomes of phase 1 of this model proved challenging. The impact of students migrating in and out of the majors covered in phase 1 made it difficult to define an appropriate control group with which to compare results. Additionally, data entry was inconsistent, and outcomes assessment revealed mixed results. Overall, the use of student-support services increased dramatically, however, and academic advising visits more than tripled during that time frame. A more robust assessment plan for professional advising is scheduled to be completed by the end of fiscal year 2016-17.

An academic success specialist was hired and began work at the **Academic & Career Advising Center** (ACAC) in February 2017, allowing other staff to expand advising outreach to an additional 476 first-time undergraduates who are either on academic probation or at risk for academic probation. The ACAC also is collaborating with the freshmen mentoring program, **Retention through Academic Mentoring** (see below) and the **Learning Center**, to support outreach and to help students on academic probation.

Career Services

The **Career Curriculum Integration** program began in 2012 as a joint effort among the Advising Center, the Career Center, and the College of Arts, Humanities, & Social Sciences. The goal is to address the need to help students connect their course of study with their goals and aspirations for life after graduation. The program has grown since its inception and is currently expanding into majors in HSU's other two colleges; an assessment plan was put in place in 2016-17 for this program but no data are available yet.

In the summer of 2014, as part of this integration program, the Advising Center and the Career Center merged to form the Academic & Career Advising Center (ACAC). ACAC advisors are now cross-trained on academic and career advising, especially in the areas of exploring majors and career advisors offer tailored preparation for students' career paths, including graduate school. ACAC extends career services to students, both in and outside the classroom, through various workshops, collaborations and events. ACAC attends to diverse populations by collaborating with other campus departments, such as the Centers for Academic Excellence, EOP, and RAMP. ACAC connects students to employers and graduate programs through on-campus recruitment, information sessions, and fairs. In 2015-16, ACAC had 5,337 student visits to the Center, offered 171 workshops, and hosted four fairs that served over 220 organizations and hundreds of students (586 at the Career & Volunteer Expo alone).

About 75% of HSU students change their major at least once while they are enrolled. Having the advisors able to assist them in major and career selection streamlines the process and enables students to select majors and careers earlier and/or have a greater sense of confidence in their major, once selected. ACAC has also expanded services to include more interest/values assessments to facilitate major/career selection (**Appendix S—International Studies Annual Reviews**, **Appendix T—Career SLO Assessment October 2016**, and **Appendix U—Career Scaffolding F 2016**).

Peer Mentoring

Research on student retention routinely references the need for early alerts. Humboldt State's version of this work was launched in fall 2012 through the Retention through Academic Mentoring Program (RAMP). The program's goals include providing:

- **safe support network of peers and peer mentors,**
- **reliable information that helps students navigate the campus,**
- **support for academic planning,**
- **assistance in acquiring the transition skills that help freshmen acclimate to college life, and**
- **support for first-year students' personal and academic progress.**

RAMP was initially intended to serve all first-time undergraduate students, but resource limitations recalibrated efforts toward first-generation students only. Through their mentorship, the 36 RAMP staff members create unique relationships with each of their (roughly 25) assigned students. Using the power of proximity to

the student experience, the RAMP mentors connect students to curricular learning experiences and support services. Term-to-term GPA analyses have demonstrated that students participating in RAMP are consistently performing better than their non-participating peers.

Support for Veterans

Established in 1990, HSU **Veterans Enrollment & Transition Services** (VETS) provides a primary point of contact on campus to support and build community among student veterans. VETS is staffed with veterans and family members of veterans who share experiences and career goals. HSU currently serves approximately 500 military-affiliated students, working to provide a safe and supportive learning environment while offering many other services.

Enriching, Supporting, and Purposeful Programming

Purposeful programming is key to inclusive student success at HSU. This work spans both the Academic and Student Affairs divisions. Highlights of these efforts below illustrate how the university supports students through various activities and how data have informed changes to them.

Rethinking Student Progress by Reimagining the First Year

HSU recognizes that to fully support its diversifying student body it needs to reconsider how it facilitates student success at both the macro and micro levels. One way the university is going about this is through **its participation** in the **Reimagining the First Year of College** (RFY) project of the American Association of State Colleges and Universities, supported through the Bill & Melinda Gates Foundation and Strada Education Network. The RFY initiative includes a comprehensive approach that engages the entire campus in focusing on four key areas to improve first-year student success: institutional intentionality, curriculum redesign, changes in faculty and staff roles, and changes in student roles. HSU has committed to 16 student success initiatives including expanding place-based learning opportunities, exploring co-remediation, and strengthening academic advising. The full list of activities and corresponding outcomes is in **Appendix V—RFY Plan and Strategies**.

Learning Center

The HSU **Learning Center** coordinates and provides peer-to-peer support and professional academic assistance. The mission of the Learning Center is to promote student success and progress to degree by emphasizing the connection between effective learning, classroom success, and goal achievement. It serves about 25% of the student population annually. An external review team visited the Learning Center in spring 2013 to evaluate its effectiveness. As a result, the Learning Center unified its tutor training by using a peer-tutor conference model, developed online tutoring services for the Writing Studio, centralized the location of the Math Tutoring Lab and the Writing Studio in the library, created partnership opportunities with first-year programs such as Klamath Connection and RAMP, and implemented swipe card technology with tutor scheduling and tracking software (TutorTrac) to streamline data collection.

Supporting Students in Mind and Body

HSU believes that student mental and physical health is essential to academic success, and student feedback reinforces that belief. Results from the 2016 implementation of the National College Health Assessment Survey (NCHA) (Appendix W—NCHA_ExecutiveSummary_IE) indicate that the top three impediments to academic success at HSU are stress (41%), anxiety (32%), and sleep difficulties (30%). HSU continues to invest in services to promote student wellness through its Student Health Center, accredited by the Accreditation Association for Ambulatory Health Care, and its Health & Wellness Education programs, which have been expanded to increase campuswide interventions.

In 2015, over half of HSU students who participated in a campuswide survey (N=1,504) reported experiencing low (reduced diet quality) and very-low (reduced diet quantity) food security. To combat food insecurity, a strategic campus partnership between HSU Health Education and Department of Social Work, with guidance from student leaders and in collaboration with off-campus community partners, developed Oh SNAP! Student Food Programs.

A final important data set from the 2016 NCHA survey pertains to the intersection of students' mental, physical, and sexual health. When asked about the last 12 months, 24% of students reported being verbally threatened, 13% reported being sexually touched without consent, and 11% reported being in an emotionally abusive relationship. University officials know that individuals who are affected by sexualized violence often leave college, and the nationally recognized CHECK IT health education program is the university's answer to creating a campus culture that does not tolerate sexualized violence, dating violence, or stalking.

Setting the Stage for Student Success: Putting Theories into Practice

The Office of Institutional Effectiveness (OIE) has a foundational framework for considering and assessing initiatives that relies on the application of Tinto's model of "Student Departure" (1987, 1993, and 2012) and its structural components as a means to coordinate purposeful activity. HSU has experienced an 80% increase in enrollment of URG students since 2009, and, in light of this dramatic change in student demographics, the university is rethinking how it can best serve its students. Tinto (1993) notes that as students matriculate into post-secondary education, their rate of success is influenced by how well they integrate both academically and socially; the stronger the integration, the more successful students are in completing their degrees. Tinto's work shows how a campus can positively influence student success at each stage of their academic careers, and HSU has used this model in developing intervention strategies that span the spectrum of its students' experience.

HSU is also investigating other theories, such as Rendón's (1994) theory on validation and its influence on the success of first-generation and URG students. In general, validation refers to the "intentional, proactive affirmation of students by in- and out-of-class agents (i.e., faculty, student, and academic affairs staff, family members, peers) in order to (1) validate students as creators of knowledge and as valuable members of the college learning community and (2) foster personal development and social adjustment" (Muñoz and Linares

2011, page 12). Rendón also notes that there are two types of validation, academic and interpersonal. Her research suggests that increases in student success, both in retention and graduation, can be achieved by orienting campus activity to facilitate and reinforce validation.

Continuous-Improvement Efforts (2.7)

Action Research

One of the most important vehicles supporting institutional change is disseminating relevant data widely on campus. In 2015, the Office of Institutional Research & Planning conducted a series of action-research studies and corresponding open forums to clarify the context of HSU's changing student body and to identify what successes have materialized and where continued efforts are necessary. The OIE followed this with a 2017 town hall meeting to share the results of the 2016 NCHA survey discussed above.

Selected Student Outcomes

Student Satisfaction

Research suggests that assessing student satisfaction is an indirect measure of campus impact on retention (Suhre, Jansen, and Harskamp 2007, Umbach and Porter 2002). In spring 2013, 1,303 first-year and senior HSU students participated in the National Survey of Student Engagement (NSSE); first-year student response rate was 29%, and senior response rate was 34%. First-year students rated HSU's ability to challenge them as good/excellent overall, and they indicated that the campus provides support for their overall well-being (recreation, health care, counseling, etc.). Senior student respondents were overall positive about their learning experience at HSU. They indicated a connection between their learning and societal challenges; they recognized connectivity among courses; and they expressed that were given opportunities to work with faculty members beyond coursework (committees, student groups, etc.) and engage with the faculty in course topics outside of class. Seniors believe that HSU prepares students to be informed, active citizens capable of solving complex real-world problems. HSU participated in NSSE again in 2017 and will be comparing results with the 2013 results in order to indirectly measure the impact of recent initiatives.

Departmental Best Practice Highlights (CFRs 2.3, 2.10-2.14)

HSU is committed to using departmental data to guide decision making and program improvement related to student success. Departments and programs are working to narrow achievement gaps and increase retention and graduation rates by participating in annual program reviews that assess student learning outcomes, diversity and inclusive excellence, strengths and challenges, five-year action plans, and external reviews. Some departments have led the way in retention and graduation rates, and descriptions of promising strategies follow in the sections below.

Social Work

Social Work Department competencies are based on the Council on Social Work Education (CSWE) from the 2015 Educational Policy and Accreditation Standards.

The department utilizes five sources for data: faculty assessment of students, field placement supervisor assessment of students, student self-assessment, alumni self-assessment, and employer assessment of alumni. In the last five years, enrollment for undergraduate social work majors has been steadily rising. While the five-year average for first-time freshmen graduating from HSU in four years is 10%, it is 22% for majors in social work. This is the fifth-highest four-year graduation rate out of 24 programs graduating 15 or more students per year in this time period. BASW graduation rates of URG and non-URG students are comparable when average degrees granted per year are compared over the last five years, with an average of 17 URG students and 23 non-URG students earning their degrees each year.

Critical Race, Gender, & Sexuality Studies

The **CRGS Major** has been developing strategies for increasing overall success and decreasing the gap between URG and non-URG students. Issues addressed include course goals, syllabi, class climate, and collegial and faculty evaluations. Based upon this assessment, key changes have been made to emphasize depth over breadth of curriculum, and effective means for assessing the climate of the class have been incorporated for mid-semester use. The program has a majority of URG students, making it one of the most ethnically diverse majors on campus. To increase student success further, the department will begin group advising joined with community building, and peer advisors within the major are under consideration. The first-year (78.6%), second-year (80.5%), and third-year (80.5%) retention rates exceed both the college and university averages.

Student Flow (Sankey) Diagrams

One unique contribution to program review has been the OIE's development and deployment of student flow (Sankey) diagrams. These cloud-based interactive diagrams visually represent how students flow through their programmatic life cycle and to what degree and frequency they migrate between and across major programs. Called a game changer by some department chairs, these types of data visualizations are helping academic leaders to better understand student migration patterns and how more flexible program pathways can be created. **Appendix X—Student Flow Diagram Example-Psychology**.

“I’m an older student and I never thought at this point in my life I’d go to grad school. But Professor Chris Harmon helped me realize my capabilities and potential as a scientist.”

John Andre | Chemistry major (Left)

CHAPTER 6: Quality Assurance and Improvement

"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… 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)"

—WSCUC Commission letter, July 14, 2010

Summary and History of Continuous Improvement at HSU

Humboldt State's **Program Review, Evaluation, & Planning** (PREP) process was initiated in 2011-12 to encourage annual program reflection on enrollment, participation of majors, assessment of student learning, participation and support of underrepresented students, and scholarly activity of program faculty. As part of the annual review and assessment process, each program reviews its enrollment, demographic, and student success data and responds to a series of prompts regarding these data. This information highlights achievement gaps in

retention and graduation rates at the program level and differences in student success at the course level. The resulting annual PREP reports are synthesized in the five-year program-review cycle. The PREP synthesis was envisioned to streamline the program-review process, but it has been hindered by an ineffective software solution and a necessity for programs to generate several annual reports; as a result, program participation and institutional feedback on the reports have been inconsistent.

History of Annual Assessment 2009 to Present (CFRs 2.4, 2.6, 2.7, 4.1, 4.3, 4.4)

HSU has struggled to effectively assess student learning. Attempts to create a standardized process for assessing student learning outcomes (SLOs) and program effectiveness have met with limited success.

In fall 2016, a program-review workgroup was convened to review the current state of assessment and propose recommendations for improvements to the process. Some of the group's findings and recommendations are presented below.

Key Findings:

- **Most academic departments have participated in some assessment practices such as assessing individual assignments using AAC&U VALUE rubrics, but none was standardized. There has been no follow-up to close the loop.**
- **Little has been done to analyze diversity and achievement-gap data.**
- **Institutional support for the assessment process was limited to difficult-to-navigate data directories from Institutional Research and web access support from the Academic Programs office.**
- **Archived reports were missing and/or hard to access. Departments could not review work done in the past for reference.**
- **Two assessment coordinators have come and gone since 2010. The position has been unfilled since fall 2013.**
- **HSU has not attempted General Education assessment since 2001.**
- **There is no culture of assessment wherein responsible stakeholders with clearly defined roles see results, get feedback, and have a reason to participate.**
- **The annual assessment process and reports are not clearly reviewed or effectively linked to five-year action plans.**

Actions Taken:

- **A new five-year model for academic program review has been developed. The new plan uses a RACI model that clearly delineates steps, timelines, roles, and responsibilities. The plan is structured to close the loop with progress tracking, feedback, deans' reviews,**

and continuity. The Integrated Curriculum Committee (ICC) approved the model in January 2017, and it is now in place to begin fall 2017.

- **The ICC PREP Peer Review Subcommittee has been re-established and conducted pilot reviews using standardized rubrics in spring 2017. (Appendix Y—PPR Anthropology)**
- **The assessment and program review archives will be redesigned for easier access. (Scheduled for fall 2017)**
- **An academic assessment coordinator and a director of the Center for Teaching & Learning should be in place by fall 2017. Their work will be coordinated to support the continuous improvement cycle for academic programs.**

A more detailed review is in Appendix Z—Academic Program Assessment Self-Study.

Assessment Tools in Campus Learning Management System

HSU is currently transitioning the campus learning management system (LMS) from Moodle to Canvas, which has the capacity to collect assessment data on SLOs at the institutional, program, and course levels via the Canvas Outcomes and Rubrics tools. HSU tested these tools when it piloted Canvas during the fall 2016 term, and the official instance of the Canvas LMS was made available to all faculty in spring 2017 as an option for teaching courses or developing future courses. WSCUC Core Competencies and institutional-, baccalaureate-, and GEAR-level outcomes were created for faculty to import into their courses and course activities to collect assessment data on the fulfillment of SLOs. The architecture has been created for college, department, and program outcomes at the account level in Canvas. In addition, WSCUC Core Competency Rubrics have been created at the account level for faculty to import into course activities.

Canvas provides a more robust model of assessment analytics than Moodle to improve courses for greater student success. The reporting and tracking of SLOs in Moodle is limited to course-level aggregation of data, whereas the Canvas LMS has the capacity to assess data on SLOs at the institutional, program, and course levels. Canvas also allows students to access their individual analytics on performance and progress toward learning outcomes, a feature not available in Moodle. Moving forward, the Office of the Provost will determine how faculty will utilize the outcomes and rubrics features in Canvas to collect and analyze assessment data on all programs and SLOs.

Continuous Improvement Success Stories

While HSU has continued to revise and revamp its university-wide process of assessment and program review, several programs have taken the initiative in reacting to trends in their assessment data and taking meaningful actions to improve student success. Several of these success stories are described below.

Data-driven Curriculum Change in Environmental Science & Management

The Department of Environmental Science & Management (ESM) houses two undergraduate degree programs: environmental science (containing four concentrations) and environmental management and protection (containing three concentrations). In 2014-15, ESM faculty reviewed graduation-rate data for these two programs. They also gathered data from faculty advisors regarding confusion among students about the differences between these two programs. Even though the two degree programs were in the same department, the different course requirements were making it difficult for some students to change from one major to the other.

Based on an analysis of these data and input from faculty advisors, the ESM faculty decided to restructure the curriculum by combining the two majors, reducing the seven concentrations to six by combining two of the existing options. The faculty also reduced the course requirements of each concentration by an average of 10 units. All six concentrations now share a common set of core course requirements, and although each still features its own unique set of option-specific course requirements, the single common core will make moving between the concentrations much easier. The ultimate goal of these changes, which take effect fall 2017, is to reduce time to graduation.

Science Literacy Concept Inventory

The College Of Natural Resources & Sciences (CNRS) conducted a Science Literacy Concept Inventory (SLCI) of a number of its courses in 2013; 427 CNRS majors and 208 non-science majors were included in the survey. First-generation students scored 9% lower than non-first-generation students (approximately 73% vs 82%), and students whose first language is not English scored about 7% lower than their native English-speaking peers. Male students scored slightly higher than female students, but this effect is due at least partially to the fact that HSU women in 2013 were 1.3 times more likely than men to be first generation and 1.6 times more likely than men to be non-native speakers of English.

These results highlight the need to provide additional support to first-generation students, to those whose first language is not English, and to women in STEM fields. When compared to national average scores on the SLCI, HSU students scored higher than students from other institutions with comparable ACT composite scores.

General Education & All-University Requirements (GEAR) Assessment

The Integrated Curriculum Committee (ICC) was established in 2009; it includes faculty from all three colleges as well as students, staff, and administrators. A subgroup of the ICC was established in 2011 to oversee General Education & All-University Requirements (GEAR), replacing the former structure that was fragmented across the three colleges.

New GEAR Overarching SLO

Some areas of the GEAR program have been assessed productively; however, the challenges identified above have led to a fragmented assessment process in some areas, and no assessment at all in others. To address this, the GEAR committee has worked on revising the General Education & All-University Requirements SLOs and creating program-level SLOs. The GEAR committee

sent a proposal for an overarching Program SLO to the University Senate, which was approved in April 2017. It will continue its work in revising area-specific SLOs and developing an assessment model in fall 2017 (**Appendix AA—GEAR Resolution for Program SLOs**).

Program Review (CFRs 2.4, 2.6, 2.7, 4.1, 4.3, 4.4, 4.6, 4.7)

The HSU program review process has been in place since 2000. The university's goal to enhance the role of assessment, combined with the feedback from the last WSCUC review cycle, led HSU to significantly revise its five-year program review in 2010. Since 2011, program review is supported by the Campus Labs platform and uses prompts listed in the template Program Review Report document. External reviewers are encouraged but not required. A clear protocol for closing the loop, however, has not been established, and feedback has been sporadic (**Appendix AB—Revised Program Review Prompts AT 17-18**).

Results of program review and assessment efforts have not typically been used beyond the departmental level, and assessment results remain largely disconnected from decisions at the college, divisional, or university levels. Neither program review nor assessment is currently emphasized in budgetary requests or allocations. A new working group has been formed to create an infrastructure and protocol for connecting assessment efforts to institutional decision making.

In the past five years, department-level assessment activities have led to smaller curricular and pedagogical adjustments throughout the university, but attempts to close the loop on these adjustments, as well institutional-level assessment activities, still lag behind (**Appendix AC—Inventory of Educational Effectiveness Indicators**).

Data Collection, Analysis, and Dissemination (CFRs 2.10, 4.2-4.7)

Office of Institutional Effectiveness

The Office of Institutional Research & Planning (IRP) traditionally filled the primary role for data collection, analysis, and dissemination of institutional outcomes. In 2016-17, a realignment of institutional resources was enacted to expand the scope of this office, and the IRP was transformed into the Office of Institutional Effectiveness (OIE). This office is charged both with overseeing assessment activities and institutional data collection, reporting, and visualization as well as with helping to close the loop through change-management functions. The OIE works to coordinate and align the assessment processes.

The OIE has engaged in a multi-year process to create data dashboards that provide data visualization and reporting tools that make data more accessible to the university community. These dashboards provide a variety of relevant information, including data on student pathways to degree, gateway course metrics, seat demand, enrollment, retention, graduation, and achievement gaps. The dashboards are directly linked to specific questions developed by the Academic Master Planning Committee, and the data provide standardized analyses of program information, thus streamlining their use and ensuring consistency of evaluation (**Appendix AD—Program Review Dashboard Screenshot**).

New Developments: Assessment, Pedagogy, and New Center for Teaching & Learning and the Office of Institutional Effectiveness

The Center for Teaching & Learning's (CTL) faculty development director and the OIE's academic assessment coordinator together will help to expand faculty understanding of the vital relationships among assessment, curriculum, teaching effectiveness, and student learning. The focus of assessment activity led by the new assessment coordinator and supported by the faculty development director will be to identify gaps and successes in student performance, emphasize high-priority learning outcomes, and provide an evidence-based approach to appropriately allocate resources to improve student learning and success.

Specific activities that will be pursued in the CTL are:

- **revising and systematically assessing general education and baccalaureate outcomes,**
- **mapping course, program, general education, and baccalaureate outcomes to inform curricular revision and, where necessary, revising curricula to improve alignment with student learning outcomes,**
- **evaluating student-performance data to inform resource-allocation decisions,**
- **implementing tools for direct assessment of student learning that facilitate external benchmarking of results, and**
- **aligning curriculum requirements with assessment of student learning at program and university levels.**

Moving forward, both the CTL and the OIE will provide ongoing assessment guidance, training, and consultation, and they will collaboratively develop assessment planning, reporting, feedback, and policy through the Academic Master Planning Committee and the University Senate. To encourage programs to learn from each other's experiences, the outcomes, assessment plans, results, and comments will be made available broadly to the campus and will be discussed at multiple venues. These efforts will enable HSU to improve its decision-making processes.

Non-Academic Assessment (CFR 2.11)

HSU conducts non-academic annual assessment in accordance with the six-step assessment model recommended by the Steering & Self-Study Committee, illustrated in **Appendix AE—SSSC Continuous Improvement Model**.

In 2013-14, the **Enrollment Management & Student Affairs** (EMSA) division revised its assessment process and rewrote its mission and goals as well as those of all EMSA departments. As a result, each EMSA department annually identifies and evaluates three-to-five outcomes in the areas of program overview, office structure, organization, staffing, sustainability, and assessment. The outcomes must inform each department's practice and support at least one divisional goal. Guidance, instructions, and templates developed to standardize the process are found in the **EMSA Assessment Workbook** located on the EMSA **assessment website**.

Results of annual assessment (reports available on the EMSA **assessment website**) are used by each unit/department for the purpose of improving the program or its practice; however, they are not strongly connected to division decisions, including budgeting. The division of **Administrative Affairs** developed and implemented its assessment process starting with the 2012-13 academic year. Based on the priorities set by the university, Administrative Affairs defined its mission, established goals, and determined how to measure tasks associated with those goals so that key processes continuously meet the needs and expectations of students, parents, employees, faculty, and other stakeholders. Goals are aligned at the university, division, department, and employee levels and are assessed annually. The ***Assessment Handbook***, rubrics, templates, and report can be found on the Administrative Affairs **assessment website**.

Other areas of the university, such as the **Library, Information Technology Services**, **International Programs**, and **Retention & Inclusive Student Success** practice regular or ad hoc assessment, although the results are not incorporated into the overall Academic Affairs division's annual assessment.

During the 2014 strategic planning process for 2015-2020, HSU committed to linking the budget planning process to evidence and institutional priorities, as well as to incorporating relevant data in evidence-based decision making and continuous improvement (Objective 4.1 of the ***2015-2020 HSU Strategic Plan***). The current implementation of a multi-year strategic budgeting model will allow the university to adjust future resource allocations and financial decisions on the results of each of its divisions' ongoing assessment results.

Summary

Challenging changes still lie ahead. Curricular changes that effectively engage every learner require thoughtfully designed connections across departments, programs, and colleges. Comprehensive transformation is often made possible by small changes that are coordinated, encouraged, and owned by faculty, students, and staff. Facilitating evidence-based discussions about change requires authentic assessment of student learning across courses and program. To achieve the CSU Graduation Initiative 2025 targets, a comprehensive assessment process with shared and connected learning outcomes that transform the curriculum is needed in General Education to improve the four-year graduation rate and retention rates. HSU has undertaken initial assessment phases with PREP, and the OIE is identifying crucial areas in need of immediate attention. The faculty and the campus at large, then, will have an enhanced opportunity to shape curricula that improve every student's ability to succeed.

“The most rewarding aspects are seeing students realize that they can do something that they didn’t think they could do before.”

Professor Shannon Morago | School of Education (Right)

CHAPTER 7: Institutional Sustainability and Fiscal Stability

Preparing for Changing Higher Education

"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 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."

—WSCUC Accrediting Commission Letter to President Richmond, July 2010

"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."

—WSCUC Accrediting Commission Letter to President Richmond, July 2010

Historical Overview: 2009 to Present

Humboldt State was given specific feedback by Keeling & Associates consultants (2008) and WASC/WSCUC (2008, 2010, 2014) to address several longstanding issues. In 2013, the WSCUC Interim Report Committee 2013 indicated that HSU should document the realignment of resources to show evidence of closing the loop for decision-making processes, positive campus culture, assessment of student learning outcomes, and program review. The WSCUC Commission described sustainability

as critical "not only for learning and student success but for the university's viability and adaptability to new educational needs."

To address these sustainability recommendations, this chapter will focus on how the strategic plan and its accompanying blueprint (CFR 3.7), the University Resources & Planning Committee (CFR 3.4), strategic budgeting (CFR 3.4), long-range academic master planning (CFRs 4.4, 4.6), enrollment management (CFR 4.7), the Office of Institutional Effectiveness (CFRs 1.7, 4.1, 4.3), and campus culture (CFRs 3.3, 4.3-4.7) link to the various aspects of sustainability and provide evidence of progress.

Cabinet for Institutional Change

The **Cabinet For Institutional Change** (CIC) was established in 2009 as the university's response to identified campus deficiencies. There were **five guiding principles** identified to align decision making with the vision and mission of the university. Guiding principles 4, Focus on Change, and 5, Results, were specific to sustainability and financial viability. Focus on Change was an active process to prioritize campus work and resources toward improving efficiency and effectiveness. Results were to be used to develop and implement innovative short- and long-term solutions with measurable outcomes. Specific areas of focus were then recommended for action to advance a distinct vision related to campus culture, planning and budgeting, and ensuring a high-quality and affordable education. **Areas of focus** mostly related to sustainability and financial viability including campus governance and developing a culture of evidence. The **Campus Satisfaction Survey** results provide an overview of campus progress.

Prior to 2009, campus governance was used for combined decision-making structures that directed the university to make effective choices that sustained its common purpose and vision with limited participation from non-academic campus units. The HSU governance system has been restructured with the **University Senate** to achieve university-wide priorities, particularly in curriculum oversight and budget development. The Senate charged the **Integrated Curriculum Committee** with the careful consideration of all academic planning and curriculum matters. The **University Resources & Planning Committee** (URPC) and the **University Space & Facilities Advisory Committee** provide oversight for the university's financial resources and natural and built environments with a focus on sustainability. HSU also needs to comply with the CSU Board of Trustees expectations of educational policy, finance, campus planning, facilities, and evaluation of campus leadership (CFR 3.9). These are outlined below, and they can be read in detail in the **CIC Report 2010**.

HSU's financial situation is in a period of transition. While key financial indicators (return on net assets ratio, net income ratio, operating income ratio, and viability ratio) are cumulatively at their highest level since 2006, HSU's budget still has a structural deficit. State allocations are below 2007-08 funding levels, and tuition remained unchanged for the last five years. The **enrollment** growth experienced in the past five years has declined in the current fiscal year and is expected to decline again in the coming year. To achieve a balanced budget and realign resources for sustainable long-term success, the university must focus on the CIC recommendations and the priorities outlined in HSU's strategic plan.

University Resources & Planning Committee (CFRs 3.4-3.6, 3.8)

The **URPC** was formed in 2011-12 as a key committee under the **University Senate** governance structure. It is responsible for overseeing financial viability and includes faculty, staff, students, and senior administrators. Since the 2013 Interim Report, the URPC has focused on developing a strategic budgeting approach, a policy to support the allocation of strategic assets, and a policy for reserves. The committee provides important oversight to ensure that budget allocations and reallocations support the implementation of the strategic plan and the university's highest priorities. The URPC provides its budget recommendation annually to the university President (**Appendix AG—Changes in Operating Fund Base Budget Allocations**).

Key recommendations made by the URPC include new positions within the **Office of Institutional Effectiveness** and **Administrative Affairs** (**Budget Office**) to support the university's diverse student body, ensure student success, and support strategic financial planning. As part of the growing culture of evidence, the Budget Office has continued to provide an **annual budget book** and to expand on the **reports** for budget units and divisions. In addition, HSU has purchased and implemented a budget software tool, Questica, to provide position control and multi-year budget data.

During the 2016-17 fiscal year, the URPC focused on tackling the budget deficit by reducing the overall budget by 5%. The President's Cabinet recommended using a three-phased approach to achieve the necessary budget reductions over the 2017-18 and 2018-19 fiscal years, with a 5% reallocation being implemented in the final phase. Phase 1 recommendations include new revenue opportunities, funding-source changes, reducing and/or stopping services, and eliminating positions. The initial list of Phase 2 options reflects large-scale redesign concepts, complete with preliminary savings targets. The Phase 2 designation for these options reflects the need for further dialogue about these topics and is not meant to indicate that progress on Phase 2 options should wait until the completion of Phase 1. As the university works through Phases 1 and 2 of the budget recalibration, it will be necessary to determine if the current enrollment decline is an anomaly or a new reality.

The **University Space & Facilities Advisory Committee** is a sub-committee of the URPC that, in conjunction with facilities management, has developed a **space policy** and facility condition assessment reports (**Appendix AF—Reported HSU State Buildings Maintenance & Renewal Costs**). The committee will be working on an integrated capital project prioritization process in conjunction with the Integrated Assessment, Planning, and Resources process to ensure that facilities support the university's strategic mission.

Strategic Plan

President Rossbacher developed a **Strategic Planning Committee** in 2014 to determine HSU's direction for the next five years. A new **strategic plan** was subsequently developed, and it now functions as HSU's guiding document for the SMART (Specific, Measurable, Attainable, Relevant, and Timely) goals that the university created through dialogue, feedback, and collaboration. The strategic plan was translated into a **strategic blueprint** to ensure that a culture of evidence was used in its implementation. The blueprint articulates attainable sub-outcomes and

objectives that direct the HSU community as it works toward the timely realization of these goals. This structure is important for HSU in this new era of accountability and transparency for public institutions of higher learning. Strategic Plan Blueprint links (CFRs 3.1, 3.4, 3.7) and more information can be found in chapters 1, 2, 5, and 6.

Integrating the Strategic Plan into Governance and Planning

In order to prioritize its strategic blueprint, **HSU's Steering & Self-Study Committee** (SSSC) provided **recommendations** and links to the blueprint. Specific SSSC recommendations that connect to sustainability and financial viability include two overarching recommendations: (1) implement the campus six-step continuous-improvement process and (2) clarify the priority and sequence of campus program activity with tracking, timelines, and accountability measures.

More specific recommendations include:

- **developing a sustainable, comprehensive, multi-year assessment plan for all units across the university,**
- **connecting results of student learning assessment to ongoing campuswide discussions, and**
- **using student learning assessment data to make recommendations for resource allocations.**

Financial Strategic Plan (CFR 3.4)

Discussions regarding the implementation of the strategic plan led to further questions about campus priorities, such as:

- **How does the university know it is making progress on the plan?**
- **How do we make sure the highest priorities are being properly funded?**
- **How do we know what changes need to be made and whether we have enough information to make these decisions?**

Based on these questions, a **working group** created a framework to identify and develop an ideal budget (money, people, facilities, equipment, and brand) and planning-process model. The group developed a list of principles and assumptions to focus on transformation versus addition. The features of the Integrated Assessment, Planning, and Resources Process Model include the following:

- **two-year planning and budgeting cycle is updated annually,**
- **leadership communication of short- and long-term priorities to the campus and adjustments to plans accordingly,**
- **planning and budgeting cycle is a continuous loop of assessment, planning, implementation, and assessment,**

- **entire campus is on the same planning and budgeting cycle,**
- **all units are focused on carrying out the strategic plan, and**
- **hard decisions are made, explained, and implemented.**

Aligning Resource Allocations with Strategic Plan (CFRs 3.7, 4.2)

Assessment and resource planning are vital components of educational planning and are foundational for institutional change. HSU defines assessment as the processes of systematically gathering information used in making decisions about its educational programs and institutional progress. Resource planning is a process in which money, time, attention, and other assets are aligned to strategic plan priorities.

To facilitate sustainable, data-informed decision making, HSU uses a five-year interactive planning spreadsheet to visually illustrate the financial impacts of budget allocations over time. In addition, in fall 2015, the university's self-support entities and auxiliary organizations developed five-year business and financial plans that are updated annually to ensure that all efforts are coordinated.

For several years, the URPC has used a **strategic budgeting overview** to provide the president with funding recommendations to implement strategic initiatives. Incorporating the Integrated Assessment, Planning, and Resources Process into how decisions are made supports our efforts to improve student success. This integrated process strengthens HSU's accountability (**Appendix AH—Integrated Assessment-Planning-and-Budgeting Process Schematic**).

Long Range Academic Master Planning (CFRs 2.2, 3.4, 3.10, 4.4, 4.6)

Academic Tactical Plan (CFR.s 3.4, 4.6)

At least 158 academic initiatives have been connected to HSU's Strategic Plan Blueprint and Graduation Initiative 2025. In developing HSU's Academic Tactical Plan, a systematic process will be used to identify, sort, select, and prioritize low-cost and high-impact practices to yield positive outcomes. Initiatives will be prioritized by comparing how each is connected to graduation and retention efforts, achievement gap improvements, and/or sustainability efforts.

Integrated Curriculum Committee (ICC)-Academic Master Planning (AMP) sub-committee (CFRs 2.2, 3.10, 4.4)

The **Integrated Curriculum Committee** (ICC) is key to ensuring that the strategic plan priorities are incorporated into the curriculum. Tasks assigned to the ICC include evaluating course and degree proposals and changes according to university and CSU policies and procedures, developing and updating curriculum processes, and reviewing and evaluating PREP (Program Review, Evaluation, & Planning) for academic units to connect curricula to decisions made in Academic Affairs. The University Senate expects that ICC members will work collaboratively and act in the best interests of the university community and in consideration of the HSU mission

and strategic plan. Given this expectation, the Senate accepts most ICC recommendations without further deliberation. The ICC is the only campus body with the authority to forward recommendations on academic planning and curriculum to the University Senate and the Provost's office.

The ICC created the subcommittee on Academic Master Planning (AMP), whose scope of work involves the following:

- **annually reviewing and updating the Academic Master Plan,**
- **developing and updating the process, proposal formats, and evaluation criteria for Letters of Intent for New Programs and New Program Full Proposals, including a template for reporting out of subcommittee to the ICC recommendations on proposals,**
- **developing and updating the *HSU Curriculum Handbook* and related web resources, and**
- **overseeing the PREP process, including reviewing PREP MOUs and developing and updating PREP protocols.**

Identifying and Enhancing Student Competencies for the Future (CFR 3.7, 4.1, 4.3, 4.7)

Reimagining the First Year (RFY) (CRF's 4.1, 4.3)

Reimagining the First Year (RFY) focuses on student success, retention, and graduation at Humboldt State. RFY supports a purposeful student experience through integrating academics, advising, support services, student activities, student life, and community partnerships. HSU is committed to the goals of **RFY** to dramatically improve the quality of learning and student experience in the first year, increase retention rates, and improve student success.

Enrollment Management (CFRs 3.7, 4.7)

HSU's student enrollment numbers for 2016-17 declined 153 FTE from the previous year, putting the current (fall 2016) enrollment 298 FTE below the CSU target. Several factors contributed to this decline, including the loss of the associate vice president of enrollment management and a delay in refilling that position. Enrollment is expected to decline again in 2017-18 as the campus works to identify contributing factors and to fill critical positions in enrollment management.

Declining enrollment has a significant impact on the university's budget and the available resources to meet our priorities. HSU needs to increase its efforts to recruit, matriculate, retain, and graduate higher numbers of students. The university has sharpened its focus in these areas, as evidenced by the various initiatives outlined throughout this report, such as RFY, Centers for Academic Excellence, and expanded advising services. With a keen focus on streamlining the time to degree,

HSU is revising the strategic enrollment master plan to support success in recruitment and graduation and to be integrated with the strategic plan and the budgeting plan.

Maintaining Focus on Educational Effectiveness (CFRs 1.2,1.7, 3.2, 3.3, 3.7, 4.1, 4.3-4.7)

The OIE and Strategic Budgeting (CFRs 1.2, 1.7, 3.7, 4.1)

Humboldt State developed and staffed an Office of Institutional Research & Planning in response to the recommendations from the last WSCUC visit, and it has since been transformed into the **Office of Institutional Effectiveness** (OIE). The OIE includes a change-management function to collect, manage, and analyze evidence. This provides critical support to administrators, faculty, and staff in developing and implementing both process and continuous-improvement efforts; this includes setting outcomes and objectives, determining how to measure campus activities, and using the data to improve student success. The function of the OIE includes applying best practices in managing change and navigating conflicting priorities.

The university is developing a comprehensive standardized assessment process to ensure that student success is being measured and evaluated through a continuous-improvement process. The process will be partially implemented in August 2017 with a comprehensive assessment plan to begin August 2018.

HSU's Changing Institutional Culture (CFRs 1.4, 3.2, 3.3, 4.3-4.7)

HSU has high standards of transparency, collegiality, and civil discourse, and the university has made measured progress in making changes that support the institution's cultural strengths and improve upon its weaknesses. What follows are examples of specific recent changes.

The university believes that the key to our common future will be the individual citizen who acts in good conscience and engages in informed action. In 2015, HSU broadened its graduation pledge to **encourage the entire HSU community** of current students, faculty, and staff to discover the social and environmental consequences of their choices and to engage in positive change on the campus and in the community.

HSU's vision includes a commitment to increase and support its diversity of people and perspectives, and there are multiple examples of actions to this end. The university's efforts to be an exemplary partner with the surrounding communities have been detailed in the earlier chapters' accounts of how HSU is partnering with local businesses, municipal governments, and the tribal nations of the surrounding area. In an effort to increase staff and faculty diversity, the university the university trains members of hiring committees on **unconscious bias** in hiring to ensure that all employee recruitments are equitable. And finally, as reported in the 2013 Interim Report, HSU has restructured its senate in order to increase inclusivity.

Building on the drive to make governance more inclusive, the University Senate voted in the fall of 2016 to add the new executive director for the Office of Diversity, Equity, & Inclusion (ODEI) as a voting member of the Senate. The **ODEI** is charged with coordinating a process

to track, monitor, and report on a range of key indicators of campus diversity at HSU. To respond to the changing needs on campus, the ODEI provided three **Campus Diversity Updates** in 2014-15 that analyzed key indicators of equity and diversity. The updates highlighted areas for improvement, celebrated successes, and monitored progress toward the many related goals outlined in the new strategic plan. As a supplement to the diversity updates, the ODEI collaborated with Institutional Research & Planning to develop **online data dashboards** for understanding diversity-related data.

Data from the **2013 National Survey of Student Engagement** reflect dynamic strengths related to key university learning outcomes. First-year students at HSU reported connecting their learning to social issues and problems, having discussions with people of races, ethnicities, and economic backgrounds different from their own, and engaging diverse perspectives in classroom discussions, assignments, and projects. Seniors described an institutional emphasis on events pertaining to significant social, political, and economic issues.

Responses from students to the **2013** and **2016 Safer Campus Survey** resulted in program and institutional changes to improve and enhance student perceptions of campus safety. These include program development for peer health educators, training for housing staff and community advocates, the introduction of Skillport online training modules, outreach for Title IX education initiatives, and the **University Police Department Survey**.

Several more specific initiatives and partnerships that highlight HSU's progress toward integrating different demographic groups into a more positive campus and community culture can be found in **Appendix AI—Campus and Community Culture**.

HSU believes in respectful and collegial dialogue and debate that lead to participatory decision-making among student, staff, administrator, and faculty learners. By embracing these important but difficult changes to institutional culture, HSU will be positioned to adapt to a changing higher education landscape, to systematically reallocate resources based on priorities aligned with HSU's strategic plan blueprint, to drive institutional reform through evidence-based decision making, and to continue to deliver a distinctive education focused on its core values of social justice and environmental sustainability.

Conclusion

Humboldt State University has implemented a number of initiatives to address the previous WSCUC team's recommendations concerning decision making, realignment of resources, and sustainability. Current decisions are realigning resources according to university priorities. We look forward to understanding the effects of the resource realignment related to student outcomes and sustainability. Key stakeholders will need to develop thoughtful and deliberate metrics that allow for program evaluation related to positive university outcomes.

> What's so great about Julia and other professors is they communicate effectively in a friendly and open way. A wrong question or wrong answer isn't going to be hammered down.

Naoki Omatsu | Art major (Right)

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“What’s most rewarding is being able to know students personally and being able to reach them personally and influence their lives holistically—not just in the classroom but outside the classroom.”

Professor Nancy Vizenor | School of Business (Center)

WSCUC INSTITUTIONAL REPORT

HUMBOLDT STATE UNIVERSITY

FEDERAL AND STATE RECOGNIZED TRIBES

Updated October 2016

The following state-by-state listing of Indian tribes or groups are federally recognized and eligible for funding and services from the Bureau of Indian Affairs (BIA), there are currently 566 federally recognized tribes. For more information on federally recognized tribes, click here. The list also includes Indian tribes or groups that are recognized by the states, when the state has established such authority. This acknowledges their status within the state but does not guarantee funding from the state or the federal government. State-recognized Indian tribes are not federally recognized; however, federally recognized tribes may also be state-recognized.

Tribal constitutions determine the criteria for an individual's tribal enrollment, for more information regarding the process of tribal membership and enrollment, please visit the federal Department of Interior website.

Feat
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State
NCSL C
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Federally Recognized Tribes

The eight local tribes have a red arrow indicator

Alabama | Alaska | Arizona | California | Colorado | Connecticut | Florida | Idaho | Indiana | Iowa | Kansas | Louis
Massachusetts | Michigan | Minnesota | Mississippi | Montana | Nebraska | Nevada | New Mexico | New York | I
North Dakota | Oklahoma | Oregon | Rhode Island | South Carolina | South Dakota | Texas | Utah | Virginia | Wa
Wisconsin | Wyoming

Alabama

- Poarch Band of Creeks

Alaska

- Native Village of Afognak (formerly the Village of Afognak)
- Agdaagux Tribe of King Cove
- Native Village of Akhiok
- Akiachak Native Community
- Akiak Native Community
- Native Village of Akutan
- Village of Alakanuk
- Alatna Village
- Native Village of Aleknagik
- Algaaciq Native Village (St. Mary's)
- Allakaket Village
- Native Village of Ambler
- Village of Anaktuvuk Pass
- Yupiit of Andreafski
- Angoon Community Association
- Village of Aniak
- Anvik Village
- Arctic Village (See Native Village of Venetie Tribal Government)
- Asa'carsarmiut Tribe
- Native Village of Atka
- Village of Atmautluak
- Atqasuk Village (Atkasook)
- Native Village of Barrow Inupiat Traditional Government
- Beaver Village
- Native Village of Belkofski
- Village of Bill Moore's Slough
- Birch Creek Tribe
- Native Village of Brevig Mission
- Native Village of Buckland
- Native Village of Cantwell
- Native Village of Chenega (aka Chanega)
- Chalkyitsik Village
- Cheesh-Na Tribe (formerly the Native Village of Chistochina)
- Village of Chefornak
- Chevak Native Village
- Chickaloon Native Village
- Chignik Bay Tribal Council (formerly the Native Village of Chignik)
- Native Village of Chignik Lagoon
- Chignik Lake Village
- Chilkat Indian Village (Klukwan)
- Chilkoot Indian Association (Haines)
- Chinik Eskimo Community (Golovin)

- Native Village of Chitina
- Native Village of Chuathbaluk (Russian Mission, Kuskokwim)
- Chuloonawick Native Village
- Circle Native Community
- Village of Clarks Point
- Native Village of Council
- Craig Community Association
- Village of Crooked Creek
- Curyung Tribal Council
- Native Village of Deering
- Native Village of Diomede (aka Inalik)
- Village of Dot Lake
- Douglas Indian Association
- Native Village of Eagle
- Native Village of Eek
- Egegik Village
- Eklutna Native Village
- Native Village of Ekuk
- Ekwok Village
- Native Village of Elim
- Emmonak Village
- Evansville Village (aka Bettles Field)
- Native Village of Eyak (Cordova)
- Native Village of False Pass
- Native Village of Fort Yukon
- Native Village of Gakona
- Galena Village (aka Louden Village)
- Native Village of Gambell
- Native Village of Georgetown
- Native Village of Goodnews Bay
- Organized Village of Grayling (aka Holikachuk)
- Gulkana Village
- Native Village of Hamilton
- Healy Lake Village
- Holy Cross Village
- Hoonah Indian Association
- Native Village of Hooper Bay
- Hughes Village
- Huslia Village
- Hydaburg Cooperative Association
- Igiugig Village
- Village of Iliamna
- Inupiat Community of the Arctic Slope
- Iqurmuit Traditional Council (formerly the Native Village of Russian Mission)
- Ivanoff Bay Village
- Kaguyak Village
- Organized Village of Kake
- Kaktovik Village (aka Barter Island)
- Village of Kalskag
- Village of Kaltag
- Native Village of Kanatak
- Native Village of Karluk
- Organized Village of Kasaan
- Kasigluk Traditional Elders Council (formerly the Native Village of Kasigluk)
- Kenaitze Indian Tribe
- Ketchikan Indian Corporation
- Native Village of Kiana
- King Island Native Community
- King Salmon Tribe
- Native Village of Kipnuk
- Native Village of Kivalina
- Klawock Cooperative Association
- Native Village of Kluti Kaah (aka Copper Center)
- Knik Tribe
- Native Village of Kobuk
- Kokhanok Village
- Native Village of Kongiganak
- Village of Kotlik

- Native Village of Kotzebue
- Native Village of Koyuk
- Koyukuk Native Village
- Organized Village of Kwethluk
- Native Village of Kwigillingok
- Native Village of Kwinhagak (aka Quinhagak)
- Native Village of Larsen Bay
- Levelock Village
- Lime Village
- Village of Lower Kalskag
- Manley Hot Springs Village
- Manokotak Village
- Native Village of Marshall (aka Fortuna Ledge)
- Native Village of Mary's Igloo
- McGrath Native Village
- Native Village of Mekoryuk
- Mentasta Traditional Council
- Metlakatla Indian Community, Annette Island Reserve
- Native Village of Minto
- Naknek Native Village
- Native Village of Nanwalek (aka English Bay)
- Native Village of Napaimute
- Native Village of Napakiak
- Native Village of Napaskiak
- Native Village of Nelson Lagoon
- Nenana Native Association
- New Koliganek Village Council
- New Stuyahok Village
- Newhalen Village
- Newtok Village
- Native Village of Nightmute
- Nikolai Village
- Native Village of Nikolski
- Ninilchik Village
- Native Village of Noatak
- Nome Eskimo Community
- Nondalton Village
- Noorvik Native Community
- Northway Village
- Native Village of Nuiqsut (aka Nooiksut)
- Nulato Village
- Nunakauyarmiut Tribe (formerly the Native Village of Toksook Bay)
- Native Village of Nunam Iqua (formerly the Native Village of Sheldon's Point)
- Native Village of Nunapitchuk
- Village of Ohogamiut
- Village of Old Harbor
- Orutsararmuit Native Village (aka Bethel)
- Oscarville Traditional Village
- Native Village of Ouzinkie
- Native Village of Paimiut
- Pauloff Harbor Village
- Pedro Bay Village
- Native Village of Perryville
- Petersburg Indian Association
- Native Village of Pilot Point
- Pilot Station Traditional Village
- Native Village of Pitka's Point
- Platinum Traditional Village
- Native Village of Point Hope
- Native Village of Point Lay
- Native Village of Port Graham
- Native Village of Port Heiden
- Native Village of Port Lions
- Portage Creek Village (aka Ohgsenakale)
- Pribilof Islands Aleut Communities of St. Paul & St. George Islands
- Qagan Tayagungin Tribe of Sand Point Village
- Qawalangin Tribe of Unalaska
- Rampart Village

- Village of Red Devil
- Native Village of Ruby
- Saint George Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
- Native Village of Saint Michael
- Saint Paul Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
- Village of Salamatoff
- Native Village of Savoonga
- Organized Village of Saxman
- Native Village of Scammon Bay
- Native Village of Selawik
- Seldovia Village Tribe
- Shageluk Native Village
- Native Village of Shaktoolik
- Native Village of Shishmaref
- Native Village of Shungnak
- Sitka Tribe of Alaska
- Skagway Village
- Village of Sleetmute
- Village of Solomon
- South Naknek Village
- Stebbins Community Association
- Native Village of Stevens
- Village of Stony River
- Sun'aq Tribe of Kodiak (formerly the Shoonaq' Tribe of Kodiak)
- Takotna Village
- Native Village of Tanacross
- Native Village of Tanana
- Tangirnaq Native Village (formerly Lesnoi Village)
- Native Village of Tatitlek
- Native Village of Tazlina
- Telida Village
- Native Village of Teller
- Native Village of Tetlin
- Central Council of the Tlingit & Haida Indian Tribes
- Traditional Village of Togiak
- Tuluksak Native Community
- Native Village of Tuntutuliak
- Native Village of Tununak
- Twin Hills Village
- Native Village of Tyonek
- Ugashik Village
- Umkumiute Native Village
- Native Village of Unalakleet
- Native Village of Unga
- Village of Venetie (See Native Village of Venetie Tribal Government)
- Native Village of Venetie Tribal Government (Arctic Village and Village of Venetie)
- Village of Wainwright
- Native Village of Wales
- Native Village of White Mountain
- Wrangell Cooperative Association
- Yakutat Tlingit Tribe

Arizona

- Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation
- Cocopah Tribe of Arizona
- Colorado River Indian Tribes of the Colorado River Indian Reservation (Arizona and California)
- Fort McDowell Yavapai Nation
- Fort Mojave Indian Tribe (Arizona, California and Nevada)
- Gila River Indian Community of the Gila River Indian Reservation
- Havasupai Tribe of the Havasupai Reservation
- Hopi Tribe of Arizona
- Hualapai Indian Tribe of the Hualapai Indian Reservation
- Kaibab Band of Paiute Indians of the Kaibab Indian Reservation
- Navajo Nation (Arizona, New Mexico and Utah)
- Pascua Yaqui Tribe of Arizona
- Quechan Tribe of the Fort Yuma Indian Reservation (Arizona and California)
- Salt River Pima-Maricopa Indian Community of the Salt River Reservation
- San Carlos Apache Tribe of the San Carlos Reservation

- San Juan Southern Paiute Tribe of Arizona
- Tohono O'odham Nation of Arizona
- Tonto Apache Tribe of Arizona
- White Mountain Apache Tribe of the Fort Apache Reservation
- Yavapai-Apache Nation of the Camp Verde Indian Reservation
- Yavapai-Prescott Indian Tribe

California

- Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation
- Alturas Indian Rancheria
- Augustine Band of Cahuilla Indians
- Bear River Band of the Rohnerville Rancheria
- Berry Creek Rancheria of Maidu Indians of California
- Big Lagoon Rancheria
- Big Pine Band Paiute Tribe of the Owens Valley
- Big Sandy Rancheria of Western Mono Indians of California
- Big Valley Band of Pomo Indians of the Big Valley Rancheria
- Bishop Pauite Tribe (previously listed as Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony)
- Blue Lake Rancheria
- Bridgeport Indian Colony
- Buena Vista Rancheria of Me-Wuk Indians of California
- Cabazon Band of Mission Indians
- Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria
- Cahuilla Band of Mission Indians of the Cahuilla Reservation
- Cahto Indian Tribe of the Laytonville Rancheria
- California Valley Miwok Tribe
- Campo Band of Diegueño Mission Indians of the Campo Indian Reservation
- Capitan Grande Band of Diegueño Mission Indians of California:Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation; \
Group of Capitan Grande Band of Mission Indians of the Viejas Reservation
- Cedarville Rancheria
- Chemehuevi Indian Tribe of the Chemehuevi Reservation
- Cher-Ae Heights Indian Community of the Trinidad Rancheria
- Chicken Ranch Rancheria of Me-Wuk Indians of California
- Cloverdale Rancheria of Pomo Indians of California
- Cold Springs Rancheria of Mono Indians of California
- Colorado River Indian Tribes of the Colorado River Indian Reservation (Arizona and California)
- Cortina Indian Rancheria of Wintun Indians of California
- Coyote Valley Band of Pomo Indians of California
- Death Valley Timbi-Sha Shoshone Tribe
- Dry Creek Rancheria of Pomo Indians
- Elem Indian Colony of Pomo Indians of the Sulphur Bank Rancheria
- Elk Valley Rancheria
- Enterprise Rancheria of Maidu Indians of California
- Ewiiaapaayp Band of Kumeyaay Indians
- Federated Indians of Graton Rancheria
- Fort Bidwell Indian Community of the Fort Bidwell Reservation of California
- Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation
- Fort Mojave Indian Tribe (Arizona, California and Nevada)
- Greenville Rancheria
- Grindstone Indian Rancheria of Wintun-Wailaki Indians of California
- Guidiville Rancheria of California
- Habematolel Pomo of Upper Lake
- Hoopa Valley Tribe
- Hopland Band of Pomo Indians
- Inaja Band of Diegueño Mission Indians of the Inaja and Cosmit Reservation
- Ione Band of Miwok Indians of California
- Jackson Band of Miwuk Indians
- Jamul Indian Village of California
- Karuk Tribe
- Kashia Band of Pomo Indians of the Stewart's Point Rancheria
- Koi Nation of Northern California
- La Jolla Band of Luiseño Indians
- La Posta Band of Diegueño Mission Indians of the La Posta Indian Reservation
- Lone Pine Paiute-Shoshone Tribe
- Los Coyotes Band of Cahuilla & Cupeno Indians
- Lytton Rancheria of California
- Manchester Band of Pomo Indians of the Manchester Rancheria
- Manzanita Band of Diegueño Mission Indians of the Manzanita Reservation

- Mechoopda Indian Tribe of Chico Rancheria
- Mesa Grande Band of Diegueño Mission Indians of the Mesa Grande Reservation
- Middletown Rancheria of Pomo Indians of California
- Mooretown Rancheria of Maidu Indians of California
- Morongo Band of Cahuilla Mission Indians
- Northfork Rancheria of Mono Indians of California
- Pala Band of Luiseño Mission Indians of the Pala Reservation
- Paskenta Band of Nomlaki Indians of California
- Pauma Band of Luiseño Mission Indians of the Pauma & Yuima Reservation
- Pechanga Band of Luiseño Mission Indians of the Pechanga Reservation
- Picayune Rancheria of Chukchansi Indians of California
- Pinoleville Pomo Nation (formerly the Pinoleville Rancheria of Pomo Indians of California)
- Pit River Tribe (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherias)
- Potter Valley Tribe (formerly the Potter Valley Rancheria of Pomo Indians of California)
- Quartz Valley Indian Community of the Quartz Valley Reservation of California
- Quechan Tribe of the Fort Yuma Indian Reservation (Arizona and California)
- Ramona Band of Cahuilla
- Redding Rancheria
- Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria California
- Resighini Rancheria
- Rincon Band of Luiseño Mission Indians of the Rincon Reservation
- Robinson Rancheria
- Round Valley Indian Tribes, Round Valley Reservation
- San Manual Band of Serrano Mission Indians of the San Maual Reservation
- San Pasqual Band of Diegueño Mission Indians of California
- Santa Rosa Indian Community of the Santa Rosa Rancheria
- Santa Rosa Band of Cahuilla Indians (formerly the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
- Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation
- Lipay Nation of Santa Ysabel (Previously listed as the Santa Ysabel Band of Diegueño Mission Indians of the Santa Ysabel Reservation)
- Scotts Valley Band of Pomo Indians of California
- Sheep Ranch Rancheria of Me-Wuk Indians
- Sherwood Valley Rancheria of Pomo Indians of California
- Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract)
- Soboba Band of Luiseño Indians
- Susanville Indian Rancheria
- Sycuan Band of the Kumeyaay Nation (formerly the Sycuan Band of Diegueno Mission Indians of California)
- Table Mountain Rancheria of California
- Tejon Indian Tribe
- Tolowa Dee-ni' Nation
- Torres-Martinez Desert Cahuilla Indians
- Tule River Indian Tribe of the Tule River Reservation
- Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California
- Twenty-Nine Palms Band of Mission Indians of California
- United Auburn Indian Community of the Auburn Rancheria of California
- Upper Lake Band of Pomo Indians
- Utu Utu Gwaitu Paiute Tribe of the Benton Paiute Reservation
- Washoe Tribe (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community and Washoe Ranches) (California and Nevada)
- Wilton Rancheria
- Wiyot Tribe (formerly the Table Bluff Reservation-Wiyot Tribe)
- Yocha Dehe Wintun Nation
- Yurok Tribe of the Yurok Reservation

Colorado

- Southern Ute Indian Tribe of the Southern Ute Reservation
- Ute Mountain Tribe of the Ute Mountain Reservation (Colorado, New Mexico and Utah)

Connecticut

- Mashantucket Pequot Tribe
- Mohegan Tribe of Indians of Connecticut

Florida

- Miccosukee Tribe of Indians of Florida
- Seminole Tribe of Florida (Dania, Big Cypress, Brighton, Hollywood and Tampa Reservations)

Idaho

- Coeur D'Alene Tribe
- Kootenai Tribe of Idaho
- Nez Perce Tribe

- Shoshone-Bannock Tribes of the Fort Hall Reservation of Idaho

Indiana

- Pokagon Band of Potawatomi Indians (Michigan and Indiana)

Iowa

- Sac & Fox Tribe of the Mississippi in Iowa

Kansas

- Iowa Tribe of Kansas and Nebraska
- Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas
- Prairie Band Potawatomi Nation
- Sac & Fox Nation of Missouri (Kansas and Nebraska)

Louisiana

- Chitimacha Tribe of Louisiana
- Coushatta Tribe of Louisiana
- Jena Band of Choctaw Indians
- Tunica-Biloxi Indian Tribe of Louisiana

Maine

- Aroostook Band of Micmac Indians
- Houlton Band of Maliseet Indians
- Passamaquoddy Tribe
- Penobscot Nation

Massachusetts

- Mashpee Wampanoag Tribe
- Wampanoag Tribe of Gay Head (Aquinnah) of Massachusetts

Michigan

- Bay Mills Indian Community
- Grand Traverse Band of Ottawa and Chippewa Indians
- Hannahville Indian Community
- Nottawaseppi Huron Band of the Potawatomi
- Keweenaw Bay Indian Community
- Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan
- Little River Band of Ottawa Indians
- Little Traverse Bay Bands of Odawa Indians
- Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan
- Pokagon Band of Potawatomi Indians (Michigan and Indiana)
- Saginaw Chippewa Indian Tribe of Michigan
- Sault Ste. Marie Tribe of Chippewa Indians of Michigan

Minnesota

- Lower Sioux Indian Community in the State of Minnesota
- Mdewakanton Sioux Indians
- Minnesota Chippewa Tribe (Six component reservations: Bois Forte Band (Nett Lake);Fond du Lac Band; Grand Portage Band; Leech Lake Band; Mille Earth Band)
- Prairie Island Indian Community in the State of Minnesota
- Mdewakanton Sioux Indians
- Red Lake Band of Chippewa Indians
- Shakopee Mdewakanton Sioux Community of Minnesota
- Upper Sioux Community

Mississippi

- Mississippi Band of Choctaw Indians

Montana

- Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation
- Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
- Chippewa-Cree Indians of the Rocky Boy's Reservation
- Confederated Salish and Kootenai Tribes of the Flathead Reservation
- Crow Tribe of Montana
- Fort Belknap Indian Community of the Fort Belknap Reservation of Montana
- Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation

Nebraska

- Iowa Tribe of Kansas and Nebraska
- Omaha Tribe of Nebraska
- Ponca Tribe of Nebraska
- Sac & Fox Nation of Missouri (Kansas and Nebraska)
- Santee Sioux Nation
- Winnebago Tribe of Nebraska

Nevada

- Confederated Tribes of the Goshute Reservation (Nevada and Utah)
- Duckwater Shoshone Tribe of the Duckwater Reservation
- Ely Shoshone Tribe of Nevada
- Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation (Nevada and Oregon)
- Fort Mojave Indian Tribe (Arizona, California and Nevada)
- Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony
- Lovelock Paiute Tribe of the Lovelock Indian Colony
- Moapa Band of Paiute Indians of the Moapa River Indian Reservation
- Paiute-Shoshone Tribe of the Fallon Reservation and Colony
- Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation
- Reno-Sparks Indian Colony
- Shoshone-Paiute Tribes of the Duck Valley Reservation
- Summit Lake Paiute Tribe of Nevada
- Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band; Wells Band)
- Walker River Paiute Tribe of the Walker River Reservation
- Washoe Tribe (Nevada and California) (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community and Washoe Ranches)
- Winnemucca Indian Colony of Nevada
- Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch
- Yomba Shoshone Tribe of the Yomba Reservation

New Mexico

- Jicarilla Apache Nation
- Mescalero Apache Tribe of the Mescalero Reservation
- Navajo Nation (Arizona, New Mexico and Utah)
- Ohkay Owingeh (formerly the Pueblo of San Juan)
- Pueblo of Acoma
- Pueblo of Cochiti
- Pueblo of Jemez
- Pueblo of Isleta
- Pueblo of Laguna
- Pueblo of Nambe
- Pueblo of Picuris
- Pueblo of Pojoaque
- Pueblo of San Felipe
- Pueblo of San Ildefonso
- Pueblo of Sandia
- Pueblo of Santa Ana
- Pueblo of Santa Clara
- Kewa Pueblo
- Pueblo of Taos
- Pueblo of Tesuque
- Pueblo of Zia
- Ute Mountain Tribe of the Ute Mountain Reservation (Colorado, New Mexico and Utah)
- Zuni Tribe of the Zuni Reservation

New York

- Cayuga Nation
- Oneida Nation of New York
- Onondaga Nation
- Saint Regis Mohawk Tribe (formerly the St. Regis Band of Mohawk Indians of New York)
- Seneca Nation of Indians
- Shinnecock Indian Nation
- Tonawanda Band of Seneca
- Tuscarora Nation of New York

North Carolina

- Eastern Band of Cherokee Indians

North Dakota

- Spirit Lake Tribe
- Standing Rock Sioux Tribe (North Dakota and South Dakota)
- Three Affiliated Tribes of the Fort Berthold Reservation
- Turtle Mountain Band of Chippewa Indians of North Dakota

Oklahoma

- Absentee-Shawnee Tribe of Indians
- Alabama-Quassarte Tribal Town
- Apache Tribe of Oklahoma
- Caddo Nation of Oklahoma
- Cherokee Nation
- Cheyenne and Arapaho Tribes
- Citizen Potawatomi Nation
- Comanche Nation
- Delaware Nation
- Delaware Tribe of Indians
- Eastern Shawnee Tribe of Oklahoma
- Fort Sill Apache Tribe of Oklahoma
- Iowa Tribe of Oklahoma
- Kaw Nation
- Kialegee Tribal Town
- Kickapoo Tribe of Oklahoma
- Kiowa Indian Tribe of Oklahoma
- Miami Tribe of Oklahoma
- Modoc Tribe of Oklahoma
- Muscogee (Creek) Nation
- Ottawa Tribe of Oklahoma
- Otoe-Missouria Tribe of Indians
- Pawnee Nation of Oklahoma
- Peoria Tribe of Indians of Oklahoma
- Ponca Tribe of Indians of Oklahoma
- Quapaw Tribe of Indians
- Sac & Fox Nation
- Seminole Nation of Oklahoma
- Seneca-Cayuga Nation
- Shawnee Tribe
- The Chickasaw Nation
- The Choctaw Nation of Oklahoma
- The Osage Nation
- Thlopthlocco Tribal Town
- Tonkawa Tribe of Indians of Oklahoma
- United Keetoowah Band of Cherokee Indians in Oklahoma
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco and Tawakonie)
- Wyandotte Nation

Oregon

- Burns Paiute Tribe
- Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians of Oregon
- Confederated Tribes of the Grand Ronde Community of Oregon
- Confederated Tribes of the Siletz Reservation
- Confederated Tribes of the Umatilla Indian Reservation
- Confederated Tribes of the Warm Springs Reservation of Oregon
- Coquille Indian Tribe
- Cow Creek Band of Umpqua Tribe of Indians
- Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation (Nevada and Oregon)
- Klamath Tribes

Rhode Island

- Narragansett Indian Tribe

South Carolina

- Catawba Indian Nation (Catawba Tribe of South Carolina)

South Dakota

- Cheyenne River Sioux Tribe of the Cheyenne River Reservation

- Crow Creek Sioux Tribe of the Crow Creek Reservation
- Flandreau Santee Sioux Tribe of South Dakota
- Lower Brule Sioux Tribe of the Lower Brule Reservation
- Oglala Sioux Tribe (previously listed as Oglala Sioux Tribe of the Pine Ridge Reservation)
- Rosebud Sioux Tribe of the Rosebud Indian Reservation
- Sisseton-Wahpeton Oyate of the Lake Traverse Reservation
- Standing Rock Sioux Tribe (North Dakota and South Dakota)
- Yankton Sioux Tribe of South Dakota

Texas

- Alabama-Coushatta Tribe of Texas
- Kickapoo Traditional Tribe of Texas
- Ysleta Del Sur Pueblo

Utah

- Confederated Tribes of the Goshute Reservation (Nevada and Utah)
- Navajo Nation (Arizona, New Mexico and Utah)
- Northwestern Band of Shoshoni Nation
- Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes,Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits
- Skull Valley Band of Goshute Indians of Utah
- Ute Indian Tribe of the Uintah and Ouray Reservation
- Ute Mountain Ute Tribe (Colorado, New Mexico and Utah)

Virgina

- Pamunkey Indian Tribe

Washington

- Confederated Tribes of the Chehalis Reservation
- Confederated Tribes of the Colville Reservation
- Confederated Tribes and Bands of the Yakama Nation
- Cowlitz Indian Tribe
- Hoh Indian Tribe
- Jamestown S'Klallam Tribe
- Kalispel Indian Community of the Kalispel Reservation
- Lower Elwha Tribal Community
- Lummi Tribe of the Lummi Reservation
- Makah Indian Tribe of the Makah Indian Reservation
- Muckleshoot Indian Tribe
- Nisqually Indian Tribe
- Nooksack Indian Tribe of Washington
- Port Gamble S'Klallam Tribe
- Puyallup Tribe of the Puyallup Reservation
- Quileute Tribe of the Quileute Reservation
- Quinault Indian Nation
- Samish Indian Nation
- Sauk-Suiattle Indian Tribe of Washington
- Shoalwater Bay IndianTribe of the Shoalwater Bay Indian Reservation
- Skokomish Indian Tribe
- Snoqualmie Indian Tribe
- Spokane Tribe of the Spokane Reservation
- Squaxin Island Tribe of the Squaxin Island Reservation
- Stillaguamish Tribe of Indians of Washington
- Suquamish Indian Tribe of the Port Madison Reservation
- Swinomish Indian Tribal Community
- Tulalip Tribes of Washington
- Upper Skagit Indian Tribe of Washington

Wisconsin

- Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation
- Forest County Potawatomi Community
- Ho-Chunk Nation of Wisconsin
- Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin
- Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin
- Menominee Indian Tribe of Wisconsin
- Oneida Tribe of Indians of Wisconsin
- Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
- St. Croix Chippewa Indians of Wisconsin

- Sokaogon Chippewa Community
- Stockbridge Munsee Community

Wyoming

- Arapaho Tribe of the Wind River Reservation
- Shoshone Tribe of the Wind River Reservation

State Recognized Tribes

State tribal recognition for the states below specifically refers to states that have created a formal process for recognition. Please note, some states, even if th established a formal process for recognition acknowledge the historical and cultural contribution of tribes, however they are not captured in this list.

Alabama

- Cher-O-Creek Intra Tribal Indians
- Cherokee Tribe of Northeast Alabama
- Cherokees of Southeast Alabama
- Echota Cherokee Tribe of Alabama
- Ma-Chis Lower Creek Indian Tribe of Alabama
- Mowa Band of Choctaw Indians
- Piqua Shawnee Tribe
- Star Clan of Muscogee Creeks
- United Cherokee Ani-Yun-Wiya Nation

Connecticut

- Eastern Pequot Tribal Nation
- The Golden Hill Paugussett
- Schaghticoke Tribal Nation

Georgia

- Cherokee of Georgia Tribal Council
- Georgia Tribe of Eastern Cherokee
- Lower Muskogee Creek Tribe

Louisiana

- Addai Caddo Tribe
- Biloxi-Chitimacha Confederation of Muskogee
- Choctaw-Apache Community of Ebarb
- Clifton Choctaw
- Four Winds Tribe Louisiana Cherokee Confederacy
- Grand Caillou/Dulac Band
- Isle de Jean Charles Band
- Louisiana Choctaw Tribe
- Pointe-Au-Chien Indian Tribe
- United Houma Nation

Maryland

- Piscataway Indian Nation
- Piscataway Conoy Tribe

Massachusetts

- Nipmuc Nation

New York

- Tonawada Band of Seneca
- Tuscarora Nation
- Unkechaug Nation

North Carolina

- Cohaire Intra-Tribal Council, Inc.
- Haliwa-Saponi Indian Tribe
- Lumbee Tribe
- Meherrin Nation
- Occaneechi Band of teh Saponi Nation
- Sappony
- Waccamaw-Siouan Tribe
-

South Carolina

- Beaver Creek Indians
- Edisto Natchez Kusso Tribe of South Carolina
- Pee Dee Nation of Upper South Carolina
- Pee Dee Indian Tribe of South Carolina
- Santee Indian Organization
- The Waccamaw Indian People
- Wassamasaw Tribe of Varnertown Indians

Vermont

- Elnu Abenaki Tribe
- Nulhegan Band of the Coosuk Abenaki Nation
- Koasek Abenaki Tribe
- Mississquoi Abenaki Tribe

Virginia

- Cheroenhaka (Nottoway)
- Chickahominy Tribe
- Eastern Chickahominy Tribe
- Mattaponi
- Monacan Nation
- Nansemond
- Nottoway of Virginia
- Pamunkey
- Pattawomeck
- Rappahannock
- Upper Mattaponi Tribe

Sources:

- Federal Register, January 2015
- State Commissions on Indian Affairs
- Federalism and the State Recognition of Native American Tribes: A Survey of State-Recognized Tribes and State Recognition Processes Across the U
  Clara Law Review, Volume 48 (2007); by Alexa Koenig and Jonathan Stein
- National Congress of American Indians
- Newspapers and state government websites

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Review under WSCUC Standards and Compliance with Federal Requirements Worksheet

Purpose of the Worksheet

This worksheet is designed to assist planning groups preparing for a WASC Senior College and University Commission (WSCUC) review to undertake a preliminary, systematic institutional self-analysis under the WSCUC Standards by identifying strengths and areas of good practice as well as areas that may need attention. Institutions will also use this worksheet to identify, and insert references to, key supporting documentation to support its judgments. Teams will follow these references to verify the completeness of the information. After being used to stimulate discussion and to help focus the review, the completed worksheet will then be submitted with the self-study for evaluation as evidence for Component 2 of the Institutional Report at the time of the Offsite Review, with follow up as needed at the time of the Accreditation Visit. The submission of this worksheet with the institution's self study helps to validate that the institution has been reviewed under all Standards and relevant Criteria for Review.

The WSCUC Standards, CFRs, and Guidelines

The WSCUC Standards guide institutions in self-review, provide a framework for institutional submissions, and serve as the basis for judgments by evaluation teams and the Commission. Each Standard is set forth in broad holistic terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. Guidelines, provided for some but not all CFRs, identify typical or common forms or methods for demonstrating performance related to the CFR; institutions, however, may provide alternative demonstrations of compliance. This worksheet contains all the CFRs and Guidelines from the 2013 *Handbook of Accreditation*. An "X" in the cell indicates a cross-reference to other CFRs that touch on related issues.

Using this Worksheet

The worksheet is used during the early stages of planning for the Institutional Report and may be revisited later when preparing for further reviews. For each CFR, institutions are asked to give themselves a rating indicating how well they are doing, to identify the importance of addressing the CFR as an aspect of the review, and to provide comments as appropriate, about their self-assessment. Key areas may thereby be identified where more evidence is needed or more development required. Institutions may have members of the planning group complete the worksheet individually with responses reviewed by the group as a whole. Or an institution may divide the worksheet by Standards with different groups completing each standard. Use these or other approaches to complete the worksheet.

Once the institution has completed this self-review process, priorities that are identified using this form should be integrated with the institution's context, goals, and planning in the development of its report. Summary questions are provided in the worksheet as a means of assisting institutions in determining areas of greatest concern or areas of good practice to be addressed or highlighted in institutional reports. Please include the summary sheets with the submission of this worksheet.

Compliance with Federal Requirements

In addition to the Review, there are four forms that team members will complete during the Accreditation Visit and attach to their team report in order to ensure that the institution is in compliance with the cited federal requirements. The institution is expected to provide the links to the needed information in anticipation of the team's review at the time of the visit.

Review under WSCUC Standards

Provide the institution's consensus rating for columns 3 and 4; add comments as appropriate in column 5. For un-shaded cells in Column 6, delete text and provide links or references to evidence in support of findings. Column 7 is for staff and teams to verify documentation and for teams to comments on evidence. **Self-Review Rating** 1= We do this well; area of strength for us 2= Aspects of this need our attention 3= This item needs significant development 0= Does not apply **Importance to address at this time** A= High priority B= Medium priority C= Lower priority 0= Does not apply	Institutional Information Institution Humboldt State University Type of Review: ⑧ **Comprehensive for Reaffirmation** ⑧ Initial Accreditation ⑧ Other _____ Date of Submission: 7 / 25 / 2017 Mo Day Year Institutional Contact

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Institutional Purposes						
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.	1	0	See Summary Below Strategic Plan established in AY 2014-15 Mission statement is published in multiple areas Clear focus, in mission statement & Strategic Plan on Social Justice and Environmental Sustainability	Mission Statement. Also evaluated during comprehensive review through Component 1: *Introduction.* Strategic Plan: http://strategicplan.humboldt.edu/ Report on Local Impact: http://www2.humboldt.edu/president/sites/default/files/HSU%20Economic%20Impact.pdf Mission, Vision, Values: http://www2.humboldt.edu/president/vision	100% Agreement after Discussion

1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning. X 2.4, 2.6, 2.10, 4.2		3	A	See Summary Below Focus on Social Justice and Environmental Sustainability is well known. A variety of data are made public regarding student achievement via Office of Institutional Effectiveness. Opportunity to further refine, embed, and connect educational objectives to evidence of student learning	Evaluated during comprehensive review through Component 3: *Degree Programs* and Component 5: *Student Success.* Public disclosure links verified by Annual Report. Curriculum Guidelines, Policies & Procedures http://www2.humboldt.edu/academicprograms/curriculum-guidelines Data and dashboards on student characteristics http://www2.humboldt.edu/irp/ Program Level Data Contains institutional level data along with individual data sheets for major programs, minors, and course subject areas. Topics include: annual enrollment statistics, student retention, degrees awarded and graduation rates, and course success reports. http://pine.humboldt.edu/~anstud/progreview.shtml	100% Agreement after Discussion

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Integrity and Transparency						
1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing. X 3.2, 3.10	The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	1	0	See Summary Below Policies regarding academic freedom are in faculty handbook and other locations	Academic Freedom Academic Freedom Statement. Academic Freedom and Tenure HSU Guidelines/Policy for Faculty-Student Relationships	100% Agreement after Discussion

1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices. X 2.2a, 3.1	The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.	3	A	See Summary Below Several initiatives in place to respond to the increasing diversity in society. Opportunity exists to expand, refine, and evaluate diversity and equity on campus.	Evaluated during comprehensive review. The Office of Diversity, Equity, and Inclusion is charged with developing policies and processes for our campus that seek to institutionalize diversity as a core part of the HSU educational process and to overcome the historical and social inequities that continue to challenge students, faculty, and staff from underrepresented groups. Executive Director of ODEI serves on President's Cabinet. The Campus Dialogue on Race (CDOR) is an annual event at Humboldt State University that invites students, staff, faculty, administrators, and community members to present and attend programs that relate to racial justice and its intersections with all forms of oppression and resistance. The Institute for Student Success aims to provide staff, faculty, and administrators with	100% Agreement after Discussion

					information, resources, and strategies useful in supporting a variety of student learning needs and enhancing the success of students from diverse backgrounds. Equity Alliance of the North Coast is a regional collaboration among the University, local government, and non-profit organizations to develop racial equity plans for the area. Unconscious Bias Training Micoaggressions workshops	

1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. X 3.6 – 3.10	The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.	2	C	HSU is governed by the policies and practices of the California State University and its Board of Trustees under Division 16.5 of the California Education Code, Section 66607 of which stipulates that "The California State University shall be entirely independent of all political and sectarian influence and kept free therefrom in the appointment of its Trustees and in the administration of its affairs."	Evaluated during comprehensive review.	100% Agreement after Discussion

1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid. X 2.12	The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.	1	0	See Summary Below	Evaluated during comprehensive review. Truthful representation and complaint policies evaluated during comprehensive review. All faculty, staff, and students also have access to the services of the campus Ombudspersons. Records for response to faculty and staff grievances are maintained in Academic Personnel Services – Human Resources. Student grievances are process and procedures are outlined in a variety of places (ex:career center site).	100% Agreement after Discussion

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)

1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors. X 3.4, 3.6. 3.7		3	A	See Summary Below HSU has audited financial statements prepared annually. HSU also has campus auditors and system auditors. Progress has been made, but more work needs to be done to increase transparency in operations and in implementation of policies and procedures. Campus is working towards implementing integrated planning process to continue to expand and refine the transparency and integrity of its operations.	Audits submitted with Annual Report. The financial statements are consolidated at the system level - here is the website: http://calstate.edu/financialservices/resources/auditedstatements/financial_statements.shtml	100% Agreement after Discussion
1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.		1	0	See Summary Below	Evaluated during comprehensive review through Component 1: *Introduction.* Commitments to integrity with respect to WSCUC policies are demonstrated in prior interactions with WSCUC. https://wasc.humboldt.edu/	100% Agreement after Discussion

Synthesis/Reflections on Standard One
1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard? Clarity of Operations and how decisions are made, easy access to documentation of University's policies and procedures, and addressing issues of diversity (e.g., how the University manages diversity and creates a welcoming and supportive campus climate).
2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard? Practice of Academic Freedom, and abiding by Commission policies and practices, including substantive change.
3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard? Evidence of student learning and documentation of continuous improvement.

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Teaching and Learning						
2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	1	C	See Summary Below HSU complies with policies for academic degrees established by CSU Board of Trustees. HSU programs with external accreditation	Evaluated during comprehensive review, documented in "Credit Hour and Program Length Checklist". http://government.westlaw.com/linkedslice/default.asp?Action=TOC&RS=GVT1.0&VR=2.0&SP=CCR-1000 (see Title 5, Division 5, Subchapter 2) Accreditation Information	100% Agreement after Discussion

2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4		3	A	See Summary Below Degrees are defined via the current catalog and program websites and comply with CSU requirements Degree requirements are defined by the CSU and HSU. More work is needed, and is ongoing, to clarify pathways for graduation and to fully align institutional mission and degree process.	Program descriptions in Catalog. Current Catalog Academic Program Review Individual Department Web Sites Individual Department Self-Studies and Accreditation Studies Also evaluated during comprehensive review through Component 3: *Degree Programs* and Component 4: *Educational Quality.*	100% Agreement after Discussion

2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X 3.1 – 3.3	The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).	3	A	See Summary Below HSU offers a wide range of experiences for students and continues to ensure all programs provide skills needed for employment. Further work is needed to enhance, expand and clarify the integrated course of study across GE and Major requirements.	Description of General Education program with reference to Core Competencies. Also evaluated during comprehensive review through Component 3: *Degree Programs* and Component 4: *Educational Quality.* Bachelor's Degree (GE) – catalog GEAR (GE and All-University Requirements) information General Education Breadth Requirements — Executive Order No. 1033	100% Agreement after Discussion
Criteria for Review (1)	**Guidelines (2)**	**Self-Review Rating (3)**	**Importance to Address (4)**	**Comments (5)**	**Evidence (Un-shaded only) (6)**	**Team/Staff Verification (7)**

2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program. X 3.1 – 3.3	Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.	3	A	Graduate programs are coordinated and receive support from the office of graduate affairs. A graduate council meets regularly to "to discuss and approve such things as graduate program policy, program review, and the strategic plan for graduate education." Graduate programs at HSU have stated objectives that are differentiated from undergraduate programs. Further work is needed to align and fully articulate / assess student learning outcomes at the graduate level.	Evaluated during comprehensive review through Component 3: *Degree Programs* and Component 4: *Educational Quality.* Graduate Degree - Catalog Graduate Programs Website Individual programs Applied Anthropology • Education • English • Psychology • Social Science - Environment & Community • Sociology • Business Administration • Biology • Environmental Systems • Kinesiology • Natural Resources • Social Work	100% Agreement after Discussion
2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and Standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment. X 3.5	The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.	3	A	See Summary Below Student learning outcomes are stated as part of the course, program and institutional level. These need to be more fully aligned and assessed.	Evaluated during comprehensive review through Component 3: *Degree Programs.*	100% Agreement after Discussion

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. X 4.3 – 4.4	Student learning outcomes are reflected in course syllabi.	3	A	See Summary Below HSU academic programs participate in program review annually and every 5 years. HSU established a comprehensive, yet not fully implemented, assessment process to achieve improved and inclusive student success. This process is evolving to ensure HSU provides the high-quality education that meets our mission and values, and that prepares students to achieve. HSU will hire an assessment coordinator "to spear-head and champion its student learning outcomes assessment efforts."	Evaluated during comprehensive review through Component 3: *Degree Programs,* Component 4: *Educational Quality*, and Component 6: *Quality Assurance.* Integrated Curriculum Committee Humboldt State University Student Learning Outcomes Individual department websites and catalog listings	100% Agreement after Discussion

2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved. X 4.4		2	A	See Summary Below The goals outlined the HSU strategic plan demonstrate commitment to student success and achievement. Student feedback is gathered for each course via student evaluations. Data gathered are used to evaluate course content and pedagogy. HSU administers the National Survey on Student Engagement approximately every 3-5 years (2002, 2005, & 2008).	Evaluated during comprehensive review.	100% Agreement after Discussion

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work. X 4.3 – 4.4	The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.	3	A	See Summary Below HSU engages in an ongoing assessment process. Opportunity exists to further clarify, expand and improve this process to more fully demonstrate achievement of learning outcomes.	Evaluated during comprehensive review through Component 3: *Degree Programs*, Component 4: *Educational Quality,* and Component 6: *Quality Assurance.* Humboldt State University Student Learning Outcomes Learning Outcomes and Assessment Models for General Education and All University Requirements (GEAR) HSU P16-03 Syllabi Policy ICC- Clarification on Student Learning Outcomes Requirement on Syllabi Policy Syllabus Resources	100% Agreement after Discussion

2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations. X 4.1, 4.6		3	A	See Summary Below Academic programs engage in annual and 5-year review processes. Data are provided by Office of Institutional Effectiveness regarding key metrics. This process could be improved and will be assisted by the recent reorganization of the Office of Institutional Effectiveness (formerly Institutional Research and Planning), including the hiring an assessment coordinator.	Description of Program Review process and calendar for academic and co-curricular units. Also addressed during review through Component 3: *Degree Programs,* Component 4: *Educational Quality,* Component 5: *Student Success,* and Component 6: *Quality Assurance.* Program Review Processes and Procedures: Assessment Activities & Program Review PREP - Compliance Assist! Data Dashboards	100% Agreement after Discussion
Scholarship and Creative Activity						

2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character. X 3.2	Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	2	B	See Summary Below Large and inconsistent teaching loads across colleges prevent faculty scholarly productivity. Boyer's scholarship model is encouraged but not rewarded in the RTP model at HSU.	Policies related to faculty and student research. RTP Standards and Policies Planning Committee for Research, Scholarship and Creative Activities (PCRSC) Student Learning outcomes Student Research Competition Graduate Student GA/TA/ISA counts	100% Agreement after Discussion
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2		2	A	See Summary Below HSU recognizes appropriate linkages, however, there is a lack of alignment between categories and assessment/evidence to support student learning is not promoted/reinforced.	Policies related to faculty evaluation, promotion, and tenure. RTP Standards and Policies	100% Agreement after Discussion

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Student Learning and Success						
2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.	The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.	3	A	See Summary Below HSU has developed strong student data analytics that demonstrate the unique composition and challenges of our students. Further work is needed to demonstrate students make timely progress to degree. Concentrated effort is being placed behind GI2025 initiative to improve timely completion of degrees by students.	Included in Annual Report. Also evaluated during comprehensive review in Component 6: *Quality Assurance.* Data Center Dashboards National Survey of Student Engagement	100% Agreement after Discussion
2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. X 4.3 – 4.5		2	B	See Summary Below HSU offers co-curricular programs aligned with our academic goals. Greater focus and attention on assessment is needed to close the loop and improve.	Evaluated during comprehensive review.. EMSA Assessment Housing & Residence Life Children's Center Counseling & Psychological Services Student Health & Wellness Services University Center Student Clubs & Activities	100% Agreement after Discussion

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements. X 1.6	Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.	2	A	See Summary Below All continuing students are required to meet with their academic advisor before they register to get advice on their academic progress and to discuss plans for the coming term. Students have a mandatory advising hold on registration which can only be released by their advisor.	Evaluated during comprehensive review; documented in "Marketing and Recruitment Review" Checklist. Academic Advising – Registrar office Academic and Career Advising Center	100% Agreement after Discussion
2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers. X 3.1		3	A	See Summary Below HSU continues to develop academic and other student support services to serve the specific types of students and programs offered as HSU undergoes a large shift in student demographics.	Evaluated during comprehensive review. Admissions Financial Aid Office of Registrar Orientation and Preview programs Student Academic and outreach programs Talent Search TRiO Upward Bound TRiO GEAR UP Y.E.S Student Disability Resource Center Testing Center Veteran's Enrollment & Transition Services Associated Students. Retention & Inclusive Student Success	100% Agreement after Discussion

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process. X 1.6	Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.	1	B	See Summary Below HSU has strong articulation agreements with local community colleges.	Evaluated during comprehensive review through Component 5: *Student Success.* Also documented in "Transfer Credit Policy Checklist." Transfer Eligibility Upper Division Transfer Lower Division Transfers ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another Transfer Associate Degree Admission at Humboldt	100% Agreement after Discussion

Synthesis/Reflections on Standard Two
1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard? Assessment, communication and use of assessment data, and alignment of different levels of outcomes across campus.
2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard? Articulation of academic credits for transfer students.
3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard? Meaningful and consistent assessment of student learning and relationships between different levels of outcomes and the core competencies.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.*						
Criteria for Review (1)	**Guidelines (2)**	**Self-Review Rating (3)**	**Importance to Address (4)**	**Comments (5)**	**Evidence (Un-shaded only) (6)**	**Team/Staff Verification (7)**
Faculty and Staff						
3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b	The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.	3	A	See Summary Below Faculty and staff hiring plans are assessed and developed annually in response to institutional needs and available resources.	Evaluated during comprehensive review. Humboldt State University Fact Book and Data Dashboards Office of Faculty Affairs and Academic Personnel Services (APS)	100% Agreement after Discussion
3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4		3	A	See Summary Below	Faculty Policy Manual or Handbook. Office of Faculty Affairs and Academic Personnel Services (APS)	100% Agreement after Discussion

3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4	The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.	3	A	See Summary Below, recognizing the need for further faculty development. HSU has created a Center for Teaching and Learning, focused on faculty development, being lead by a Director for Center for Teaching and Learning and supported by the Office of Institutional Effectiveness and Assessment Coordinator	Policies, budgets, or other indicators of faculty development programs. Office of Faculty Affairs and Academic Personnel Services (APS) Department Faculty Resources	100% Agreement after Discussion
Fiscal, Physical, and Information Resources						

3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7	The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.	3	A	See Summary Below HSU has audited financial statements prepared annually. HSU has campus auditors and system auditors. The financial statements are consolidated at the system level - here is the website: http://calstate.edu/financialservices/resources/auditedstatements/financial_statements.shtml Better alignment between planning, budgeting, enrollment management are needed. Work underway to develop new strategic enrollment plan, create greater transparency and consistency in resource decisions, and to build realistic budgeting into all resourcing discussions.	Audits submitted with Annual Report. Also evaluated during comprehensive review in Component 7: *Sustainability*	100% Agreement after Discussion

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. X 1.2, 2.1, 2.2	The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.	1	B	See Summary Below Library has continually added new technology and information services as well as offering training on research, technology, and information science. HSU provides support for on-line education as well as distance learning. Director of Academic Technology hired AY 2016-17. Center for Teaching and Learning implementation started AY 2016-17 with focus on faculty development.	Evaluated during comprehensive review. HSU Library Skill Shops ITS services Center for Teaching & Learning The Project Proposal Process: From Request to Prioritization Smart Classrooms	100% Agreement after Discussion
Organization Structures and Decision-Making Processes						
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		1	C	President and Cabinet are open and accessible. And regular reviews of administrators occur.	Evaluated during comprehensive review.	100% Agreement after Discussion

3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.	The institution establishes clear roles, responsibilities, and lines of authority.	3	A	See Summary Below The University Senate serves as the key body to review and recommend policies to the president, with specific guidelines on how decisions are made and forwarded. The organizational charts illustrate the current lines of responsibility and authority. Further work is needed to create clear and consistent decision making processes that align with organizational structures and utilize assessment to drive institutional capacity and educational effectiveness	Evaluated during comprehensive review in Component 7: *Sustainability.* University Senate University Organization Chart Academic Affairs Organization Chart Administrative Affairs Organization Chart Enrollment Management and Student Affairs Organizational Chart Advancement Organization Chart Strategic Budgeting overview	100% Agreement after Discussion
3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		1	0	See Summary Below	Position Descriptions for CEO, CFO Office of the President University Budget Office	100% Agreement after Discussion

3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer. X 1.5 – 1.7	The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in Self-review and training to enhance its effectiveness.	1	0	See Summary Below	Board members' names and affiliations; Board committees and members; Board bylaws; CEO evaluation process. California State University Board of Trustees The CSU Rules of Procedure specify, "The Board of Trustees, in partnership with the Chancellor, selects, appoints, and evaluates the Presidents of the campuses of the California State University." http://www.calstate.edu/bot/documents/rules_of_procedure.pdf	100% Agreement after Discussion

3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained. X 2.1, 2.4, 2.5, 4.3, 4.4	The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.	2	B	See Summary Below	Faculty governance committees, bylaws, or similar evidences. University Senate Constitution of the General Faculty of Humboldt State University (Updated March 2016) Integrated Curriculum Committee Unit 3 Faculty Unit Employees Bargaining Agreement	100% Agreement after Discussion

Synthesis/Reflections on Standard Three
1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard? Need for clarity and collaboration in institutional decision making.
2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard? Information Technology, the role of the University Senate in shared governance.
3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard? Faculty/Staff development (professional development), aligning fiscal resources with institutional priorities, and increased transparency in decision-making processes.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Quality Assurance Processes						
4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10		3	A	See Summary Below HSU has not collected and analyzed the type of outcomes that would permit closing the loop. An infrastructure (e.g., OIE) is being built to allow analysis and interpretation.	Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.* Integrated Curriculum Committee Assessment Activities & Program Review Data Center	100% Agreement after Discussion

4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10		3	A	See Summary Below To date only academic units provide reports; however some academic units are not compliant with the Program Review process. Student learning data are not used to make academic decisions.	Evaluated during comprehensive review in Component 6: *Quality Assurance.* Office of Institutional Effectiveness Integrated Curriculum Committee Assessment Activities & Program Review Data Center Assessment Student Affairs	100% Agreement after Discussion
Institutional Learning and Improvement						

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes. X 2.2 – 2.6	The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.	3	A	See Summary Below Currently there is not a well defined campus assessment process. The assessment process is not used for continuous improvement. Efforts underway to connect assessment to improvement.	Evaluated during comprehensive review through Component 3: *Degree Programs,* Component 4: *Educational Quality,* Component 6: *Quality Assurance*, and Component 7: *Sustainability.* Office of Institutional Effectiveness Integrated Curriculum Committee Assessment Activities & Program Review Data Center Assessment Student Affairs Assessment Administrative Affairs	100% Agreement after Discussion

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology. X 2.2 – 2.6	Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.	3	A	See Summary Below Many departments on campus engage in discussions on quality teaching; however, learning is not the focus of the conversation. Few academic units on campus are able to track and provide evidence of student learning.	Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.* Assessment Activities & Program Review	100% Agreement after Discussion
4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7		3	A	See Summary Below Few academic programs involve ALL key stakeholders to align outcomes with assessment.	Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.* Assessment Activities & Program Review	100% Agreement after Discussion

4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3		3	A	See Summary Below HSU has recently developed and implemented a strategic plan. However, the strategic planning process did not use data or evidence to direct the types of institutional outcomes needed as a forecast for the future.	Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.* Office of Institutional Effectiveness Integrated Curriculum Committee Assessment Activities & Program Review Data Center Assessment Student Affairs Assessment Administrative Affairs	100% Agreement after Discussion
4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.		3	A	A budget deficit has forced HSU to reconsider institutional priorities. There is not a clear and transparent connection between resource allocation and the strategic plan. Work is underway to make this connection	Evaluated during comprehensive review in Component 6: *Quality Assurance* and Component 7: *Sustainability.* Strategic Planning	100% Agreement after Discussion

Synthesis/Reflections on Standard Four
1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard? The need for broader inquiry into teaching and learning preparing for developments/change in higher education
2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard? Institutional Research developments and transformation into Institutional Effectiveness
3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard? Broad analysis of and commitment to improving education effectiveness.

Summative Questions
1. Who participated in preparing this self-inventory? What approach was used in completing the worksheet? All member of HSU's Steering and Self-Study Committee. A three-step process that included individual evaluation and discussion of CFR's, reevaluation of CFR's, and consensus after reevaluation The Self-Study process involved each of the committee members evaluating institutional performance on each of the Criteria for Review. High priority low performance was indicated for substitutional ratings when more than half of the steering and self-study committee provided a specific evaluation. Self-Study ratings were recorded followed by a thorough discussion that further prioritize and identify focal areas that needed improvement at the institutional level. Consensus was reached through discussion and evaluation of overall rankings and ratings.
2. What areas emerged as institutional strengths that could be highlighted in the institutional report? The student-centered focus of the University, major advances in institutional research and effectiveness, improvements in the quantity and quality of data available for evidence-based decision-making, and a collaborative process to develop the new strategic plan.
3. What areas were identified as issues or concerns to be addressed before the review? Developing a culture of evidence to support decisions being made, institutional change and alignment of resources based on priorities, and improving campus climate related to diversity, equity, and inclusion.
4. What are the next steps in preparing for the review? HSU's Steering and Self-Study Committee has provided recommendations to campus on issues that are low performance/high priority. We focus on low ranking CFR scores alongside HSU's strategic plan to implement items that have positive impacts on student success, create greater alignment of resources, and are grounded in a continuous improvement cycle.

FEDERAL COMPLIANCE FORMS

OVERVIEW

There are four forms that WSCUC uses to address institutional compliance with some of the federal requirements affecting institutions and accrediting agencies:

1 – Credit Hour and Program Length Review Form
2 – Marketing and Recruitment Review Form
3 – Student Complaints Review Form
4 – Transfer Credit Policy Review Form

Teams complete these four forms and add them as appendices to the team report. They are included here in order for the institution to provide the necessary information for the team. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

(i) It reviews the institution's-

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WSCUC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? ☒ YES ❒ NO
	If so, where is the policy located? Via catalog
	Comments: A Student Credit Unit (SCU) is defined by the US Department of Education, WASC, the CSU, and HSU. See Academic Regulations, Credit Hour. Units indicate how much time a course will meet and the minimum out-of-class student work required. The amounts vary with type of instruction: 1 unit of lecture or discussion = 50 minutes of classroom and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester. 1 unit of activity = 100 minutes of classroom and a minimum of one hour of out-of-class student work each week for approximately 15 weeks for one semester. 1 unit of laboratory = 150 minutes of classroom time per week. Most of the student work is done in lab. Credit earned by students in faculty-led study abroad programs or other intensives is limited to no more than 1.2 units per week requiring students to spend 18 hours each week on work directly on the course. This limit is based on a survey of third-party programs offered through a number of universities and intended for broadly-accepted transfer to other institutions. Programs which intend to grant credit in excess of that amount are not approved until the amount of credit proposed meets this criterion.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? X YES ❒ NO
	If so, does the institution adhere to this procedure? ☒ YES ❒ NO
	Comments: HSU consistently abides by CSU's course classification system, which further defines the amount of time per credit hour that must be accounted for by faculty instruction (the rest of which will be accounted for by the students' preparation and other independent work). The classification and unit amount assigned to a course is carefully considered by the CDC, the ICC, the curriculum coordinator, and the vice provost at the time that the course is approved. The amount of work required of students for the course must justify the total number of units. The assigned classification and number of units applies to all sections of the course unless it is approved as a variable-unit course and the curricular differences between different unit levels is explicit.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? ☒ YES ❒ NO

	Comments: Audits are run each semester to assure that courses are scheduled for the appropriate amount of time, based on their course classifications and number of units. The classroom scheduler and curriculum coordinator work with the departments to correct any errors, sometimes referring difficult situations to the appropriate dean or associate dean and to the vice provost. The main audit for catching problems within the class schedule (class meeting hours not matching prescribed mode/units hours) can be found here: http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=./schedaudits/hours_audit2172M.out.
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed?
	Type of courses reviewed: ❒ online ❒ hybrid
	What degree level(s)? ❒ AA/AS ❒ BA/BS ❒ MA ❒ Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? ❒ YES ❒ NO
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed?
	What kinds of courses?
	What degree level(s)? ❒ AA/AS ❒ BA/BS ❒ MA ❒ Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? ❒ YES ❒ NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed?
	What kinds of programs were reviewed?
	What degree level(s)? ❒ AA/AS ❒ BA/BS ❒ MA ❒ Doctoral
	What discipline(s)?
	Does this material show that the programs offered at the institution are of an acceptable length? ❒ YES ❒ NO

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation §602.16(a)(1)(vii), WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	**Questions and Comments: (Enter findings and recommendations in the Comments sections of this table as appropriate.)**
**Federal Requirements	Does the institution follow federal requirements on recruiting students? ☒YES ❒ NO
	Comments: HSU adheres to Section 487 (a) (20) of the Higher Education Act and provides no incentive compensations, in any form, that are tied to meeting enrollment. Furthermore, HSU adheres to the policies and procedures set forth in the CSU Admission handbook.
Degree completion and cost	Does the institution provide information about the typical length of time to degree? ☒ YES ❒ NO
	Does the institution provide information about the overall cost of the degree? ☒ YES ❒ NO
	Comments: HSU provides cost information in a variety of ways including via the HSU website that includes a cost calculator. Recruitment discussions and communications with prospective students also include information regarding costs of attendance. Financial aid provides cost information. Several resources allow students to understand a typical time to degree at HSU. These include graduation roadmaps for different programs, advice on graduating in ~~4~~ years, as well as specific information for Transfer Associate Degree program. Data are available regarding graduation rates and time to degree online. Currently, typical time to graduation is not prominent in recruiting material.
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? ☒ YES ❒ NO
	Does the institution provide information about the employment of its graduates, as applicable? ☒ YES ❒ NO
	Comments: The Career Advisors in the Academic and Career Advising Center (ACAC) uses numerous local, regional, and national resources to gather data, including the California Employment Development Department, the County of Humboldt, the Bureau of Labor Statistics, the Occupational Outlook Handbook, Collegiate Employment Research Institute at Michigan State, and Onet Online. HSU conveys this information to students and faculty in a multitude of ways and formats, including individual appointments, ACAC daily drop-ins, workshops, classroom presentations, fairs and the Career Curriculum Integration program. HSU provides students Career Guides, which were developed in collaboration with major departments, and provide college to career connections to our students. http://www2.humboldt.edu/acac/students/career-guides

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These requirements do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

3 STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*§602-16(1)(1)(ix) WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records. (See also WSCUC Senior College and University Commission's Complaints and Third Party Comment Policy.)

Material Reviewed	**Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)**
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? ☒ YES ❒ NO
	Is the policy or procedure easily accessible? ☒ YES ❒ NO If so, where? http://www2.humboldt.edu/policy/PUML-00-01Grievance-Policy-and-Procedures-Students-Filing-Complaints-other-Discimination-or-Unprofes
	Comments: The institution has several published policies on student grievances and complaints, refunds, discrimination, etc. depending on the nature of the complaint.
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? ☒YES ❒ NO If so, please describe briefly The purpose of the Student Grievance Procedure is to provide a means by which a student may pursue a complaint against a member of the faculty, staff, or administration at HSU for an alleged violation of campus policy or to appeal a grade. The process is coordinated by the Grievance Coordinator.
	If so, does the institution adhere to this procedure? ☒ YES ❒ NO
	Comments: The procedures are outlined in the policy regarding student grievances. HSU utilizes a Grievance Coordinator to assist in the management of these procedures and processes.
Records	Does the institution maintain records of student complaints? ☒YES ❒ NO If so, where?
	Does the institution have an effective way of tracking and monitoring student complaints over time? ☒ YES ❒ NO If so, please describe briefly: HSU does track and monitor through the grievance coordinator.
	Comments: Comments: HSU maintains records of the grievances filed, according to the policy. HSU does have methods for tracking and monitoring, however the process could be improved for tracking and acting on complaints that are raised (if trends are found). Currently, the information is stored with the Grievance Coordinator, but the experiences of the students (allegations) are not shared, just the statistics (i.e. grade change: denied/approved). This does not allow for changes to be made in instructional quality or training.

4 – TRANSFER CREDIT REVIEW FORM

Under federal requirements*, WSCUC is required to demonstrate that it monitors the institution's recruiting, transfer, and admissions practices accordingly.

Material Reviewed	**Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)**
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for reviewing and receiving transfer credit? ☒ YES ❒ NO
	If so, is the policy publicly available? ☒YES ❒ NO If so, where? HSU's catalog
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? ☒ YES ❒ NO
	Comments: Yes. In accordance with policies and practices of the California State University, transfer credits are reviewed and received, and subsequently posted to a student's Degree Audit Report. Additional "Business Processes" for reviewing transfer credits are held within the Office of the Registrar. the number of credits, subject matter equivalencies, and policies for Credit by Examination, Advance Placement Tests, (and other subject matter tests), Prior Instruction, and credit limitations are all publicly available in HSU's Catalog. Transfer credit practices and guides are available from the Office of the Registrar. Transfer credit practices are developed, reviewed, and maintained in accordance with CSU Directives (Executive Orders, Administrative Memoranda), HSU Academic Policies, and CSU System wide Practices.

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WSCUC Senior College and University Commission's Transfer of Credit Policy.

WASC SELF-STUDY COMMITTEE

Communication Plan

1.0 Scope

The WASC Self-Study Committee communications planning activities identify the appropriate level of communication for each stakeholder, what information should be distributed, and the frequency of communications. This plan also includes the vehicle of communications (email, face-to-face meetings, etc.).

This initiative's primary audiences are:

- Faculty
- Staff
- Students
- Local and General Public

and the communication topics include:

- What is WASC
- What is a Re-Affirmation
- Why Re-Affirmation is Important to HSU
- What is the High-level Plan and Schedule
- What is the Progress of WASC Self-Study Committee Effort
- How Everyone Can Provide Feedback
- Where Can Everyone Get More Information (http://wasc.humboldt.edu/)
- How does WASC relate to "Living Our Pledge"

2.0 Communication Channel by Audience

There are a variety of ways to communicate with the people that you want to reach. This matrix lists the most common methods and audiences on campus and provides room to identify additional ones. Check the box at the row/column intersection and then transfer that information to the Communications Schedule in Section 3 below. Shaded fields indicate channels that have not been found to be effective with that audience type (subject to MarCom's review for this effort).

Office of Academic Affairs, Council of Chairs, All-Chairs meetings, University Senate, Staff Council, and Associated Students.

CHANNELS	AUDIENCES	Students	New Students	Faculty	New Faculty	Staff	New Staff	Administrator	Alumni	ITS Help Desk	Public
HSU Portal	Campus Announcements Pagelet			x		x					
	My Announcements Pagelet										
	Division Pagelet										
	College Pagelet										
	Special Areas Pagelet										
Web	Web announcement										
	Humboldt NOW	x		x		x					
	Social Networking										
Email	University Notices	x		x		x					
	Email: all-campus										
	Email - targeted										
Paper	Paper mailings – all departments										
	Paper mailings – targeted										
	Flyers										
	Posters on bulletin boards										
	Posters in labs										
Regular Meetings	Department / College meetings-Department Coordinators (ColDepts)					x					
	Department / College meetings-Student Administrative Assistants (SAAS)					x					
	Department / College meetings-Department Chairs			x		x					
	Department / College meetings-Budget & Finance Group (BFG)										
	Cabinet Meeting										
	University Senate Meeting			x		x		x			
	Associated Student Meeting	x									
Other	Lumberjack Newspaper	x		x		x					
	Electronic Bulletin Boards-The J										
	Electronic Bulletin Boards-Housing										

CHANNELS	AUDIENCES	Students	New Students	Faculty	New Faculty	Staff	New Staff	Administrator	Alumni	ITS Help Desk	Public
	Electronic Bulletin Boards-SBS Lobby										
	Student Center Help										
	Faculty Center Help										
	Student Radio (KRFH)	x									
	Releases, Updates, and Fixes (RUF) Meeting										
	ITS System Status (Systat)										
	Open Forum	x		x		x		x			x
	WASC Website (Update)	x		x		x		x			x
	Chalk	x									

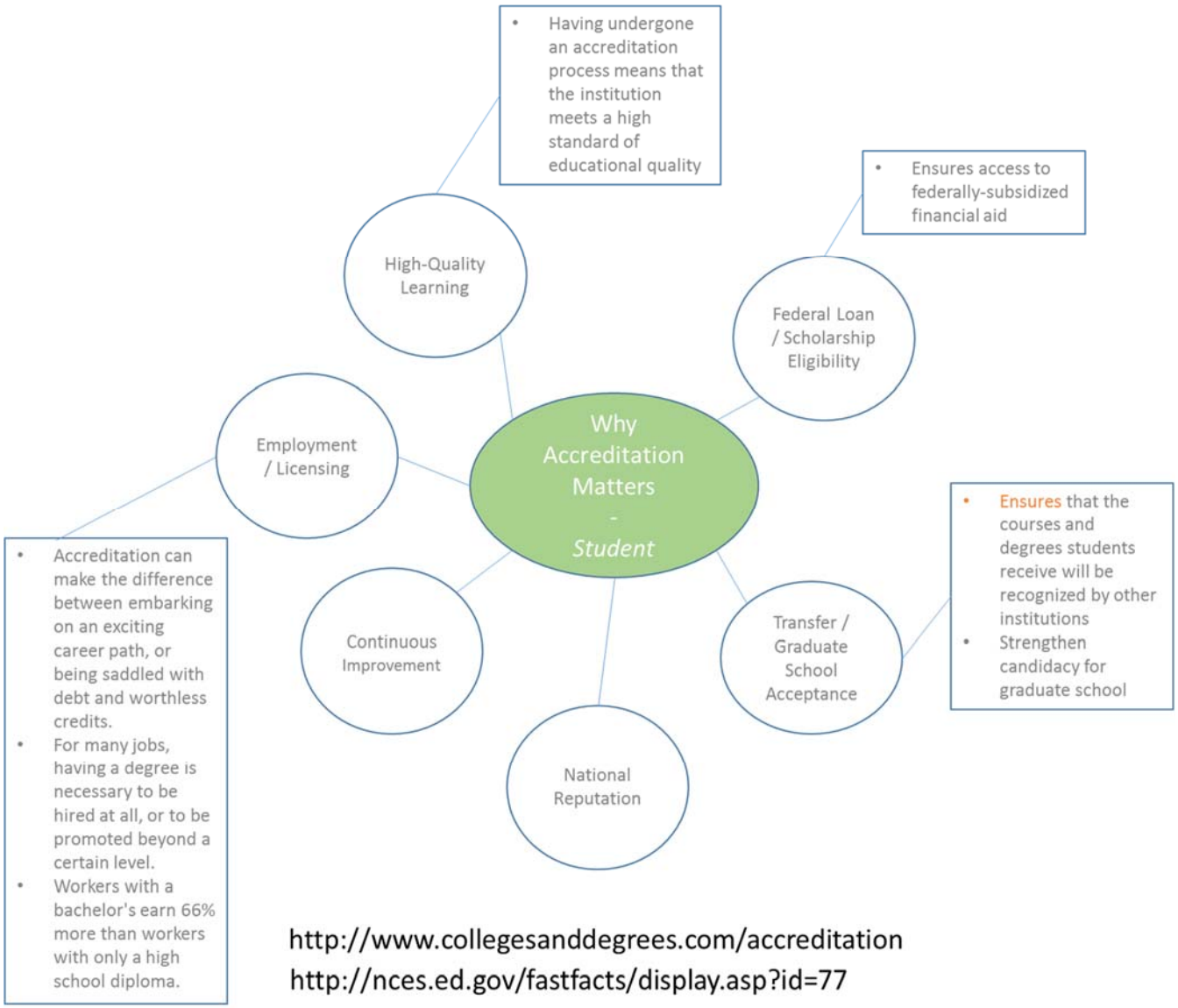
NOTE: For WASC the focus will be on face-to-face communications and completely avoiding social media. It is also very important to share this plan with the 2025 and Strategic Plan groups so that our messages are in sync with the HSU "Living Our Pledge" public relations campaign that was kicked-off during the Fall 2016 Welcome and so that we appropriately schedule our messages (sometimes producing joint messages).

Could later expand the list to include parents if accreditation is going to be pitched to them (see SJSU's Journalism FAQ).

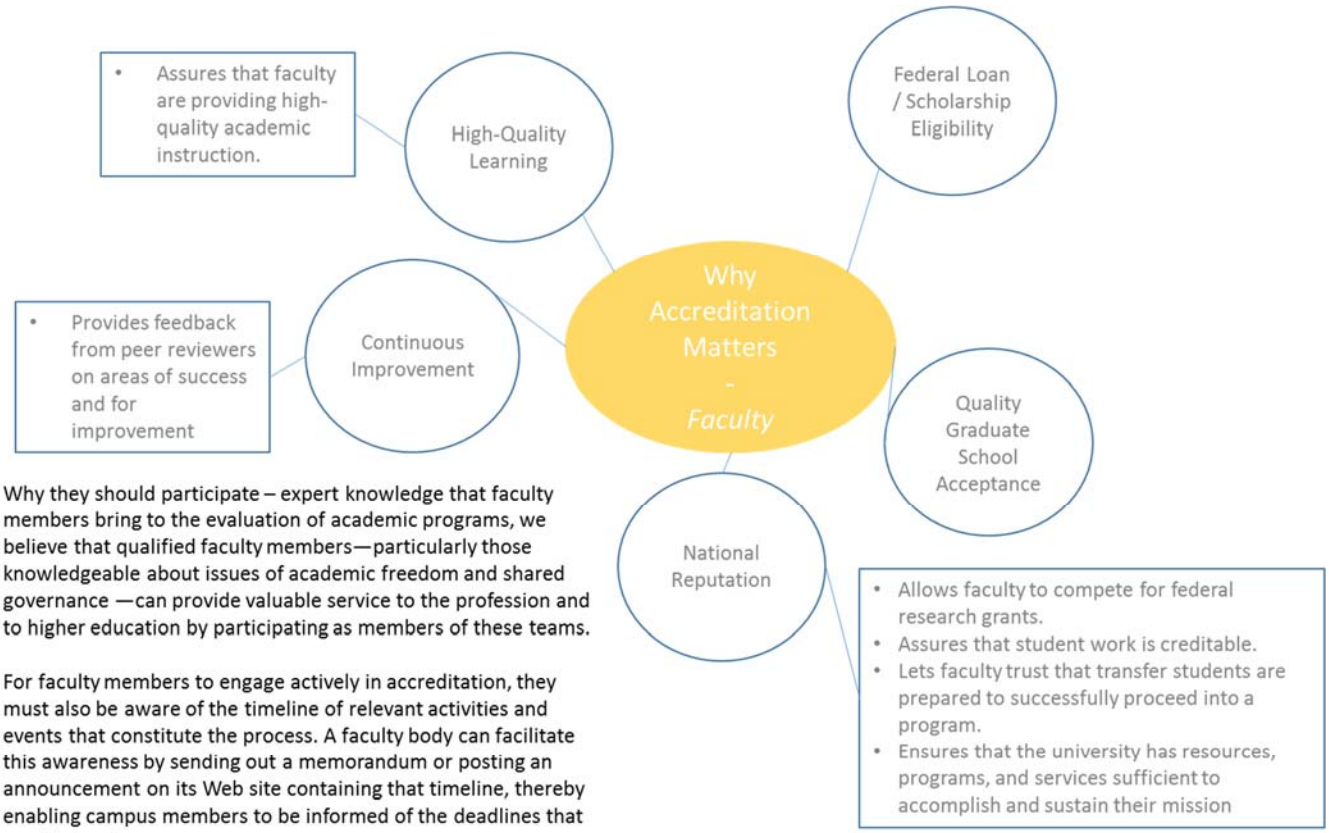
3.0 Communication Message by Phase

Each effort has different phases or stages and each may need different messages and communication channels. The following pages describe the phases and the message outcomes, topics, and channels by audience, as well as why the results of this effort matter to each audience (subject to MarCom's review for this effort).

	Report Writing (Summer 2016-July 2017)	Site Visit (March 21-23, 2018)	Results (Summer 2018)
I'm a Student	*Outcome:* Students participate in the report review: • Why are the results of this report important to me? • How is "Living Our HSU Pledge" (make clear it's not the student version) part of the re-affirmation process? • How can I comment and when are my comments due? *Channel:* Associated Students Meeting, University Senate Meeting, HSU WASC Website, University Notices, Open Forum, Student Radio, Humboldt NOW, Chalk	*Outcome:* Students are ready for the Site Visit. • What is a Site Visit? • Why is the visit important to me? • What is expected of me during the visit? • When is the visit? • How is "Living Our HSU Pledge" (make clear it's not the student version) part of the re-affirmation process? *Channel:* Associated Students Meeting, University Senate Meeting, HSU WASC Website, University Notices, Lumberjack, Open Forum, Student Radio, Humboldt NOW, Chalk	*Outcome:* Students understand the results of the peer review, HSU's next steps, and how it affects them. *Channel:* Associated Students Meeting, University Senate Meeting, HSU WASC Website, University Notices, Lumberjack, Open Forum, Student Radio, Humboldt NOW, Chalk
I'm Faculty	*Outcome:* Faculty participate in the report review: • Why are the results of this report important to me? • How is "Living Our HSU Pledge" (make clear it's not the student version) part of the re-affirmation process? • How can I comment and when are my comments due? *Channel:* University Senate Meeting, HSU WASC Website, Campus Portal Announcement, University Notices, Open Forum, Humboldt NOW, Department Chairs Meeting/E-mail	*Outcome:* Faculty are ready for the Site Visit. • What is a Site Visit? • Why is the visit important to me? • What is expected of me during the visit? • When is the visit? • How is "Living Our HSU Pledge" (make clear it's not the student version) part of the re-affirmation process? *Channel:* University Senate Meeting, HSU WASC Website, Campus Portal Announcement, University Notices, Open Forum, Humboldt NOW, Department Chairs Meeting/E-mail	*Outcome:* Faculty understand the results of the peer review, HSU's next steps, and how it affects them (split into separate messages as necessary). *Channel:* University Senate Meeting, HSU WASC Website, Campus Portal Announcement, University Notices, Lumberjack, Open Forum, Student Radio, Humboldt NOW
I'm Staff	*Outcome* Staff participate in the report review: • Why are the results of this report important to me? • How is "Living Our HSU Pledge" (make clear it's not the student version) part of the re-affirmation process? • How can I comment and when are my comments due? *Channel:* University Senate Meeting, HSU WASC Website, Campus Portal Announcement, University Notices, Open Forum, Humboldt NOW, Dept / College InfoExchange / SAAS Meetings/E-mail	*Outcome:* Staff are ready for the Site Visit. • What is a Site Visit? • Why is the visit important to me? • What is expected of me during the visit? • When is the visit? • How is "Living Our HSU Pledge" (make clear it's not the student version) part of the re-affirmation process? *Channel:* University Senate Meeting, HSU WASC Website, Campus Portal Announcement, University Notices, Open Forum, Humboldt NOW, Dept / College InfoExchange / SAAS Meetings/E-mail	*Outcome:* Staff understand the results of the peer review, HSU's next steps, and how it affects them (split into separate messages as necessary). *Channel:* University Senate Meeting, HSU WASC Website, Campus Portal Announcement, University Notices, Lumberjack, Open Forum, Student Radio, Humboldt NOW
I'm the Public	*Outcome:* Do we have anything to say? The WASC website should have the S/F/S information on it before the message delivery. Is there public comment?	*Outcome:* Do we have anything to say? The WASC website should have the S/F/S information on it before the message delivery.	*Outcome:* Community understands the results of the peer review and HSU's next steps. *Channel:* Press release, HSU WASC Website, HSU Now, need to ask MarCom
I'm an Alumni	*Outcome:* Do we have anything to say? The WASC website should have the S/F/S information on it before the message delivery. Is there public comment?	*Outcome:* Do we have anything to say? The WASC website should have the S/F/S information on it before the message delivery.	*Outcome:* Alumni understand the results of the peer review, HSU's next steps, and how they can help HSU move forwards. *Channel:* Need to ask Alumni Relations



http://www.collegesanddegrees.com/accreditation
http://nces.ed.gov/fastfacts/display.asp?id=77

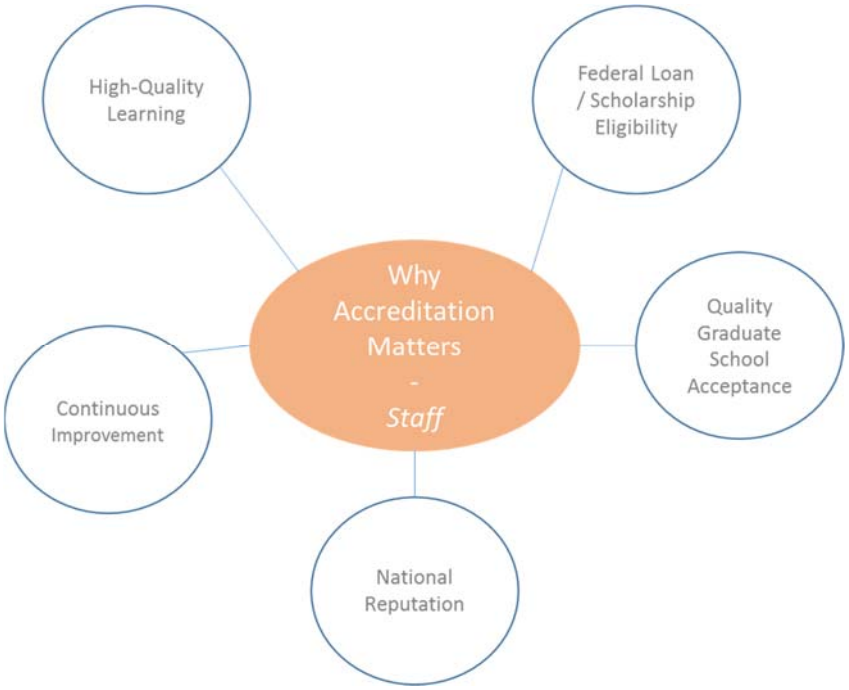


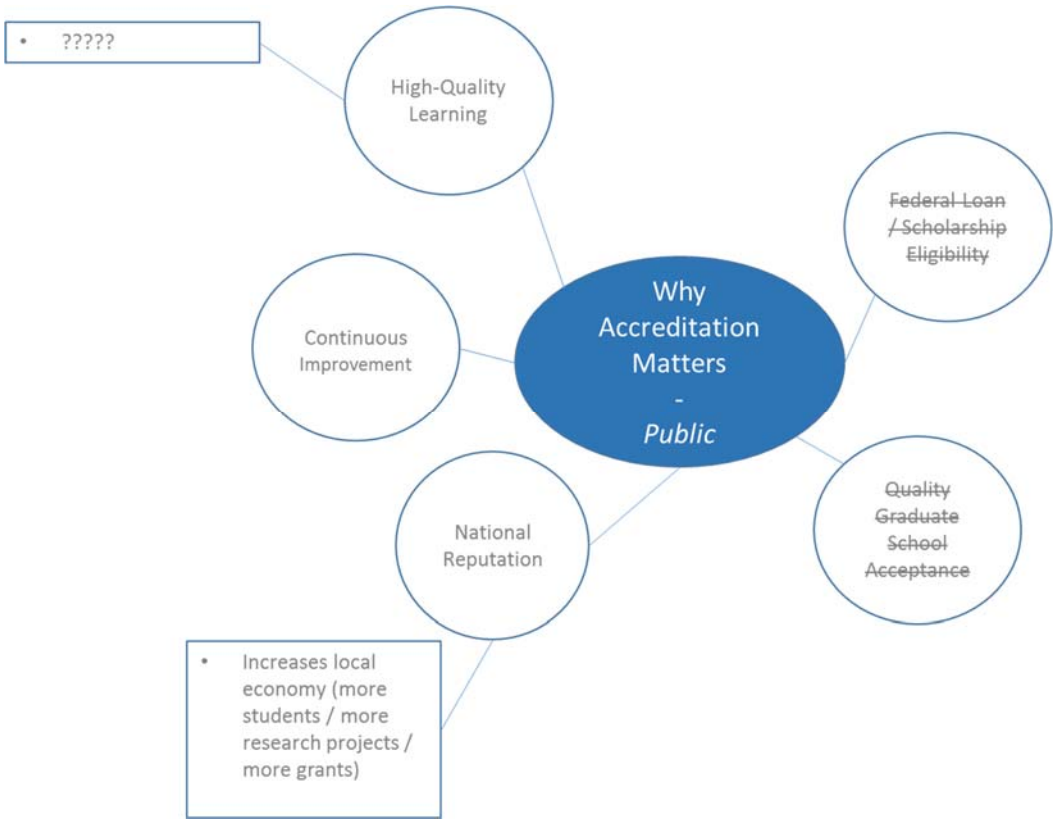
Why they should participate – expert knowledge that faculty members bring to the evaluation of academic programs, we believe that qualified faculty members—particularly those knowledgeable about issues of academic freedom and shared governance —can provide valuable service to the profession and to higher education by participating as members of these teams.

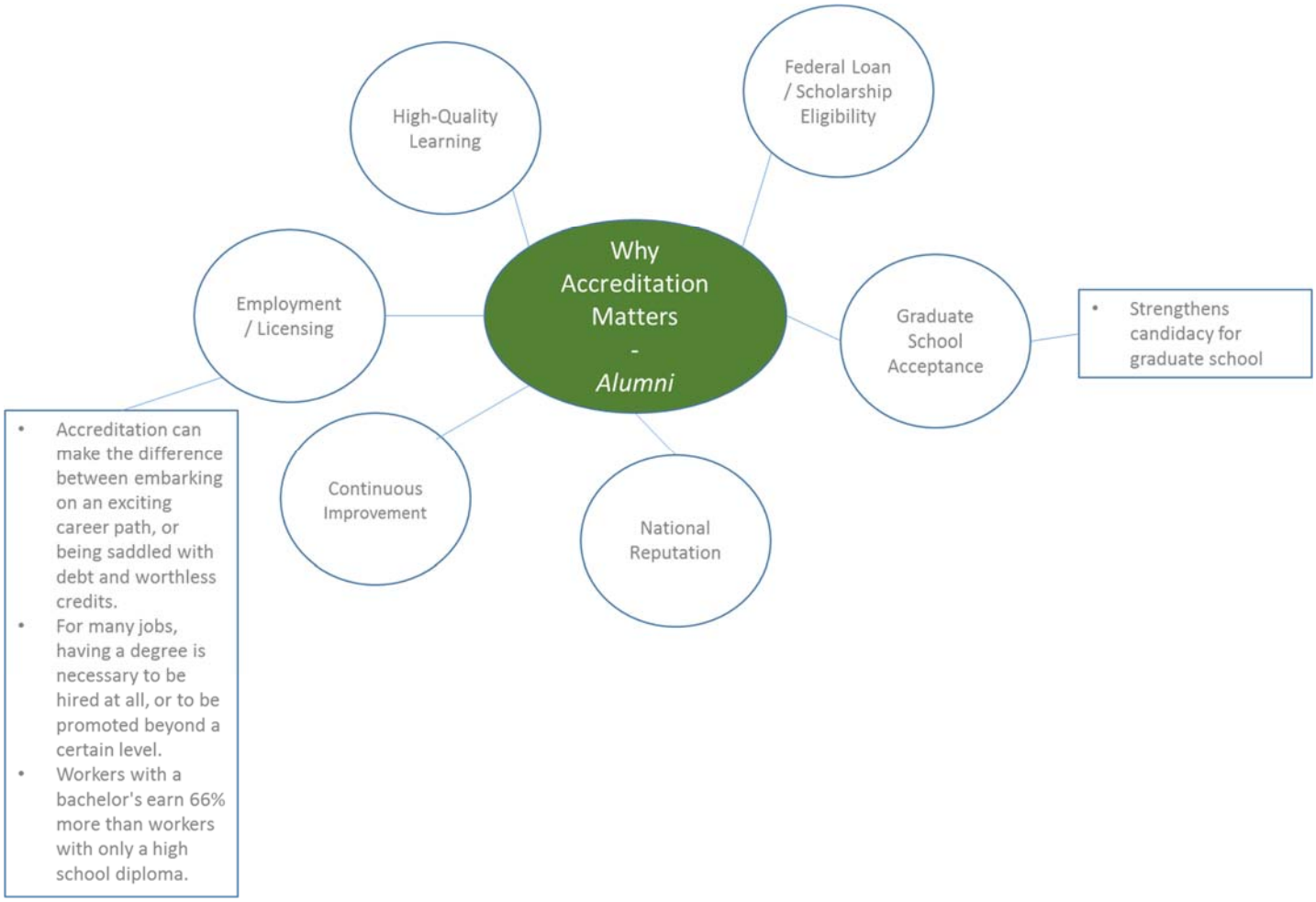
For faculty members to engage actively in accreditation, they must also be aware of the timeline of relevant activities and events that constitute the process. A faculty body can facilitate this awareness by sending out a memorandum or posting an announcement on its Web site containing that timeline, thereby enabling campus members to be informed of the deadlines that must be met.

the faculty group should ask to be added to the visiting team's schedule,

https://www.aaup.org/report/call-for-greater-faculty-involvement




Why Accreditation Matters - *Public*
High-Quality Learning
• ?????
~~Federal Loan / Scholarship Eligibility~~
Continuous Improvement
National Reputation
~~Quality Graduate School Acceptance~~
• Increases local economy (more students / more research projects / more grants)


Why Accreditation Matters - *Alumni*
High-Quality Learning
Federal Loan / Scholarship Eligibility
Employment / Licensing
Graduate School Acceptance
• Strengthens candidacy for graduate school
• Accreditation can make the difference between embarking on an exciting career path, or being saddled with debt and worthless credits.
• For many jobs, having a degree is necessary to be hired at all, or to be promoted beyond a certain level.
• Workers with a bachelor's earn 66% more than workers with only a high school diploma.
Continuous Improvement
National Reputation

4.0 Communication Schedule

The Communication Schedule lists the various messages and the:

- Delivery Date – Date that the message will be delivered to the intended audience
- Due Date – Date that the message must be delivered to the entity releasing the message
- Channel – Method to deliver the message
- Audience – People who will receive the message
- Goals – Intent of the message
- Frequency – Number of message occurrences (ex. Once, Daily, Weekly through Month/Day/Year).
- Responsibility – Name of the person responsible for developing the message and delivering it to the entity releasing it.

The communication disseminated to each audience will begin at a less frequent, introductory level and continue to become more detailed, more focused, and more frequent as specific information becomes available, and implementation draws nearer.

Refer to the Communication Plan Delivery Method Details worksheet that describes how to get the communication out through the selected communication channel and what the lead time might be.

Audience	Goals	Delivery Date	Due Date	Channel	Frequency	Responsibility
Staff, Faculty	Announcement of the WASC Self-Study Committee Formation	February 3, 2016		HSU Portal – Campus Announcements		
Staff, Faculty	Announcement about the GI 2025 /WASC / Strategic Plan Updates Event	September 30, 2016		HSU Portal – Campus Announcements		
Staff, Faculty	Announcement about the GI 2025 /WASC / Strategic Plan Updates Event	October 14, 2016		University News		
Students, Staff, Faculty	WASC Reaffirmation and Open Forum Announcement	October 16, 2016		Humboldt Now		
Students, Staff, Faculty	Announcement about the GI 2025 /WASC / Strategic Plan Updates Event	October 21, 2016		University News		
Staff, Faculty	Reminder to Attend the GI 2025 /WASC / Strategic Plan Updates Event	October 21, 2016		HSU Portal – Campus Announcements		
Students, Staff, Faculty	WASC Reaffirmation	October 24, 2016		Humboldt Now		

Audience	Goals	Delivery Date	Due Date	Channel	Frequency	Responsibility
	and Open Forum Announcement					
Staff, Faculty	Reminder to Attend the GI 2025 /WASC / Strategic Plan Updates Event	October 25, 2016		HSU Portal – Campus Announcements		
Staff, Faculty	Reminder to Attend the GI 2025 /WASC / Strategic Plan Updates Event	October 26, 2016		Dept Chairs / College Departments Distribution Lists		
Students, Staff, Faculty, Public		October 27, 2016		Open Forum		Rock
Senate and General Faculty	Update(?) Key Dates, Feedback on Chapters, etc.	November 10, 2016		Letter	Once	Rock and Julie
Staff and Faculty	Participation in draft report review	November 14, 2016	November 8	Campus Announcements Pagelet	Once	Alex G (based on Theme and Announcement Letter from Rock)
Students, Staff, Faculty	Participation in draft report review	November 18, 2016	November 16 at Noon	University Announcements	Weekly from 11/18 through 12/2	Alex G (based on Theme and Announcement Letter from Rock)
Select Staff, Faculty	Participation in draft report review	November 14, 2016		E-mail	Once	Rock?
Students	Participation in draft report review	November 14, 2016		Chalk	Once	Alex G (based on Theme and Announcement Letter from Rock)
Students, Staff, Faculty	Participation in draft report review	November 14, 2016	November 7	HSU Now	Once	Alex G (based on Theme and Announcement Letter from Rock)
Students, Staff, Faculty	Feedback on Updated WASC Chapter Drafts	November 15, 2016		University Senate	Once	Rock and Mary G
Students, Staff, Faculty	Reminder to Attend the Town Hall	November 29, 2016		myHumboldt message		
Students, Staff, Faculty, Public	Feedback on Updated WASC Chapter Drafts	December 2, 2016		Town Hall	Once	Rock and Mary G
Students	Reminder to Participate in WASC Draft Feedback and	January 23, 2017		Associated Student Meeting		

Audience	Goals	Delivery Date	Due Date	Channel	Frequency	Responsibility
	Site Visit Preparation					
University Senate	Update on Progress and Site Visit Preparation	January 24 or February 7, 2017		Senate Meeting		
Students, Staff, Faculty	Reminder to Participate in Town Hall	February 1, 2017		myHumboldt message		
Students, Staff, Faculty	Gather final campus-wide comments for the Self-Study Report	February 3, 2017		Town Hall		
Associated Students	Update on Progress	April 17, 2017		Associated Students Meeting		
University Senate	Update on Progress	April 25, 2017		Senate Meeting		
Students, Staff, Faculty	WASC Report and Next Steps	July 25, 2017				
Students, Staff, Faculty	WASC On-Site Visit – What to Expect	March ?, 2018				
Students, Staff, Faculty, Public	WASC Re-Affirmation Results	???, 2018				

“Living Our Pledge” – “I pledge, as an HSU community member, to discover the social and environmental consequences of my choices and actions and I will engage in positive change on our campus and in our community.”

Measuring a Culture of Evidence

	A Culture of Good Intentions	A Culture of Justification	A Culture of Strategy	A Culture of Evidence
Intentionality (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are doing (i.e. operational or procedural specificity).	People can describe what they are accomplishing (i.e. strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.
Perspective (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us close the loop on improvement processes and educational outcomes.
Critical Linkages (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.	Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.
Initiatives and Directions (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.
Planning Processes (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but not planning-oriented.	Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into continuous strategic thinking.

Johnston, A.J. & Spurlock, R.S. (2011)

THE CALIFORNIA STATE UNIVERSITY

OFFICE OF THE CHANCELLOR

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SAN BERNARDINO
SAN DIEGO
SAN FRANCISCO
SAN JOSÉ
SAN LUIS OBISPO
SAN MARCOS
SONOMA
STANISLAUS

April 9, 2013

MEMORANDUM

TO: CSU Presidents

FROM: Timothy P. White
Chancellor

SUBJECT: Reducing Bottlenecks and Improving Student Success

Overview

The Governor's budget proposal includes $10 million to reduce bottleneck courses for students through the use of innovative online technologies. Additionally, I am allocating $7.2 million to promote student success programs that further the California State University Graduation Initiative priorities to eligible campuses. Allocation of these funds is contingent on passage of the final budget later this spring, and yet it is prudent to take concrete steps forward now, so the newly funded efforts can be put into play this upcoming academic year and have impact. Our commitment to maximizing access, reducing time to degree, improving graduation rates and most importantly, shrinking the achievement gap will be reflected in the funding that we allocate to achieve these important goals.

To affect the largest impact in the 2013-14 academic year, awards will be focused on current, scalable, proven practices that are deemed to have high potential for immediate improvement in the student success metrics outlined in *Attachment A*. Each eligible campus will have the opportunity to apply for funding through a Request for Proposals (RFP) process that will begin later this month (see eligibility note below in the section entitled RFP Structure).

Selecting Proven Course Redesign Strategies for Results in 2013-14: Scaling Up

Before the RFP process is fully structured, and to ensure faculty have time to commit to begin some projects this summer and early fall I would like to hear from you regarding any existing innovations in course delivery that could be scaled to increase access and/or improve student learning outcomes in academic year 2013-14. We are most sensitive about the timing of adding course sections in the 2013-14 academic year because of the need to involve faculty leadership and collaboration over the summer. Thus, I am asking you first to think about redesigned courses that have a proven record of success in any of the following three areas:

401 GOLDEN SHORE • LONG BEACH, CALIFORNIA 90802-4210 • (562) 951-4700 • Fax (562) 951-4986

1. Redesigned courses that have increased student success in traditionally high-demand and low-success areas across the system. (See *Attachment B* for the list of high-demand and low-success courses).
2. High-demand, high-success (high rate of C or better) courses delivered through fully-online technologies to be made available across the system; and/or hybrid learning technologies that can significantly increase access.
3. Proven experience with virtual labs that can be scaled to more campuses where demand for laboratory space is greater than physical capacity.

As part of the Pre-RFP process please visit http://groups.csuprojects.org/rfp **to submit your proposals Thursday, April 18, the day following our discussions on this and other matters at the Council of Presidents' meeting in Long Beach. Submission should include historical data demonstrating the effectiveness of these courses.**

Timeline:

April 12, 2013	Pre-RFP Q&A Conference Call
April 18 2013	Responses due to Pre-RFP via http://groups.csuprojects.org/rfp
April 26, 2013	Pre-RFP courses identified and lead campuses named
April 29, 2013	RFP available at https://csyou.calstate.edu/initiativesRFP
May 15, 2013	Virtual Q&A to address RFP Questions
May 31, 2013	Proposals due
June 2013	RFP review committees meet and make recommendations
July 2013	Year 1 awards announced and allocated
Summer 2013	CSU institutes for course redesign
2013-14 AY	Campuses work independently and in teams on funded projects
Winter 2014	CSU institutes bring project participants together where appropriate
May 2014	1st year impact/outcome reports due to the CSUCO

RFP Structure

The Pre-RFP will solicit successfully redesigned courses that can be scaled to accommodate more students and/or be expanded to additional campuses. Lead campuses will be established, and the courses will be listed in the RFP. Allocation of funds will not occur until the RFP is complete.

The RFP will detail the requirements for the funding available from the $7.2 million for academic and student success programs and the $10 million to fund promising course redesign and e-adviser projects as outlined below. Please note that all campuses are eligible to compete in the $10 million fund, but eligibility is restricted in the competition for the $7.2 million fund to those campuses that did not increase funded enrollment beyond 1.2%.

All proposals must:

- Set measurable targets for closing the achievement gap, reducing time to degree, and/or improving student retention (see *Attachment A* for suggested metrics)
- Provide an implementation plan for scaling the program
- Provide a sustainability plan detailing strategies for institutionalizing the program
- Involve collaboration and cross-implementation across CSU campuses to the extent possible
- Provide an evaluation using the guidelines in *Attachment A*

The RFP will have four parts:

1. Proven Course Redesign (Funds available from the remaining $10 million allocation)

    - Awards from the $10 million to reduce bottlenecks will be prioritized for the courses identified by the Pre-RFP process. Lead campuses will be named, and other campuses will nominate teams to participate in summer 2013 institutes to add seats and sections in the 2013-14 Academic Year.

The remaining funds will be awarded for proposals concentrated in three broad areas:

2. Promising Course Redesign (Funds available from the remaining $10 million allocation)

    - Leverage technologies to improve student performance in high-demand and low-success courses across the CSU system. Chancellor's Office staff have identified the top 22 high-demand courses with the largest percentage of repeatable grades (D, F, and W etc.). These courses are identified in *Attachment B*. Course redesign strategies will consider online, hybrid, "flipped classroom," and MOOC delivery models.
    - Reduce facility bottlenecks due to limited campus laboratory space in the STEM fields by leveraging online virtual labs that replace some or all lab sections for non-STEM majors.
    - Increase student access to high-demand and high-success courses delivered through fully online technologies to be made available across the system and/or hybrid learning technologies to significant increase access on campus.
    - Examples include but are not limited to:
        - Upper Division GE Courses
        - Lifelong Learning GE Courses
        - Sociology, Anthropology and Astronomy Courses
        - See *Attachment B* for a list of high-demand, low-success courses

3. Academic and Student Success Programs (Funds available from the $7.2 million allocation)

    - Examples include but are not limited to:
        - Block scheduling for all incoming freshmen
        - Service-learning requirement for all incoming freshmen
        - First and/or second year learning communities for all students
        - Summer Bridge
        - Peer Mentoring

4. E-Advising (Funds available from the $10 million allocation)

    - Leverage existing software packages to allow students and advisers to take advantage of better tools to determine clear pathways to graduation, track progress to degree, and eliminate registration bottlenecks. Potential e-advising software packages include but are not limited to:
        - Hobson's suite of products
        - College Source's suite of products
        - College Scheduler
        - Education Advisory Board

Additional information about the four sections of this RFP, including forms and detailed submission instructions will be posted at https://csyou.calstate.edu/initiativesRFP . Questions about the RFP can be submitted through the website or can be addressed to Kara Perkins (kperkins@calstate.edu; (562) 951-4748) and Ephraim Smith (esmith@calstate.edu; (562) 951-4710).

TPW/kp

Attachments

c: CSU Provosts and Vice Presidents for Academic Affairs
CSU Vice Presidents for Administration and Finance
CSU Vice Presidents for Student Affairs
Dr. Benjamin F. Quillian, Executive Vice Chancellor and Chief Financial Officer
Dr. Ephraim P. Smith, Executive Vice Chancellor and Chief Academic Officer
Dr. Diana Wright Guerin, Chair, Academic Senate California State University

Attachment A

Student Success Outcomes, Accountability Metrics, Assessments and Evaluations

Chancellor White, CSU Long Beach President Alexander, and Chief Academic Office Smith have outlined several Student Success Outcomes that CSU campuses are seeking to address through the Access to Success Initiative; the CSU Graduation Initiative; and grants, contracts, and initiatives with the National Science Foundation, other agencies, foundations, business, and industry – as well as through the encouragement of CSU Trustees, California officials, and the federal government. Most importantly, CSU campus communities themselves are committed to these student success outcomes.

- Redesign course, academic policy and program, and e-advising initiatives must address, at least, **three of the six Student Success Outcome areas.**
- **Proposals involving the first area -- Closing the Gaps in Persistence and Graduation – will be given priority consideration.**
- Almost every accountability metric already is being tracked by the CSU system and its institutions.
- Initiatives to scale, improve, and institutionalize ***proven*** practices are most likely to the move the needles on the accountability metrics of the Student Success Outcome areas and, thus, are the primary foci of first year funding, although promising, smaller-scale initiatives are encouraged.
- Available campus evidence of effectiveness is expected on each initiative. Proven practices are supported by journal articles, evaluations, and research studies of student achievement and progress in the proposed initiative in comparison with their counterparts and/or in a longitudinal framework.
- It is assumed that funded initiatives will involve formative assessments and summative evaluation (see below)

STUDENT SUCCESS OUTCOMES AND ACCOUNTABILITY METRICS

The CSU Chancellor's Office tracks institutional metrics on all Student Success Outcome Areas. It is the campus/institutional responsibility to track the metrics for students participating in the funded initiative.

A. Closing the Gaps in Persistence and Graduation – National Focus and Foundation Focus, Access to Success, the CSU Graduation Initiative (Metrics on both metrics must be tracked)
   1. Narrowing the persistence rates for low-income and/or URM students versus their counterparts (Access to Success metric, first-time freshman and transfers)
   2. Narrowing the six-year graduation rates for low-income and/or URM students versus their counterparts (Access to Success metric, first-time freshmen and transfers)

B. Increasing the Number of Degree Awards – National Focus and Foundation Focus (Two or more metrics must be selected for tracking)
   1. Total number of degrees awarded (IPEDS/Access to Success/CSU metric)
   2. Total number of degrees granted to low income (Pell recipients) and underrepresented minorities (URM) students (Access to Success/CSU metric)
   3. Total number of degrees granted to community college transfer students (CSU)
   4. Total number of degrees granted in STEM fields (federal government definition, IPEDS/CSU metric)
   5. Total number of degrees granted in high demand fields (CSU Economic Impact Study definition – IPEDS/CSU metric)

C. Improving CSU Graduation Rates – Access to Success and the CSU Graduation Initiative (Two or more metrics must be selected for tracking)
   1. Increasing persistence rates (IPEDS metric)
   2. Increasing six-year graduation rates to the upper-10 percent of comparison institutions (the CSU Graduation Initiative uses IPEDS six-year graduation rates and the Education Trust's identification of like-kinds of institutions; the current agreed-upon goal is for each CSU

institution to reach the upper quartile statistic of comparison institutions or, at least, 6 percentage points if already in the top quartile– IPEDS metric)

3. Improving the six-year graduation rates of low income and underrepresented minorities (IPEDS metric)
4. Improving the graduation rate of community college transfer students (CSRDE metric)
5. Improving six-year graduation rates in STEM fields (IPEDS metric and NSF metric)
6. Improving six-year graduation rates in high demand fields (IPEDS metric)
7. Rate of improvement in 4, 6, 8 and 10-year graduation/completion rates (extension of IPEDS metrics)

D. Reducing Time to Degree – National Focus, Foundation Focus, CSU Focus (The first three metrics must be tracked along with the selection of the first-time freshman metric and/or upper-division transfer student metric)

1. Decreasing students' elapsed years to degree (federal metric used to define the 2-, 3-, 4-, 5-, 6- …year graduation rate) by first-time freshman/upper-division transfer student
2. Decreasing enrolled-years to degree (2 semesters/3 quarters of enrollment = 1 enrolled year) by first-time freshman/upper-division transfer student
3. Decreasing students' FTE-years to degree (120 semester/180 quarter units = 1 FTE-year) by first-time freshman/upper-division transfer student
4. Increasing the proportion of first-time freshmen graduating in four years
5. Increasing the proportion of upper-division transfer students graduating in two years

E. Improving Value and Efficiency: National Focus, California Focus, CSU Focus (One or more metrics must be tracked; an appropriate alternative metric may be proposed)

1. Reducing the percentage of undergraduate students graduating without student loan debt (Contributions to the Public Good)
2. Increasing the state-supported instructional credits earned by students/ full-time equivalent faculty (Academic Planning Data Base data and metric)
3. Increasing the credits earned by students in online courses (in process)
4. *Maintaining or improving average amount of undergraduate students graduating with student loan debt in relation to state and national averages (Contributions to the Public Good)
5. *Maintaining or improving the percentage of undergraduate students graduating with debt in relation to state and national averages (Contributions to the Public Good)
6. *Maintaining or improving total cost to undergraduate degree produced compared to national public university averages (Contributions to the Public Good)

F. Community Service: National Focus, California Focus, CSU Focus (Two or more metrics must be tracked)

1. Increasing total hours of students participating in community service
2. Increasing the number of students participating in community service
3. Increasing the percentage of students participating in community service
4. Increasing total hours of students participating in community service learning
5. Increasing the number of students participating in community service learning
6. Increasing the percentage of students participating in community service learning

*Note: National data in the three asterisked categories (E.4, E.5, E.6) should only improve for CSU institutions when compared to national averages in the coming years. This is because national trends in tuition and fee increases will not subside except in a very few states that have implemented tuition freezes like the CSU for the first two categories. For the last category, the data should evidence even greater efficiencies and productivity compared to other public universities because of recent graduation rate improvements which should continue and the increased number of undergraduate degrees granted that

have occurred and will continue to increase. Currently, the CSU looks very strong when compared nationally in these categories and there is a two year data lag due to IPEDS in these areas.

SYSTEMWIDE DATA COLLECTION AND TRACKING

State-Supported Enrollment Reporting System (ERS), Self-Supported Enrollment Reporting System – Student (sERSS), and Academic Planning Data Base (APDB) term files will continue to be submitted by all CSU institutions. All CSU institutions will submit early, census-date, and end-of-term class lists (with grades on the end of term file) in state-supported instruction and probably in self-supported instruction – given new federal mandates, growing state involvement, and Trustee interest. High-priority common course attributes also will be collected from all campuses, as they will permit tracking of similar courses (curricular, learning mode, and mode of instruction) across campuses.

Funded campuses will submit common targeted course and course section attributes to permit the system to identify funded courses/course sections. For example, it is anticipated that funding may involve the following: online courses and course sections, redesigned courses, service learning course sections, block-scheduled sections, peer-tutors assigned by section, and intensive summer instruction/intensive summer bootcamp/Summer Bridge. For funding that does not address courses or course sections, high-priority common student participation attributes will be collected. Examples include use of e-advising tools, residential learning communities, summer career-related jobs, on-campus employment.

FORMATIVE AND SUMMATIVE EVALUATION OF FUNDED PROJECTS

Formative evaluations, addressing nuances about the redesign that contribute to the initiative's success and its continuing improvement, are important parts of an assessment and evaluation, in addition to direct summative evidence. As the metrics for the selected Student Success Outcomes may not be available immediately, precursor, or leading, indicators should be presented in appropriate evaluation timeframes. Thus, campuses minimally will be expected to assess grades; timing and completion of GE, prerequisite, and major milestones; accumulation of credits in courses that matter by term; term- and annual-retention, as appropriate, of students in the initiative versus their counterparts; if scaled, longitudinal trends are expected.

SOME ILLUSTRATIVE INITIATIVE-SPECIFIC INDICATORS

Facilities – Campuses will be expected to track and report on the number of "freed" laboratory stations resulting from the redesign; the system should be able to replicate figures provided by campus-supplied data.

High Demand and-Low Success – Campuses will be expected to track and show a reduction in the percentage and number of repeatable grades in the funded sections; the system should be able to replicate figures provided by campus-supplied data.

High Demand and High Success – Campuses will be expected to track and show the reduction in lecture or laboratory stations resulting from the non-face-to-face offering and the increase in credits earned per full-time-equivalent faculty (FTEF) through course offerings– especially if the additional sections are open to sister CSU campus students.

Academic Policy and Program – Campuses should consider any additional assessments or metrics specific to the proposed academic policy or program that distinguishes it. For example, the target of peer mentoring programs are the students in need and their success in a course, term-retention, annual-retention, overall GPA, and the like; however, mentoring also may significantly affect the mentor.

E-Advising – Campuses will be expected to track the number of students and advisers using the e-advising tool, the degree of use, outcomes by term (especially in relation to a control group if e-advising is not cohort- or campus-wide). E-Advising tools are likely to have varying strengths and areas in which improvements might be made.

Attachment B

High Enrollment - Low Success Courses in the CSU

Data Analysis of Fall 2012 State-Supported Instruction: The Distribution of As, Bs, Cs, and Repeatable Grades and the Identification of Target Bottleneck Courses

Enrollments and grades given to students in fall 2012 state-supported courses were analyzed to provide empirical data about courses that address CSU (and the Governor's) concerns about academic bottlenecks that slow students' progress to degree.

The data analyses provide some insights about:

1. **Facilities Bottlenecks –** These are courses where demand outpaces the campus' physical capacity to offer laboratory sections in safe, well-equipped facilities; and
2. **Pedagogical Bottlenecks** – These are courses where volume is high, large numbers of students are not receiving passing grades (As, Bs, and Cs) and as a result are likely to repeat the course.

Findings:

In fall 2012, there were almost 1.8 million state-supported course enrollments.

- 87% (over 1.5 million) of the course enrollments resulted in As, Bs, and Cs – that is, passing, non-repeatable grades.[1]
- Stated in the negative, about 13% (over 225K) of the course enrollments resulted in repeatable grades. The single term FTES associated with repeatable grades is almost 50,000.

The information about courses in which more than a fifth of the grades were repeatable was then sorted by the number of students who did not receive As, Bs, and Cs. The table below provides the list of 22 high demand-low success courses by discipline, rank ordered by the potential impact on improving access through course redesign.

A. **Science Courses with Pedagogical Bottlenecks**
   1. General Education Biology (with labs)
   2. General Education Chemistry (with labs)
   3. General Chemistry (usually for STEM)
   4. General Biology (usually for STEM)
   5. Organic Chemistry (STEM)
   6. Cellular Biology (STEM)

B. **Math Courses with Pedagogical Bottlenecks**
   1. Developmental Math – scale current best practices
   2. College Algebra
   3. Statistics – scale current best practices
   4. Business Calculus/Math – scale current best practices

[1] Report in Progress (RP) and Report Delayed (RD), as well as Audits, were counted with the As, Bs, and Cs. Authorized withdrawals after census and unauthorized withdrawals were counted as repeatable. Incomplete (Is) also were counted as repeatable for the first pass, as registrars note that most incompletes are not completed and they convert to failures.

5. Pre-Calculus/Trigonometry (STEM Bottleneck)
6. Calculus (STEM Bottleneck)

C. **Business and Social Science Courses with Pedagogical Bottlenecks**

1. Microeconomics
2. Macroeconomics
3. Financial Accounting
4. Psychology
5. Marketing
6. Operations Management
7. Managerial Accounting
8. Business Finance
9. American Government, Politics
10. US History (all periods)

General Education Biology labs and General Education Chemistry labs are significant facilities bottlenecks as well as pedagogical bottlenecks.

Grand Totals: AY 2015-16
Service Learning & Academic Internship (SLAI) Courses

Approved Community Partner Agencies - as of 5/3/16:

- **232 total unduplicated agencies/programs served**
- **Total Approved Community Partners available for SLAI placements (as per LSA Status List 5/3/2016):**
  - 367 nonprofit, for-profit, and government agencies *[not counting subsites; as per Learning Site Agreements- LSA]*
  - 57 School Districts *[not counting individual schools within districts; as per Teacher Education Agreements]*
  - Most HSU Programs *[with paid staff/faculty supervisor; no LSA necessary]*

Semester	SL Courses (not counting sections)	AI Courses (not counting sections)
Summer 2015	1	1
Fall 2016	8	14
Spring 2016	8	22
TOTAL	**17**	**37**

Semester	SL Students Reporting Placements	AI Students Reporting Placements
Summer 2015	22	43
Fall 2016	106	111
Spring 2016	105	200
TOTAL	**233**	**354**

Semester	Estimated SL Hours Served by Students (30 hours average per semester per student)	Estimated AI Hours Served by Students (120 hours average per semester per student)
Summer 2015	660	5160
Fall 2016	3180	13320
Spring 2016	3150	24000
TOTAL	**6990**	**42480**

Appendix G - Grant Submissions and Awards

Grant Submissions and Awards for HSU Research and Sponsored Programs

Category	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17***
Proposal #	204	251	270	278	245	123
Requested $	29,198,975	38,656,273	49,214,179	44,525,827	48,673,366	37,149,706
Award #	126	147	164	231	166	82
Award $	13,468,394	8,983,237	23,279,131	22,882,887	26,449,823	15,327,982

Note. *indicates partial year estimates prior to report submission.

Appendix H - Academic Program External Review

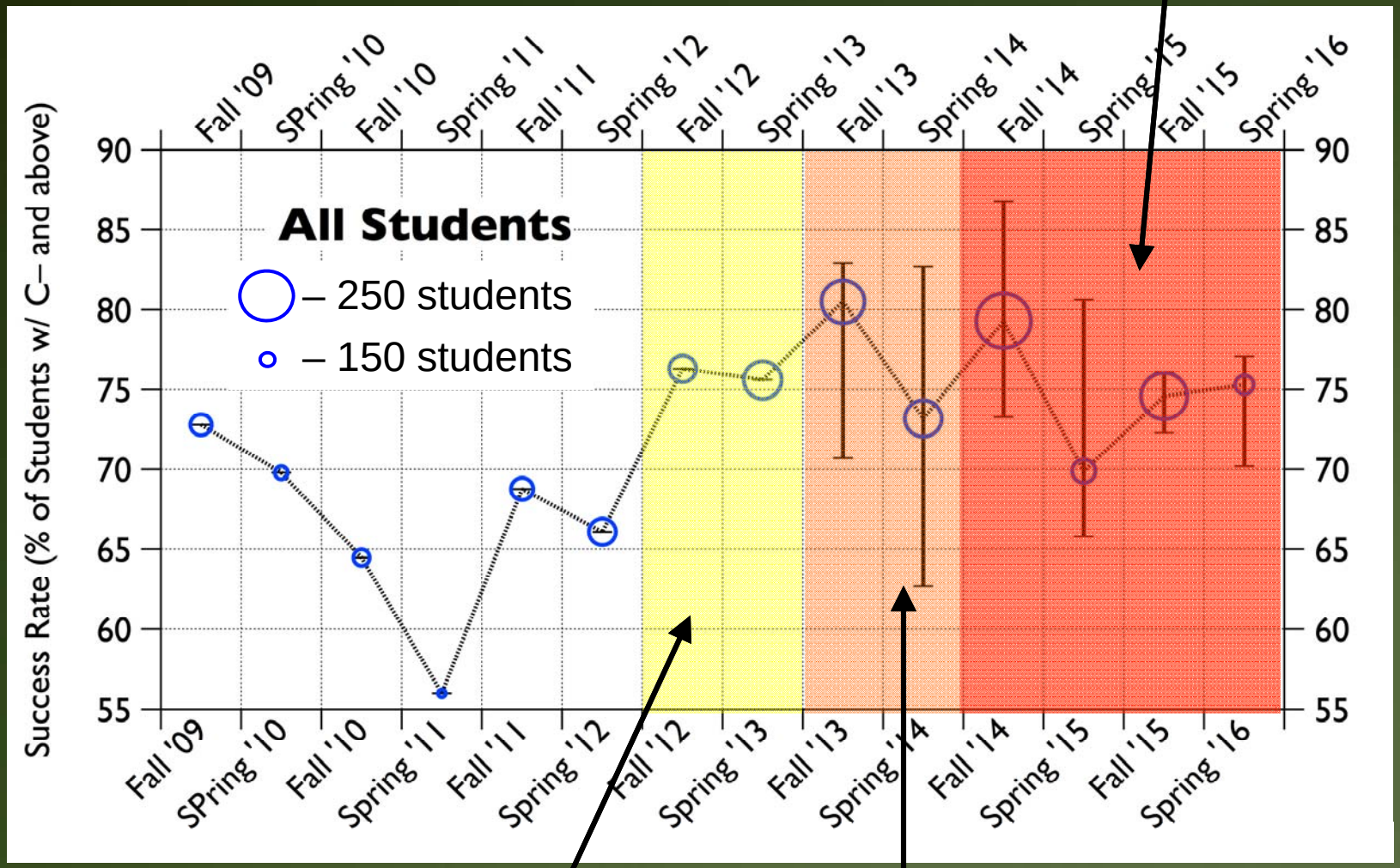
Academic Program	First Granted	Next Renewal Date
Art BA - National Association of Schools of Art & Design (NASAD)	1978	2024-25
Business BS and MBA - International Assembly for Collegiate Business Education (IACBE)	2014	2021
Chemistry BA and BS - American Chemical Society	prior to 1976	2014 pending (next review: 2019)
Environmental Resources Engineering BS - Engineering Accreditation Commission of ABET	1981	2017
Forestry Curriculum – Society of American Foresters (SAF)	1979	2025-26
Music BA - National Association of Schools of Music (NASM)	1979	2021
Social Work BA - Council on Social Work Education	2004	2019 reaffirmation
Social Work MSW - Council on Social Work Education	2004	2019 reaffirmation

Credential	First Granted	Next Renewal Date
Forestry - Registered Professional Foresters (RPF) License – State Board of Forestry (BOF)	not specified	periodic
School of Education: Administrative Services - California Commission on Teacher Credentialing	2002	2022

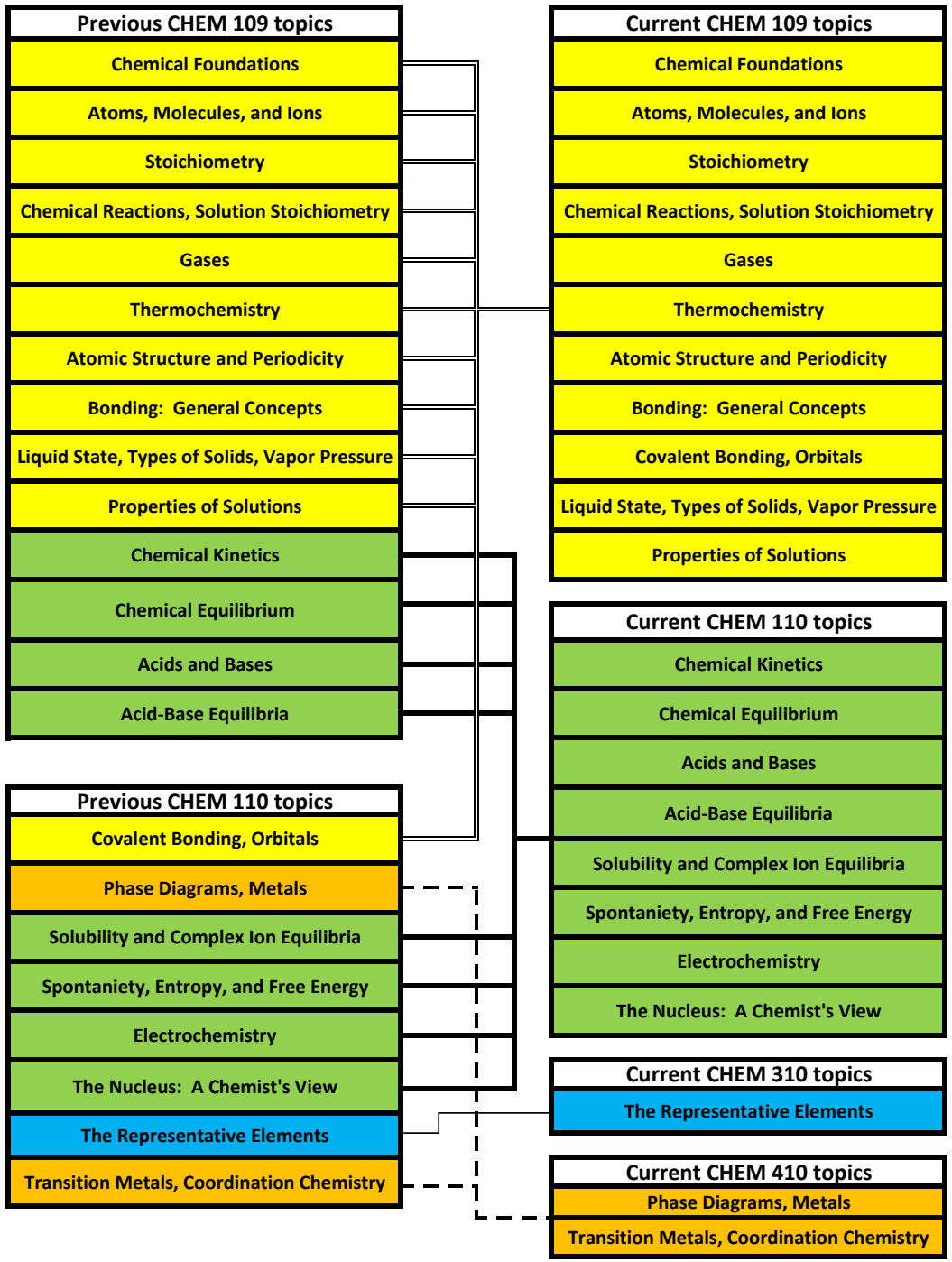
School of Education: Multiple Subjects Credential - California Commission on Teacher Credentialing	2002	2022
School of Education: Single Subjects Credential - California Commission on Teacher Credentialing	2002	2022
School of Education: Special Education Credential - California Commission on Teacher Credentialing	2002	2022
School of Education and Department of Kinesiology/ Recreation Administration: Adapted Physical Education - California Commission on Teacher Credentialing	2002	2022

HUMBOLDT STATE UNIVERSITY

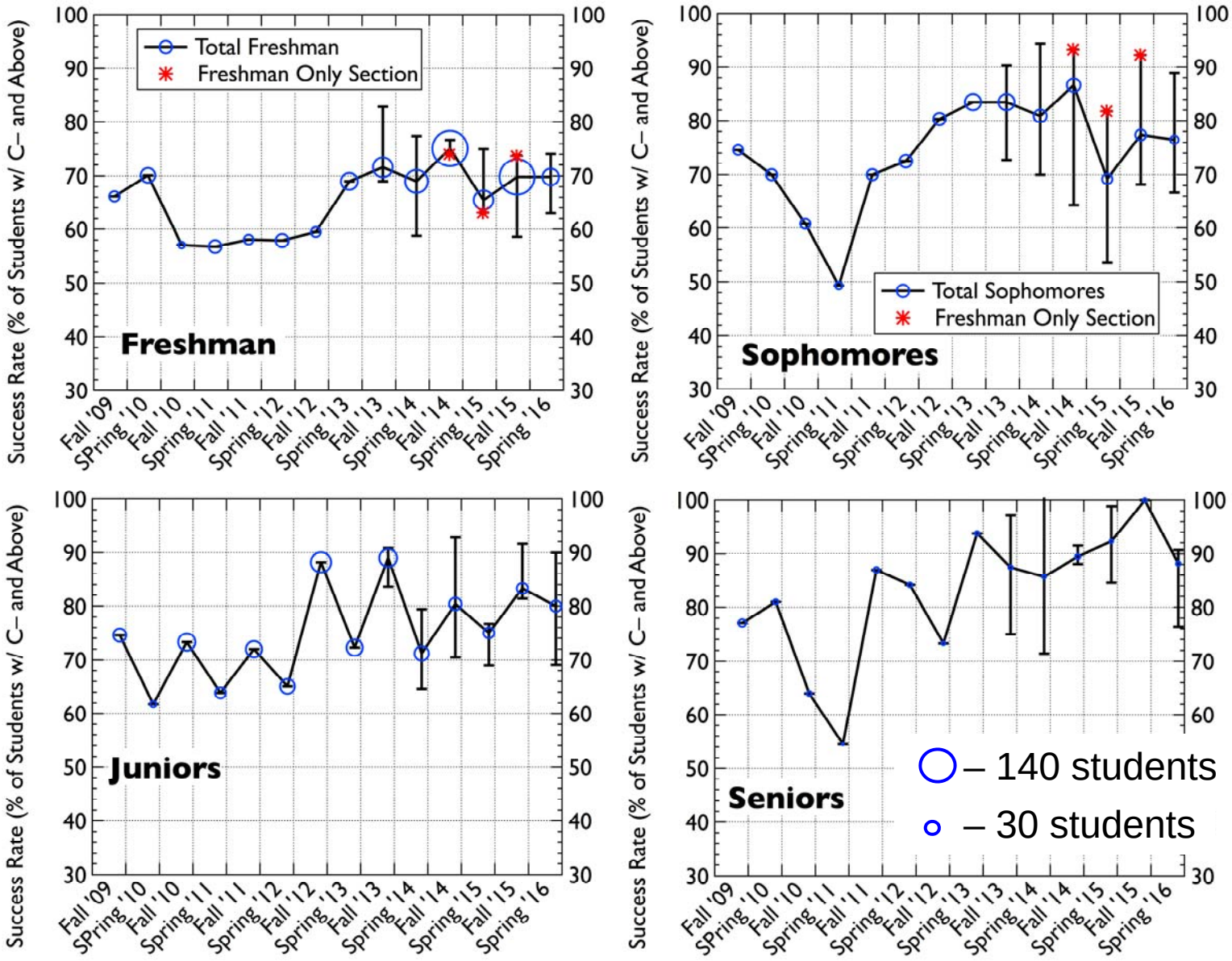
Historical CHEM 109 Success Rates



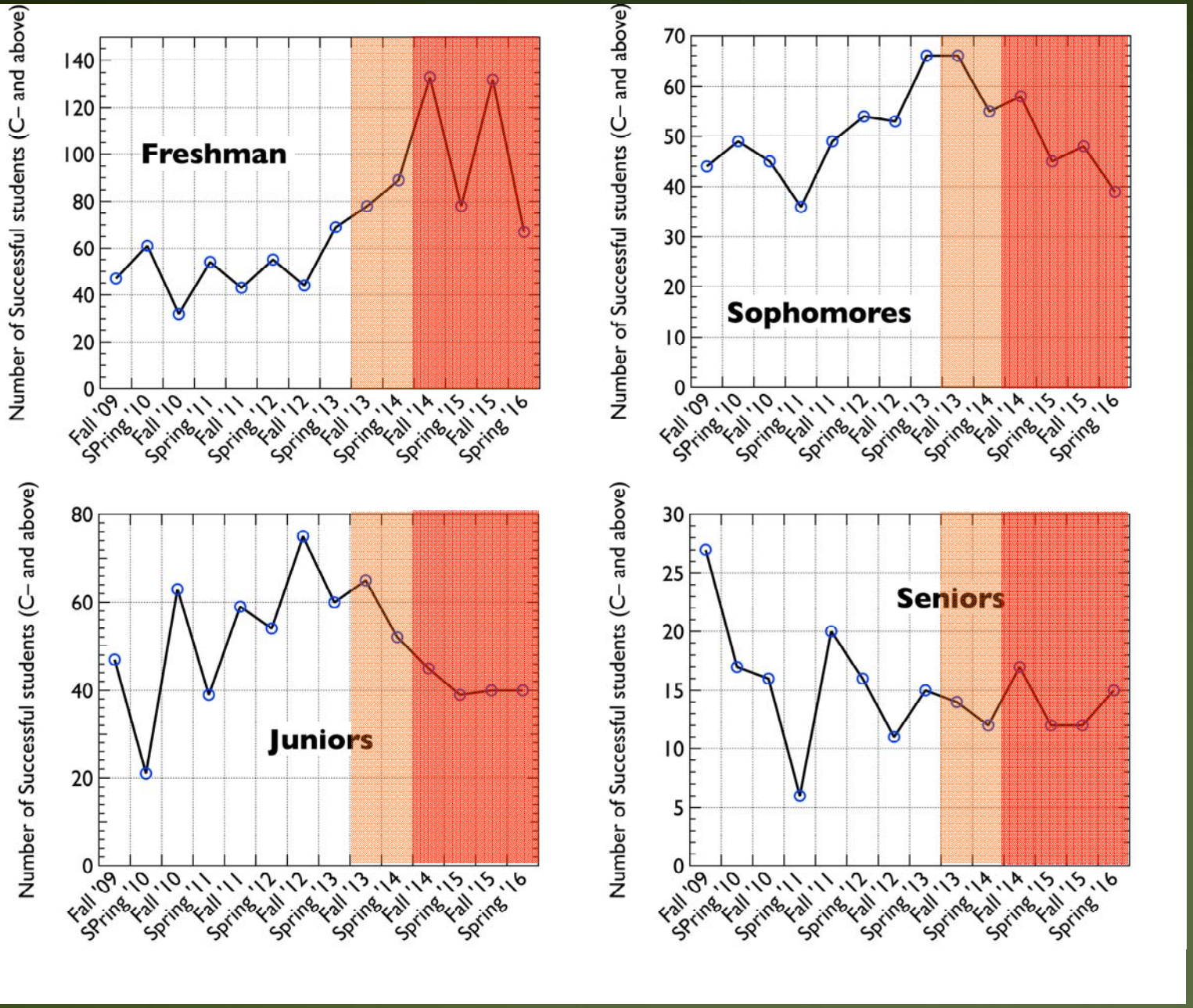
Course Content reallocation in CHEM 109/110



HUMBOLDT STATE UNIVERSITY



HUMBOLDT STATE UNIVERSITY



Conclusions

- Overall the number of successful students has increased relative to FTES
- The success rate of upper division students remains stable while the number of successful upper division students decreases
- This is likely due to the Freshman only section (i.e. dedicated seats and slight increased success rate at the lower division)
- We must continue to offer the Freshman only section!

III.B.

Assessment of Student Learning Outcomes

Faculty review, discuss, and evaluate learning outcome data and related activities from the prior academic year. The annual report (template below) contains two parts: 1) A summary of the evidence collected during the prior year on student learning, faculty *interpretatio*n of the evidence, and *implications* for program improvement; and 2) An outline plan of learning outcome assessment to be completed during the current academic year. Other assessment data regarding program effectiveness that may not be done annually, such as exit interviews, alumni surveys, advising surveys, and the like should also be collected for inclusion in the program review report. The five year program review report will include a two page summary synthesizing information gleaned from all assessment activities (not including the tables and/or graphs used to present data).

Narrative

Humboldt State University
Academic Outcome Assessment Data Analysis & Report for AY 2010-11
Due September 30, 2011

College: College of Natural Resources and Sciences
Department: Environmental Resources Engineering
BA or BS Major/Credential/Masters: BS
Report prepared by: Eileen M. Cashman
Report Date: September 30, 2011

This report is due September 30 for each program offering a BA or BS, a credential, and/or a Master's degree. (Please note that minors will be added to the above listing for the 2011-12 cycle).

Executive summary of outcome assessment project.

The ERE Spring 2011 assessment was devoted to evaluating technical writing within the program. The ERE faculty selected lab reports from a 300 level engineering course and evaluated the technical writing in 11 different categories ranging from coherence to format. Assessment results indicate satisfactory results in 7 of the 11 categories. The ERE department will take specific actions to address the lowest scoring category (format and conventions) and continue to monitor and develop opportunities for students to practice technical writing. As a department, we will continue to work toward a goal of 80% of the documents assessed ranked as satisfactory or higher in all criteria. In addition, we will seek assistance on appropriate sampling strategies for selected student work to evaluate.

Statement of outcome(s) assessed during this cycle and the outcome issue or problem being explored.

The ERE Spring 2011 assessment was devoted to evaluating technical writing within the program. The ERE faculty initiated the second component of a five-year writing evaluation program developed in 2009 (see Appendix 1).

The ERE faculty assessed the written communication component of Program Objective 4:

- ERE graduates will communicate effectively in written, spoken, and visual formats with technical, professional, and broader communities.

This assessment also addresses the written communication component of ERE Program Learning Outcome IV

- ERE graduates will be able to effectively and professionally communicate ideas and technical information to the public and to fellow engineers and other professionals in written and oral reports.

This ERE program learning outcome corresponds to the Accrediting Board for Engineering and Technology's (ABET) outcome ***g***, an ability to communicate effectively.

Describe how the outcome(s) was (were) assessed.

ERE Program Objective 4 and Learning Outcome IV were evaluated using a process developed by the ERE faculty in spring 2009. The faculty identified five separate types of writing assignments (design reports, literature reviews, lab reports, posters and memos) and set up a five-year cycle in which to assess each of these types. A matrix that

summarizes this process is attached in Appendix 1.

For the second round of this assessment, the faculty chose to evaluate a lab report written by students as part of the requirements for Engineering 333: Fluid Mechanics. The faculty member who taught this course provided 12 lab reports from students enrolled in Engineering 333 during the Spring 2011 semester. All student names were removed. The original scores assigned to the reports were also removed, and covered the full range of poor to excellent grades.

The lab reports were assessed with a common rubric (attached in Appendix 2) that evaluated ten attributes of the written memos as either 1 - unsatisfactory, 2 - acceptable or 3 - exceptional. Five ERE faculty met to conduct the assessment. After a brief review of the assessment rubric, all faculty evaluated a single lab report to calibrate the process. The results of the initial assessment were discussed and it was determined that the use of the rubric was consistent among all faculty. Several modifications were made to the rubric. The modifications included:

- Breaking up the component of organization and format/conventions into two categories
- Softening the wording on the category descriptions for acceptable (2). The specific modifications are highlighted in yellow in the attached rubric.

Each faculty member then assessed two to four lab reports and submitted the results to be compiled. The instructor who initially assigned and graded this assignment did not participate in the individual assessment, but rather collated the data as it was completed.

Describe the major findings.

Table 1 below presents a summary of the assessment results. The right hand column presents an abbreviated listing of the attribute evaluated. Further details of the attributes are listed in Appendix 2.

Table 1: Summary of Assessment Results for Technical Lab Report

Attribute	% ranked as unsatisfactory	% ranked as satisfactory	% ranked as exceptional	Average Score
Coherence	9	64	27	2.1
Major points fully developed	9	82	9	2.2
Format and conventions	55	45	0	1.5
Organization	0	82	18	2.2
Content	27	45	28	1.9
Actions or Recommendation	14	68	18	2.0
Paragraph and sentence structure	36	45	19	1.9
Concision and length	5	86	9	2.1
Appropriate tone	27	64	9	1.8
Grammar, punctuation, spelling	0	91	9	2.1
Aesthetics	18	73	9	2.0

These results stimulated a useful discussion of the assessment process we conducted, the general writing effectiveness of our students and the specifics of the assignment we chose to assess.

We determined that the assessment process – selecting a writing sample and assessing the sample using a commonly calibrated rubric - was a useful and effective approach. We also found that there was general agreement among department members on the criteria for ranking writing attributes as unsatisfactory, satisfactory and exceptional.

In the last assessment of writing, the department agreed on a goal of 80% of our documents scoring as satisfactory or higher for all criteria. The goal of 80% of the student work evaluated scoring satisfactory or higher was achieved for 7 out of the 11 criteria. The criteria that require attention were format and conventions, content, paragraph and sentence structure and appropriate tone. The faculty identified the high percentage of unsatisfactory scores associated with format and conventions (55%) as particularly problematic.

We also discussed our sampling strategy of selecting a range of lab reports with poor to excellent grades without consideration of the actual grade distribution in the class. It is possible that we oversampled the low end of the lab reports in terms of grades and thus skewed the results. We will reconsider this strategy for our next writing assessment.

Describe the impact of the results on the program/department.

In evaluating the assessment results for ERE Objective 4 and Outcome IV, the ERE faculty concluded that ERE students' ability to effectively communicate was satisfactory for 7 out of the 11 criteria evaluated. Thus, the primary actions identified by the ERE Faculty are to:

- Continue the writing assessment using the identified protocol and evaluate trends in the results. The next writing assessment will be conducted during our spring assessment meeting in May 2012.

- Continue our focus on improving students' writing skills in the Engr 325/Engr 326 (Computational Methods) sequence. In these courses, we have hired outside technical writing consultants to work with students on the project reports. Students receive graded feedback on multiple intermediate products throughout the semester.

- Continue to work toward a goal of 80% of the documents assessed ranked as satisfactory or higher in all criteria. In addition, we will seek assistance on appropriate sampling strategies for selected student work to evaluate.

- To address the problems identified with format and conventions, we will develop a list of conventions that the department agrees are universal expectations for technical documents (i.e. graphs with axes labeled, figure captions below figures, table titles above tables). Department faculty teaching 300-400 level courses will use this check list as a pre-screening tool and refuse to accept papers that do not meet the requirement.

- Begin to investigate a method to implement more formalized peer editing in the undergraduate program. This will include identification of potential courses and software that could be used to facilitate peer editing.

The Engineering department is currently in the process of evaluating their entire assessment plan develop for the purposes of ABET accreditation. An assessment subcommittee has been formed and we are currently "assessing our assessment" plan. Specifically, we have identified our on-going assessment tools as either indirect or direct assessment and mapping these tools to our student learning outcomes. The results of this evaluation may result in some modifications to our assessment plan. These modification will be in place this spring and reported in the next assessment cycle.

Appendix 1: ERE Writing Plan

Developing Discipline-Specific Writing Skills for Majors in __Engineering____

(1) Identify a document type produced in the discipline, its purpose, and its readers	(2) List the central characteristics, as applicable, of the document type		(3) List the course(s)/typical assignments where writing the document is introduced, developed, mastered
Document type: Technical or Project Reports Purpose: Describe work undertaken and completed to develop a design solution. Reader(s): Clients Fellow engineers and scientists	Organization	Technical reports are organized in sections that typically include: Executive Summary, Introduction, Approach or Methods, Results, Discussion, and Conclusions.	Introduced: Course(s): ENGR 215 Typical assignment(s): ENGR 215 introduces students to the design process through an introductory-level semester long design problem. Their technical report summarizes their work. Developed: Required Course(s): ENGR 313, 322, 326, 351, 410, 416, and 440 Typical assignment(s): Evaluate a design or analyze an environmental problem and write a technical report summarizing your work. Mastery demonstrated: Course(s): ENGR 492 - Capstone Design, Engineering Design Electives Typical assignment(s): ENGR 492 students undertake a semester-long project to design a solution for a client-identified problem. Their technical report presents the culmination of their semester project.
	Content:	Technical reports summarize the approach, results and conclusions made from the analysis and design of an engineering problem.	
	Format and conventions	Technical reports are organized in sections; thus, it is important to include a proper Table of Contents. Additionally, most technical reports will include many Tables and Figures. Proper formatting and inclusion of Tables and Figures accompanied by List of Tables and List of Figures at the front of the document is important.	
	Disciplinary context	A technical report must be written in correct technical language and vocabulary. However, the language must not be full of jargon because educated professionals other than engineers and clients must be able to understand the document content.	
	Other	References follow discipline specific guidelines such as the American Geophysical Union Reference Style sheet (http://www.agu.org/pubs/AuthorRefSheet.pdf)	

Developing Discipline-Specific Writing Skills for Majors in __Engineering____

(1) Identify a document type produced in the discipline, its purpose, and its readers	(2) List the central characteristics, as applicable, of the document type		(3) List the course(s)/typical assignments where writing the document is introduced, developed, mastered
Document type: Literature Reviews Purpose: The primary purpose is to learn the professional	Organization	Literature reviews are typically organized chronologically to summarize the development of knowledge and understanding of a topic.	Introduced: Course(s): ENGR 351 Typical assignment(s): ENGR 351 introduces students to a literature review by requiring each student to research and characterize the risk of a pathogen or toxin. A list of possible topics is provided by the instructor.
	Content:	Literature reviews summarize the current scientific knowledge about, or engineering approaches for, a particular topic.	

literature through thorough research of the peer-reviewed publications to become knowledgeable about a topic. Reader(s): Fellow engineers and scientists			Developed: Required Course(s): Engineering design electives (441, 445, 451) Typical assignment(s): Conduct technical research on an environmental engineering problem or topic and write a research review paper. Mastery demonstrated: ENGR 492 - Capstone Design Typical assignment(s): As part of their semester-long project to design a solution for a client-identified problem, students must research the topic and potential solutions. Their review of the relevant literature becomes a sub-section of their final technical report.
	Format and conventions	Literature reviews are commonly organized in paragraph form. The paragraphs are organized so that a single paragraph is devoted to each substantial research contribution or significant paper on the topic.	
	Disciplinary context	Proper citations and referencing are very important as the primary use of the paper is to summarize the literature. Proper citations also allow readers to evaluate the thoroughness of the literature research.	
	Other	References follow discipline specific guidelines such as the American Geophysical Union Reference Style sheet (http://www.agu.org/pubs/AuthorRefSheet.pdf)	

Developing Discipline-Specific Writing Skills for Majors in __ __Engineering____

(1) Identify a document type produced in the discipline, its purpose, and its readers	(2) List the central characteristics, as applicable, of the document type		(3) List the course(s)/typical assignments where writing the document is introduced, developed, mastered
Document type: Laboratory Reports Purpose: Describe laboratory experiments and their results Reader(s): Engineers and scientists using the experimental results or trying to repeat the experiments or measurements.	Organization	Laboratory reports are organized in sections that typically include: Introduction (clearly stating the purpose and objectives), Methods, Results, Discussion, Conclusions, and Appendices.	Introduced: Course(s): ENGR 115 Typical assignment(s): ENGR 115 introduces students to conducting engineering measurements and laboratories, and learning how to graphically present data and write reports following the appropriate format. Developed: Required Course(s): ENGR 325, 326, 331, 333, 351, 416, and 440. Typical assignment(s): Conduct an experiment to collect data, analyze the data and write a 4-8 page laboratory report. Mastery demonstrated: Course(s): Engineering Design Electives (448, 451, 471, 473, 475, and 477) Typical assignment(s): In their engineering design
	Content:	Laboratory reports summarize the methods, results and conclusions of an experimental analysis.	
	Format and conventions	Laboratory reports are organized in sections similar to technical reports but they are generally short so do not typically include Table of Contents, List of Tables and List of Figures, etc. Most laboratory reports will include Tables and Figures so proper formatting and inclusion of Tables and Figures is important.	
	Disciplinary context	A laboratory report must be written in correct technical language and vocabulary.	

	Other		electives, students conduct experiments on existing or student-designed systems, analyze the data and write laboratory reports describing their findings.

Developing Discipline-Specific Writing Skills for Majors in __ __Engineering____

(1) Identify a document type produced in the discipline, its purpose, and its readers	(2) List the central characteristics, as applicable, of the document type		(3) List the course(s)/typical assignments where writing the document is introduced, developed, mastered
Document type: Poster Presentations Purpose: Summarize a research or engineering project in a succinct and graphically pleasing manner for efficient information transfer and to initiate discussion. Reader(s): Fellow engineers and scientists	Organization	Poster presentations are organized similar to a Technical Report (Introduction, Methods, Results, Discussion, Summary/Conclusion) but rely as much on text as graphics.	Introduced: Course(s): ENGR 215 Typical assignment(s): ENGR 215 introduces students to the design process through an introductory-level semester long design problem. Their poster presentations summarize their works and are used for presenting each group's findings to their peers and invited evaluators. Developed: Required Course(s): ENGR 351 Typical assignment(s): Conduct a water quality analysis for a client (e.g. City of Arcata) and present the findings through a poster presentation to fellow students and invited evaluators. Mastery demonstrated: Course(s): ENGR 492 - Capstone Design, some Engineering Design Electives Typical assignment(s): ENGR 492 students undertake a semester-long project to design a solution for a client. A poster presentation follows their final presentation to allow the project client, invited evaluators and other students to ask more detailed questions.
	Content:	Poster presentation content includes an Abstract, Introduction, Methods, Results, Discussion, and Summary/Conclusion. A poster uses minimal text to describe a project. Clear graphical presentation is emphasized.	
	Format and conventions	Conventional poster presentations limit the poster size to approximately 3-ft x 5-ft. The poster is a standalone summary balancing text and graphical results.	
	Disciplinary context	Poster presentations are used at scientific and professional conferences to succinctly summarize projects and initiate discussion amongst the poster presenters and other conference attendees.	
	Other	References follow discipline specific guidelines such as the American Geophysical Union Reference Style sheet (http://www.agu.org/pubs/AuthorRefSheet.pdf)	

Developing Discipline-Specific Writing Skills for Majors in ___Engineering____

(1) Identify a document type produced in the discipline, its purpose, and its readers	(2) List the central characteristics, as applicable, of the document type		(3) List the course(s)/typical assignments where writing the document is introduced, developed, mastered

Document type: Memos Purpose: Describe actions taken, recommendations or document project progress to supervisors, clients or co-workers. Reader(s): Clients Supervisor Fellow engineers and scientists	Organization	Memos are organized to efficiently report status and actions or recommendations.	Introduced: Course(s): ENGR 115 Typical assignment(s): ENGR 115 introduces students to the proper format and tone of a memo by requiring students to communicate laboratory decisions in memo format. Developed: Required Course(s): ENGR 215, 313 Typical assignment(s): Use proper memo format and content to communicate decisions and updates concerning the course project to instructor and project team mates. Mastery demonstrated: Course(s): ENGR 410 - Environmental Impact Assessment Typical assignment(s): ENGR 410 students communicate analysis and interpretation of environmental regulations to a supervisor and group project teammates in memo format.
	Content:	Memos include a clear introduction and description of the issue and the action or proposed actions to resolve it.	
	Format and conventions	Memos are written in paragraph form using clear organization into paragraphs addressing the problem description, current status, and proposed or completed action. Good memos also include clear Subject, To, From and cc lists.	
	Disciplinary context	Memos are used to convey short but important interpretations, project status summaries or analysis to a supervisor, client or regulatory agency. Memos often serve as record of decisions made throughout the course of a project.	
	Other		

Appendix 2: Scoring Criteria for Technical Writing

Attribute	Unsatisfactory (1)	Acceptable (2)	Exceptional (3)	Score
Coherence in paper	Subject is unclear. Cannot follow logical train of thought.	Subject is generally clear and logical train of thought is maintained throughout most of the paper.	Writing enhances the importance of subject; relentlessly logical throughout the paper.	
Major points fully developed. Supporting evidence is understandable and well organized.	Insufficient, uneven, unequal, or repetitious development of key points. Supporting evidence insufficient or missing.	Most key points developed and supported. Supporting evidence is relevant but insufficient to completely back up all key points.	All key points fully developed and supported. Supporting evidence is well organized and complete.	
Organization of paper	Structure not obvious to reader. Transitions between ideas sharp and dis-jointed. Lengthy digressions not important to key points.	Standard memo organization, or follows outline given by editor/teacher. Digressions kept to a minimum.	Clear, effective and appropriate structure that communicates key points easily. No digressions.	
Format and Conventions	Missing conventions such as To, From and CC lists on memos, appropriate table and figure titles, headings and other organizing features.	Clear subject, To, From and CC lists. Most conventions consistent throughout the document.	Format and conventions are completely correct and consistent.	
Content	Purpose/objective unclear. Project status or analysis is not clearly conveyed and would not serve as an adequate record of decision.	Purpose or objective is clearly stated with attempt to convince reader that the objective is important. Adequately conveys project status or analysis.	Purpose clearly stated, and reasons why objectives are important are clear and persuasive. Memo clearly conveys project status or analysis and provides a record of decision throughout course project.	
Actions, Recommendation or conclusion	Recommendation/Conclusion missing or a simple reiteration of previous text.	Recommendation/Conclusion is generally clear and attempts to link topics/objective mentioned in Intro to findings in report.	Recommendation/conclusion is clear and effectively links topics mentioned in Intro to findings in report.	

Appendix 2: Scoring Criteria for Technical Writing--Mechanics

Title of Paper/Article/Report _____
Scoring by: _____ Date: _____

Attribute	Unsatisfactory (1)	Acceptable (2)	Exceptional (3)	Score
Paragraph and sentence structure	Missing or unclear topic sentences. Central idea within paragraph is undeveloped. Simple and unvarying sentence structures.	Topic sentences readily identifiable. Paragraphs contain sentences that support the TS. Sentence structure varied and interesting.	All "acceptable" criteria plus attention to transitions between paragraphs. Linking of terms or ideas from sentence to sentence.	
Concision, length	Report or sections that are too long or repetitive. Text that obviously could have been better presented as graphics.	Minimal awkwardly redundant text. Good use of graphics to reduce amount of text.	Information presented such that no repetition necessary. Creative use of graphics to reduce text.	
Appropriate tone and reading level for intended audience	Informal, slang, or unprofessional usage. Too much jargon. Tone is inappropriate.	Professional tone and appropriate terminology for intended audience.	All "acceptable" criteria plus text and graphics that allow reader to follow a complex topic, and possibly enjoy it.	
Grammar, punctuation, spelling errors	Numerous grammar, punctuation, or spelling errors	No spelling errors. A few grammar or punctuation errors found in complex sentences.	Strong command of language (e.g. when style rules are infrequently broken, the reader understands emphasis rather than error.)	
Presentation, aesthetics.	General sloppiness as evidenced by inconsistent headings, fonts, point size; bad page breaks, etc. Poor use of color	Neat and clean presentation, without overuse of headings, fonts, or point size changes. Appropriate use of color.	All "acceptable" criteria plus page layouts that place graphics and text while considering composition, white space, balance. Outstanding use of color.	

Reviewer's Comments

Carol Holder's comments on III.B. Environmental Resources Engineering
Posted 12/31/2011

Thank you for a thorough, well-written report on your assessment of students' skills in writing technical reports (a fine example of excellent technical writing, appropriately enough!). Readers of this report will appreciate the multi-year planning, the assessment of the assessment, the detail on rubrics, and the discussion of the impact of this 2010-2011 project in ERE.

Strengths of the project and report include developing, testing, and modifying a scoring rubric and also departmental discussions about student writing skills and assessment of the assessment process itself. Also strong are the plans for "closing the loop" – using the results of this assessment to make modifications to instruction, specifically creating a list of conventions appropriate to the document type, using the list for screening acceptability of papers submitted, and investigating solid peer-evaluation or peer-editing programs.

Additionally, I would suggest that you share the list of conventions once you've developed them with all of your students, when the assignment is presented. Also, check out the on-line peer-evaluation system developed by UCLA chemistry faculty. HSU chemistry faculty may already be familiar with this, and you can find examples of its use in a variety of disciplines via Google (search on "Calibrated Peer Review" or CPR).

What I would encourage in future assessment projects in ERE is selecting student work from more than one course, in order to have a better basis for drawing conclusions about program effectiveness (as opposed to effectiveness of just one course).

Also, as your comments indicate, you recognize the importance of sampling methodology in order to avoid getting "skewed" data. As the department faculty become more adept at using the scoring rubric, I think you'll find that you can increase the size of your sample as well.

Your report doesn't speak to this, but it would also be helpful if you had a way to check and report on the

reliability of the scoring. For example, papers could be scored by two faculty members independently. If the rubric is appropriate and the readers are willing to drop personal scoring or grading criteria and apply the rubric, there should be a very high degree of agreement among independent scorers. Taking this extra step will improve the reliability of your assessment.

If you have questions about any of the above comments or your plans for 2011-12 assessment work, please don't hesitate to drop me a line or give me a call.

Carol Holder
Professor Emerita, Cal Poly Pomona
(909) 621-0652 (home)
carol.home@verizon.net

Sources

- 09-10 EREDept_AssessmentReport final-2
- 2009-10 Env Res Engr feedback assmt rpt
- Academic Assessment Report Template
- ERE_writing_plan

III.B.

Assessment of Student Learning Outcomes

Faculty review, discuss, and evaluate learning outcome data and related activities from the prior academic year. The annual report (template below) contains two parts: 1) A summary of the evidence collected during the prior year on student learning, faculty *interpretatio*n of the evidence, and *implications* for program improvement; and 2) An outline plan of learning outcome assessment to be completed during the current academic year. Other assessment data regarding program effectiveness that may not be done annually, such as exit interviews, alumni surveys, advising surveys, and the like should also be collected for inclusion in the program review report. The five year program review report will include a two page summary synthesizing information gleaned from all assessment activities (not including the tables and/or graphs used to present data).

Status

☐ Under Development ☑ In Review ☐ Published

Judgment

☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Due Date: 10/31/2012

Assigned User: None

Narrative

Humboldt State University
Academic Outcome Assessment Data Analysis & Report for AY 2011-12
Due October 31, 2012

College: Arts, Humanities, and Social Sciences
Department: World Languages and Cultures
BA or BS Major/Credential/Masters: French and Francophone Studies
Report prepared by: Joseph Diémé
Report Date: October 28, 2012

This report is due October 31 for each program offering a BA or BS, a credential, and/or a Master's degree.

Executive summary of outcome assessment project. *Include a brief summary of results and actions to be taken.*

The French and Francophone Studies Program conducted two writing assessments, one in Fall 2011 (FREN 107), and another one in Spring 2012 (FREN 312). These courses are respectively a third level French course and a sixth level French course.

Reflecting on the data of the process, the French and Francophone Program has come to the following conclusions:

Using the final writing project in FREN 312 (5-6 page take-home paper) for this assessment could be improved. We believe that the papers reflect students' levels and could be redesigned by aligning the assessment with the new American Council on the Teaching of Foreign Languages guidelines 2012.

The analysis of the data for FREN 107 confirms our expectation that most students who take the third semester score in the intermediate level for writing according to the ACTFL Proficiency Guidelines 2012. With these encouraging results, we wish to continue this program assessment process in FREN 207, FREN 311, and a group of Spring 2013 graduating seniors.

- In the spring of 2013, we will conduct a spontaneous and non-rehearsed writing assessment for fourth semester FREN 207. We are going to review the rubric and align it with the 2012 American Council on the Teaching of Foreign Languages guidelines.

- In the fall semester 2012, we will conduct a spontaneous and non-rehearsed writing assessment for FREN 311 at the end of the course. We expect the students to score in the range of "Intermediate Low/ Middle/ High."

- In the spring 2013, we will plan a spontaneous and non-rehearsed mandatory writing and oral exit assessment targeting French and Francophone students at the senior level. We do not have a single-senior course. We will assemble a group of spring 2013 graduating seniors to that purpose. We expect our students to score in the "Advanced Low/ Middle/ High" range according to the Guidelines of the American Council for the Teaching of Foreign Languages (ACTFL) 2012.
- At the end of third semester FREN 107 in fall 2012, we will conduct an oral assessment to verify what oral skills our students have. Our expectations are that they will score in the range of "Intermediate Low."

Statement of outcome(s) assessed during this cycle and the outcome issue or problem being explored. *What kind of student*

performance were you looking for? What did you hope to glean from assessing this outcome?

This class specifically assesses two learning outcomes:

- HSU Learning Outcome #1: Effective communication through written and oral modes
- WLC Learning Outcome #4: Students use all four language skills (oral, writing, reading, and comprehension) appropriately to function in authentic linguistic and cultural contexts

The assessment focused on writing skills only. We wanted to assess the two document types:

Personal reflection and cultural analysis (FREN 107)
5-6 page essay in French (FREN 312)

Describe how the outcome(s) was (were) assessed. *Include information about instrument selection and/or design (What kind of assignment or exam did you use to obtain information on student learning?). Where and from whom did you collect your sample and why? Describe scoring methods that were used. What was the process and who participated in collecting, scoring and analyzing the data? Attach to this report any prompts, rubrics, or other assessment tools that were used.*

The samples taken were representative of one spontaneous and non-rehearsed course for FREN 107, and one non-spontaneous and rehearsed upper division course. The assignment did not require any references or resources. No re-writes or revisions were allowed and the students did not have access to dictionaries or on-line resources.

The second assignment was a first draft 6-page paper submitted by FREN 312 students at the end of the semester. It was a take-home assignment. Students had access to resources on-line, dictionaries, and other types of resources. However, contrary to other papers submitted during the semester, no rewrites or revisions were allowed for the paper, nor did the students have an opportunity for feedbacks from the instructor.

All samples were divided between the two members of the French and Francophone Faculty, who read the collected data and applied the following rubric:

ASSESSMENT RUBRIC

	ORGANIZATION	CONTENT	FORMAT	CULTURAL CONCEPTS
1: Excellent	Logical development Transitions Chronology Intro, development, and conclusion	Evidence for arguments Key terms Key claims Key points Connections	Correct grammar/structure Idiomatic expressions French at appropriate level	2 key cultural concepts Examples generated or concepts applied
2: Satisfactory	At least 2 or 4 above	Most of above	Below appropriate level Mostly correct gram. structure & expression for writing level	1 key cultural concept with 2 or more examples
3: Unsatisfactory	Unorganized narrative	2 or fewer of 5 qualities	Substantially incorrect gram. structures	No cultural concepts 1 concept, no example Concept(s) misunderstood or poorly applied

Describe the major findings. *Include data table or other means indicating both raw numbers and percentages of student achievement a various levels of mastery. What are probable conclusions and implications which could be drawn from the results?*

Using the rubric described above, each paper for FREN 107 and FREN 312 was assigned one of the following values for each category:

For FREN 107:

Excellent (exceeds standards)- exceeds the aspects expected
Satisfactory (meets standards) – meets the expectations for content and format with some minor errors
Unsatisfactory (below standards)- does not meet expectations

Organization: (9/10 papers: excellent; 1/10 satisfactory) For the most part, student writing demonstrates excellent organization.
Content: (7/10 papers: excellent; 3/10 satisfactory) Student writing demonstrates satisfactory to excellent performance in clear evidence, key terms, key claims and connections.
Format: (8/10 papers: excellent; 2/10: satisfactory) Students' use of the French language is commensurate with the intermediate level of

French studies.
Cultural concepts: (6/10 papers excellent; 4/10 satisfactory) Student writing indicates satisfactory to excellent competency in the understanding and expression of the key cultural concepts taught during the semester.

The results show that students have an excellent background in organizational writing skills. Two third of students' papers demonstrate an "excellent" competency in the use of key terms, evidence for arguments and connections. One third exhibits "satisfactory" competency in these areas. The French language used in these papers reflects an "excellent" mastery of the skills taught at the intermediate level. Their competency in expressing cultural concepts ranged from "excellent" to "satisfactory", and in general demonstrates good understanding and clear expression of the key cultural concepts discussed in class.

For FREN 312

Excellent (exceeds standards)- exceeds the aspects expected
Satisfactory (meets standards) – meets the expectations for content and format with some minor errors
Unsatisfactory (below standards)- does not meet expectations

Organization: (10/10 papers: Excellent) Student writings demonstrate excellent organization.
Content: (7/10 papers: Excellent; 2/10 Satisfactory; 1/10: Unsatisfactory): Student writing demonstrates satisfactory to excellent, with one student who scored "Unsatisfactory". The unsatisfactory paper was very generic in its contents, with no analysis, limiting the contents to emotional statements.
Format: (7/10 papers: Excellent; 3/10 papers: satisfactory): Students overall use French grammar correctly, handling idiomatic expressions comfortably. The difference between the "excellent" and "satisfactory" levels might have to do with the semester abroad some students took prior to taking this class. Their contact with the language is fresher than students who "lost" contact with it for an entire summer.
Cultural concepts: (9/10 papers: excellent; 1/10 papers: satisfactory). Students demonstrate an outstanding handling of concepts covered in class. At least three concepts are developed by the students who illustrate them with pertinent arguments. The student who scored "satisfactory" meets the expectations yet is below the performance of the rest of the group.

The results suggest that students understand concepts we covered during the semester and can correlate them to contemporary issues. Their writing integrates various positions articulated during our discussions in class. 10/10 score "excellent" as far as the organization of their papers. 9/10 score "excellent to satisfactory" as to the content of their papers, and all 10 students score "satisfactory to excellent" as far as the format. Their competency in expressing cultural concepts ranged from "excellent to satisfactory", which demonstrates that the students assimilated them.

Describe the impact of the results on the program/department. *Describe how the results for each outcome have been/will be used for program planning and improvement. E.g. What specific changes in the curriculum or pedagogy have been/will be made? How did dialog among the faculty occur (department retreat, meeting, or other collaboration)? Will changes involve collaboration with others, such as librarians or student affairs professionals, to improve results?*

The Faculty met for two afternoons to discuss the results of the data for the document types FREN 107 "Personal Reflection and Cultural analysis in French" and FREN 312 "5-6 page essay in French". Student learner outcomes evaluated in this assessment indicate that we are succeeding in conveying excellent techniques in organization and excellent to satisfactory techniques in writing. No program-level changes will be implemented based on these results. However, we may want to look into a more deliberate balance between the delivery of content and language development for these courses.

Post a copy to Compliance Assist no later than September 30. After review by the associate dean and any resulting changes the Director of Learning Assessment will review and provide feedback to the final report.

HSU Academic Program Outcome Assessment Design Worksheet
AY 2012-13

College: Arts, Humanities, and Social Sciences	Department and Name of Faculty Contact: WLC, Joseph Diémé	Date: 10-31-2012
Undergraduate or Graduate Degree, Certificate, Program, Minor: French and Francophone Studies		
Who will participate in the process: The French and Francophone Studies Faculty		
Outcome(s) to be Assessed *Definition of the assessment issue or problem being explored. What kind of student performance are you looking for?* HSU Learning Outcome #1: Effective communication through written and oral modes. WLC Learning Outcome #4: Students use all four language skills (oral, writing, reading, and comprehension) appropriately to function in authentic linguistic and cultural contexts	Method(s) of Assessment *Instrument selection or design (What kind of assignment or exam will you use to obtain such work from the students?); identification of a target population or sample of students (Where and from whom will you collect that work?).*	Measurement Criteria & Tools *Determination of how data will be evaluated and analyzed (What will you do with the student work once you have collected it?). You may also wish to discuss setting a target or benchmark (What level of student performance are you looking for? How good is "good enough"?).*
For FREN 311, Fall 2012, spontaneous and non-rehearsed **writing** assessment. We expect our students to score in the "Intermediate Low/ Middle/ High) range according to the ACTFL Proficiency Guidelines 2012	For FREN 311, Fall 2012, we will conduct a non-rehearsed and spontaneous **writing** assessment. Students will be asked to write an in-class essay on relevant cultural topics.	The **writing** and **oral** samples will be evaluated collectively, by all French and Francophone Faculty. We will use the detailed assessment rubric developed in the Academic Outcome Assessment Data Analysis & Report for AY 2010-11 for French and Francophone Studies as a starting point for determining excellent, satisfactory, and unsatisfactory writing quality in the above categories. In addition, we will take this opportunity to redesign the assessment rubric to the new ACTFL 2012 proficiency guidelines. For FREN 107, the presentation/performance samples will be videotaped for evaluation by all French Faculty and assessed using a rubric based on the ACTFL Proficiency Guidelines 2012 for speaking. Minimum expected performance in FREN 107 is "Intermediate Low" according to the ACTFL Proficiency Guidelines 2012 for speaking.
For FREN 107, Fall 2012, spontaneous and non-rehearsed **oral** assessment for FREN 107. We expect our students to score in the range of "Intermediate Low" according to the ACTFL Proficiency Guidelines 2012	For FREN 107, Fall 2012, we will conduct a non-rehearsed and spontaneous **oral** in-class spontaneous a will be collected at the end of the course. Students will be asked to give an oral presentation on a topic pertinent to the course contents.	
For Spring 2013 graduating seniors. Spontaneous and non-rehearsed mandatory **writing** and **oral** assessment. We expect our students to score in the range of "Advanced Low/ Middle/ High" according to the ACTFL Proficiency Guidelines 2012	For 2013 Spring graduating seniors, we will also conduct 2 spontaneous and non-rehearsed mandatory exit **writing** and **oral** assessments.	
	Calendar for Gathering Data FREN 311: Fall semester 2012, last week of April. FREN 107: Spring semester 2013, last week of April. Spring 2013 graduating senior: exit **writing** and **oral** assessments, last week of April.	Calendar for Analyzing Data All data will be analyzed at the end of the Spring semester 2013, during the first two weeks in May. Report will be written during the third week in May, so it is ready to be submitted during Fall semester 2013, in September.

Reviewer's Comments

Comments from Director of Educational Effectiveness Ed Nuhfer 9/15/2013.

I can only assume that the students given the signature assignment had the rubrics as part of the disclosure prior to this collected assignment, because the report does not state this.

While it is obvious that students cannot well meet undisclosed expectations, I still find cases where instructors do not understand the need for disclosure in order to provide an effective learning experience. To be certain that disclosure occurs, I needed to be explicit about that here. Disclosure of what constitutes a high-quality response is important in all of the SLOs that you have provided.

Sources

- ACTFL Proficiency Guidelines 2012 Final
- Copy of French Assessment Plan for AY 2012-13
- Copy of French Assessment Report for AY 2011-12

Annual Assessment

Title: Annual Assessment

Description: Information literacy for Recreation Administration was assessed using student work samples during the spring semester, 2014. To begin the process we identified the following SLO that connected most closely to information literacy competencies.

SLO: Students will apply effective professional communication, leadership, and management to the leisure industry.

We then identified our REC 485 Senior Seminar course as an ideal platform to assess Information Literacy. Students in this course complete a Capstone Project that requires careful review of current information which then leads to Evidence-Based programming decisions. During the Spring 2014, 26 students were enrolled across two sections of REC 485. The sections were taught by Dr.'s Marchand and McGuire. Each faculty member reviewed three projects that were randomly selected based on registration order (3, 6 and 9). The projects were then cross reviewed by the other faculty.

Program: Liberal Studies BA: Recreation Administration Option

Start: 7/1/2014

Core Competency: Information Literacy

Student Product Type: Projects

Source of Student Products: REC 485 Senior Seminar

Given the results, what area (one of the five criteria represented as a row on the Information Literacy VALUE Rubric) had the lowest number of successful students?: Evaluate Information and its Sources Critically

What plans does the program intend to make to address student preformance in this area?: Program faculty have identified three courses, REC 200, REC 302 and REC 320, that students take earlier in their career to introduce methods of evaluation of information and sources and ways to use information effectively. These changes are being instituted in the fall 2014 and spring 2015.

Given the results, what area (one of the five criteria represented as a row on the Information Literacy VALUE Rubric) had the next lowest number of successful students?: Use Information Effectively to Accomplish a Specific Purpose

What plans does the program intend to make to address student preformance in this area?: To strengthen our students' ability to use information effectively we have hosted information literacy workshops taught by our discipline specific librarian in three different REC courses including REC 485. Additionally we have meet with our librarian and initiated a web-based discipline specific search guide through the library web site. This link will help students gather information effectively and guide their understanding of how to use the information.

Information literacy was not assessed this year: ☐

Alternate or Additional Assessment:

Source of Student Products:

Student Product Type (Alternate or Additional Assessment):

Given the results, what 2 areas had the lowest number of successful students?:

What plans does the program intend to make to address

these areas?:

Attachments: LS Rec Admin BA

Reviewer's Comments:

End: 6/30/2015

Results:

Responsible Roles: No Roles Selected

Last modified 10/17/2014 at 2:12 PM by Christopher Hopper
Created 9/26/2014 at 2:14 PM by administrator Account

Information Literacy Assessment Results

Program:	Source:	Type:	Total Evaluated:
Liberal Studies: Rec Admin	REC 485	Projects	3 projects/12 students

The product shows that the student can determine the extent of information needed

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Total Not meeting benckmark 0
Liberal Studies: Rec Admin	6	4	2	0	0

The product shows that the student can access the needed information

Liberal Studies: Rec Admin	4	8	0	0	0

The product shows that the student can evaluate information and its sources critically

Liberal Studies: Rec Admin	1	8	3	0	0

The product shows that the student can use information effectively to accomplish a specific purpose

Liberal Studies: Rec Admin	4	6	2	0	0

The product shows that the student can access and use information ethically and legally

Liberal Studies: Rec Admin	8	2	2	0	0

CRGS Assessment Report 2014-15

Executive summary of outcome assessment project.

More than 75% of CRGS majors are meeting or exceeding expectations in relation to the following SLO: students can link theory to practice, as assessed through an oral communication embedded assignment. Discussion of the embedded assessment exercise led to recommendations for pedagogical changes to help increase the number of students who meet or exceed expectations for this SLO.

Statement of outcome(s) assessed during this cycle and the outcome issue or problem being explored. *What kind of student performance were you looking for? What did you hope to glean from assessing this outcome?*

For 2013-2014, CRGS assessed the following student learning outcome:

Student Learning Outcome 5: Students can link theory to practice.

We expected students to give a three minute oral presentation in which they discussed the ways that their curricular and co-curricular activities have prepared them for their post-graduation plans for work or graduate study.

Describe how the outcome(s) was (were) assessed. ***Include information about instrument selection and/or design (What kind of assignment or exam did you use to obtain information on student learning?). Where and from whom did you collect your sample and why? Describe scoring methods that were used. What was the process and who participated in collecting, scoring and analyzing the data? Attach to this report any prompts, rubrics, or other assessment tools that were used.***

For the purposes of this assessment project, we chose an embedded oral presentation assignment in the CRGS 485: Senior Portfolio class.

Students were presented with the oral communication rubric at the time they received the prompt. The assessment sub-committee members collectively discussed the SLO and the oral communication value rubric at a department meeting. Students gave their oral presentations to an audience of CRGS majors and minors. Three CRGS faculty were present and used the oral communication rubric to score each presentation. Faculty met immediately following the presentations and discussed individual scoring to come up with a collectively agreed upon score for each student. Faculty then discussed the results of the assessment exercise to reflect on changes needed to improve student performance.

Assessment Rubric: see Oral Communication Value Rubric used for the all university assessment exercise.

Describe the major findings. *Include data table or other means indicating both raw numbers and percentages of student achievement a various levels of mastery. What are probable conclusions and implications which could be drawn from the results?*

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Total Not meeting benckmark 0
Organizaton	3	9	2	2	0
Language	4	9	2	1	0
Delivery	5	7	2	2	0
Supporting Material	5	7	3	1	0
Central Message	6	6	2	2	0

For the purposes of the assessment, we identified students who scored in level four as exceeding expectations; level 3 as meeting expectations; and levels 0, 1 and 2 as not meeting expectations.

18.75% of students exceeded expectations, 56.25% met expectations, and 25% did not meet expectations for organization of the oral presentation.

25% of students exceeded expectations, 56.25% met expectations, and 18.75% did not meet expectations for use of language in the oral presentation.

31% of students exceeded expectations, 43.75% met expectations, and 25% did not meet expectations for delivery of the oral presentation.

31% of students exceeded expectations, 43.75% met expectations, and 25% did not meet expectations for effective incorporation of supporting material within the oral presentation.

37.5% of students exceeded expectations, 37.5% met expectations, and 25% did not meet expectations for the central message of the oral presentation.

Overall at least 75% of students met or exceeded expectations in all areas. However, a quarter of the students did not meet expectations for core skills of organization, delivery, supporting material and central message. This is the first time we have included such an assignment in the senior portfolio class, and it is also the first time that we have used this assessment rubric for oral communication.

We believe that one of the reasons that students did not provide outstanding supporting material for this assignment is that students were told that their audience was their peers. Students thus assumed their audience had a basic knowledge of key terms and critical frameworks from the major. By transforming the assignment such that students are directed to prepare a speech for an audience of an employer or representative of a graduate program, students will be compelled to explain core concepts and articulate how these concepts are relevant to their future work or study.

The expectation for a well organized presentation was also compromised by the prompt, for some students, knowing that their audience was their peers, incorporated a very personal reflection on their journey through the major and the University. Several students were clearly overwhelmed by the emotional aspect of this reflection (e.g., survivors of trauma, students who experienced numerous macro and micro-aggressions of racism and heterosexism), and they were not able to maintain the focus needed to maintain excellent organization and delivery of the material.

Given the high number of students who did not meet or exceed our expectations, we have committed to a number of initiatives to increase student success in the skill set of effective oral communication as well as the SLO of linking theory to practice.

Describe the impact of the results on the program/department. *Describe how the results for each outcome have been/will be used for program planning and improvement. E.g. What specific changes in the curriculum or pedagogy have been/will be made? How did dialog among the faculty occur (department retreat, meeting, or other collaboration)? Will changes involve collaboration with others, such as librarians or student affairs professionals, to improve results?*

The following are concrete strategies we will implement in CRGS 485 and across the curriculum to further students' ability to meet or exceed expectations in the oral communication assignment linking theory to practice:

1. In our department assessment meeting we shared pedagogical strategies faculty use to help students prepare more effective oral presentations (e.g., letting students know they are graded for staying within time limit, therefore emphasizing need to practice delivery and have a well-organized presentation; engaging students in a class in a collective verbal review of the first presentation given to the class to set a high bar for all subsequent presentations).
2. We will begin using the oral communication rubric with students throughout courses in the major in which oral presentations are required.

3. We will modify the embedded assignment so that students prepare a presentation for an audience of a potential employer (non-profit, government, university, k-12, business) or potential graduate school program.
4. In order to support students in developing more compelling evidence by unpacking terms that are used in the discipline and translating them for a general audience, we will include such reflection throughout the curriculum. Our next faculty retreat will be devoted to identifying ways in which we can model the translation of core terms and critical frameworks for a broader audience (such as perspective employers) and embed this practice within our core major courses.

Appendix N - Writing Across the Curriculum Proposal

Humboldt State University
GWAR Alternatives //
Writing Across the Curriculum Proposal
February 2017

Rationale for developing a strategic Writing Across the Curriculum (WAC) at HSU:

1. In 2012, Dr. Elizabeth Wardle, (now the Director for the Howe Center for Writing Excellence at Miami University) was invited to HSU as a consultant to assess writing development needs. Her visit included talking with numerous faculty and deans. In terms of WAC, Dr. Wardle made the following recommendations:

   > "Given the CSU system's attention to retention, learning, and assessment, now is an opportune time to begin planning a writing across the curriculum program at HSU. The writing faculty are enthusiastic about the possibilities, and there appears to be widespread support at both provost and dean level, and faculty in other departments appear to be interested in gaining structural support for assigning student writing beyond first-year composition. **The WAC program, if it is to be successful, needs to be a university-wide program with buy-in and participation from all colleges."**
   >
   > **"HSU has an opportunity to build the structure for a forward-thinking,vertical writing education for its students. With the support of the provost and deans, and appropriate support for the writing faculty, this new program could result in positive and quantifiable changes in student learning and retention across HSU."**

   Please read Dr. Wardle's full report from 2012 here.

2. Creating vertical pathways for students to meet the GWAR can provide more accurate and robust data points that describe what students know and can do as writers at the upper division and discipline-specific stages of their educations. This data can be shared with faculty across and within disciplines to improve teaching and learning university-wide.

3. Vertically articulated pathways to meet the GWAR encourage collaboration and the teaching of writing across the curriculum. They also create opportunities for students to practice and be held accountable for discipline-specific writing conventions, and they can contribute to the development of the habits of mind and

communication skills necessary for students/graduates to play productive roles in their disciplines, careers and communities.

Background:

Implementation of the GWAR across the CSU occurred in 1978. In response to concerns about CSU graduates' writing skills, the CSU Board of Trustees resolved that all students must "demonstrate their competency with regard to writing skills as a requirement for graduation."

At the time, the Academic Senate urged the Chancellor and the Board to "support methods other than a system-wide upper division examination program." Since 1978, and particularly over the past two decades, **many campuses across the CSU and nation have established upper division and/or advanced writing courses** that are designed to help students meet graduation writing requirement, as opposed to or as an alternative to a timed-essay examination.

In "A Review of the CSU Graduation Writing Assessment Requirement (GWAR)" from 2002, the **CSU GWAR Review Committee issued a number of recommendations** for the assessment of GWAR. Two of these recommendations are:

> Recommendation #1: Each campus should implement measures to ensure consistency and common standards in faculty evaluations of written documents produced in courses through which students can achieve GWAR certification.
> Recommendation #8: Each campus should involve CSU faculty from all disciplines in GWAR processes such as reading essays, teaching GWAR courses, providing opportunities for students to improve their writing, and serving on GWAR committees.

HSU is one of three remaining CSU campuses to use the timed essay exam (GWPE) as a sole measurement for GWAR. Studies across research fields such as education and composition studies have repeatedly demonstrated that timed-essay examinations are less reliable and valid measurements of students' writing knowledge than contextualized and/or disciplinary writing products produced through a typical academic writing process (e.g. inventing, drafting, revising) (Caudrey, 1990; Hayes, 2000; Anson, 2005; Gregg, Coleman, & Davis, 2007; Brown, 2010).

HSU WAC/GWAR Initiative: Proposal

The language in this proposal draws from research-based consulting and best-practices in establishing and developing strong WAC programs, including:

- Dr. Wardle's 2012 report on writing development at HSU.
- The implementation and program details of various CSU campuses' WAC initiatives, such as CSUCI and CSU Chico.
- Nationally recognized WAC, WID (writing in the disciplines) and WEC (writing enriched curriculum) post-secondary programs.

HSU WAC Program Goal

Create an exemplary and recognized WAC program that supports students' writing knowledge and development through a vertically articulated course of study. Students will satisfy the Graduation Writing Assessment Requirement (GWAR) through the completion of at least 3 units of an Upper-Division Writing Intensive (WI) Course in their major with a grade of C- or better. Upon completion of the GWAR, students will have demonstrated, through writing assignments in their WI class(es), that they are capable of producing effective writing, as determined by an HSU WAC Advisory board.

1. **Implementation**

Year 1(2017-18)

1. Create a WAC Advisory Board. This board should be hand picked, and filled with enthusiastic and respected faculty from all three colleges who are already assigning writing and are devoted to good writing instruction. The Writing Program and Writing Center Directors should also participate on this board, so that first-year writing, writing center support, and WAC are coordinated from inception. This advisory board should:
    - Create an initial vision and structure for WAC.
    - Develop an announcement/search for a WAC Director, who:
        - Will receive release time (4-units per semester recommended) to direct WAC at HSU.
        - Has scholarship, specialization, and/or training in WAC and (ideally) ESL and/or professional or technical writing.
        - Will conduct workshops and trainings on the teaching and learning of writing, both discipline-specific and campus-wide.

- Determine the criteria for upper-division Writing Intensive (WI) courses, based on research-based best practices. Sample criteria to establish/ convert courses to WI are:
    - Focus of the course is to develop writing knowledge in the discipline.
    - At least 40% of the course grade is derived from writing projects.
    - Students complete at least 2 writing projects in the course.
    - Students write at least 3,000 words in the course.
    - Students engage in revision and receive feedback on writing.

2. Provide one-year of release time (four units per semester) during Year 1 for a faculty member to work with five **departments** to establish, convert, and/or study **five** Writing Intensive courses across the three colleges. The faculty teaching these courses may or may not be members of the WAC Advisory Board. These faculty will be supported to meet as a teaching group and will receive support on:

- Writing and course content integration
- Syllabus and assignment design for the WI course
- Disciplinary/genre-based writing
- Writing assessment strategies
- Scaffolded writing curriculum

3. Conduct search and hire HSU WAC Director.
4. Bring in a Visiting Scholar to present/ have conversations with faculty across campus about WAC philosophy and research. (We have tentatively scheduled Linda Adler-Kassner as Visiting Scholar for September, 2017).

Year 2 (2018-19)

1. Report findings of Year 1 WAC pilot to campus community.
2. Advisory Committee assesses and builds upon previous year's work.
3. Working with Advisory Committee, new HSU WAC Director expands Year 1 pilot.
4. Establish WI/WAC workshops for departments interested in developing WI course.
5. Double number of WI courses across the campus.

6. Develop assessment measures for student writing in WI courses.

Years 3 and 4 (2019--21)

1. Report findings of Year 2 WAC pilot to campus community.
2. Offer workshops and other supports (e.g. teaching groups or colloquia) for faculty teaching WI.
3. Double number of WI courses across the campus eachCampus year.
4. Hire Assistant WAC Coordinator (Recommended: hire a strong lecturer from the HSU First-Year Writing Program and provide 3-units of release time per semester). This hire will work closely with the WAC Director to develop and conduct workshops for departments as they develop and revise WI courses
5. Develop assessment measures for student writing in WI courses.

Year 5

1. Campus-wide implementation of upper division WI courses in major programs of study to meet GWAR (GWPE no longer offered as a measurement of GWAR).
2. Report findings of Years 1--4 WAC pilot to campus community.
3. Continue to offer workshops and other supports (e.g. teaching groups or colloquia) for faculty teaching WI.
4. Develop and revise assessment measures for student writing in WI courses.

3. Staffing and Support

In order for this initiative to be successful, faculty and departments need to feel supported and valued as they develop and teach WI courses. Creating campus-wide conversations about writing development as well as how to teach and assess writing will make a campus-wide focus on writing and communication visible to students. These conversations can take place via faculty workshops, teaching groups, colloquia, conferences, and celebrations, but they require staffing, such as (coordinated with Years 1--5 in "Implementation" section above):

Year 1: Release time for faculty member to initiate pilot and WAC program with interested departments.
Year 2: WAC Director begins.
Year 3 or 4: Hire Assistant WAC Coordinator to work with WAC Director. These faculty develop and deliver workshops, etc.

4. Funding

As noted in Dr. Wardle's report, **multi-year resources must be committed to any HSU WAC Initiative in order for it to remain sustainable -- and to thrive.**

Current funding for the GWPE at HSU, which would be phased out through this WAC Initiative, could be repurposed for it. Students currently pay a fee, for example, to take the GWPE. This fee funds GWPE assessment ($250 stipends to faculty per scoring session) as well as a three-unit course release for a lecturer in the Writing Program in the Department of English to coordinate GWPE. Current GWPE funding at HSU, then, can offset some costs of this initiative.

There are also various grants that we might pursue to help initiate a WAC Program on our campus, however, campus administrators must be willing to put funding behind this program if it is to be sustainable -- and if faculty are to value it. It is not realistic to say "We all teach writing at HSU" without a coordinated, articulated, and funded program. Such a program requires leadership and expertise, visible and valued supports for faculty, and coordinated assessment to support improvement and development over time.

<u>Benefits</u>

- Writing across the curriculum supports **persistence** and **retention**:
    - The HSU First-year Writing is an entry point into this proposed WAC initiative. First-year Writing Program faculty along with the Writing Program Director are currently deeply engaged with creating and delivering curriculum to students that supports their development of transferable writing knowledge to major courses of study and other subsequent contexts for writing. A vertically coordinated model for WAC at HSU builds upon the curricular concepts of these first-year writing intensive courses (English 102, 103, and 104) and helps students make clear connections across their academic writing experiences at HSU, promoting their learning and agency as learners, thinkers, and writers.
- WAC coordinates with current HSU innovative models:
    - **Place-based learning models**, such as Klamath Connection and other cohort models (Stars to Rocks and Global Humboldt) emphasize that interdisciplinary connections are made, in part, through the study and practice of writing. Various first-year writing program lecturers at HSU are (or will be) actively teaching in these cohorts and they have (or will be) developing cohort-specific writing intensive curriculum as foundational courses in these place-based models. A WAC Program is naturally vertically

aligned to these models, since it reinforces discipline-specific writing expectations. It enables students to have scaffolded experience and practice in discipline-specific writing as they take WI courses in the upper division.

- WAC supports **faculty collaboration:**
    - Because departments sign on to convert or develop an existing course to "Writing Intensive" (WI, faculty across departments can discuss the different methods and processes for such conversion.. Departmental buy-in ensures that any WAC/GWAR initiative does not rely on individual faculty interest, but on department willingness and collaboration to think about the teaching and learning of writing in their disciplines.
    - A WAC Initiative supports campus-wide and cross-disciplinary collaborations and conversations about the teaching and learning of writing, which is expected in all programs and majors.
- WAC **aligns to the HSU strategic plan:**
    - WAC programs articulate and document a scaffolded approach for writing that moves students into their major areas of study and integrates writing/communication skills across the undergraduate experience.
    - WAC promotes the idea that students who "write to learn and learn to write" think more critically and creatively, engage more deeply in their learning, and are better able to transfer what they have learned from course to course, and from context to context.
- A WAC program puts HSU on par nationally with post-secondary institutions that incorporate best-practices in the teaching and learning of writing:
    - A robust WAC Initiative replaces the timed-essay GWPE, which fewer and fewer campuses use as assessment of upper-division writing proficiency.
    - Students achieve mastery in the discipline by developing their communication skills, a process that requires deep engagement with the content.

<u>Additional WAC Possibilities/Recommendations</u>

- Add a 200-level GE course as an optional (or required) course to scaffold and further support students' writing development. Many campuses require 9 units in WI courses. Our model might look something like:
    - English 103 or 104 (first-year WI)
    - English 215 (second-year WI)
    - WI course in the major
- Develop HSU writing e-portfolio that students develop and add to throughout the baccalaureate pathway. Assessment of GWAR includes portfolio assessment.

Exemplary WAC Programs as Inspiration

1) **Established**
   a) The **University of Minnesota's** Writing-Enriched Curriculum Program (WEC) provides academic departments with a way to ensure that discipline-relevant writing and writing instruction are intentionally infused into their undergraduate curricula (launched 2007).
      i) Students create an Undergraduate Writing Plan.
      ii) Faculty across all disciplines create writing enriched curriculums with the support of a WEC team.
      iii) Students are required to take three levels of WEC courses across the undergraduate experience, including disciplinary writing.
      iv) Student products are assessed by panels of raters.
      v) This program was initiated through grant funding and has ongoing support through the university budget.
      vi) Five member team.
   b) **University of North Carolina Charlotte's** Communication Enhanced Curriculum seeks to create a culture of writing and speaking among faculty, academic partners, and the administration, all of whom share a commitment to students writing and speaking in the disciplines (established 2012).
      i) Consults with departments to assist with developing a communication enhanced curriculum that includes oral and written communication outcomes. Currently works with 11 departments.
      ii) Five-member team.
      iii) Provides students with frequent opportunities for writing and speaking across the curriculum.
      iv) Provides departments with a built-in assessment process for accreditation purposes and to provide an informal forum for faculty to address concerns regarding student writing.
      v) Consults with faculty who want to meet "Best Practice" standards for "writing intensive courses and assists with grading strategies to manage the paper load.

2) **Emerging (includes options for upper-division writing exam)**
   c) CSU Long Beach (established 2014).
      i) Students must take GWPE as a gateway to upper division study.
      ii) Pathways toward meeting GWAR, including passing the GWPE with 11/12 score.

iii) 300-level course and WI course required for lower range GWPE score. WI course required for mid-range GWPE score.

iv) WAC and GWAR coordinators on campus.

Drafted by // Contact:
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Natural Resource Graduate Program Learning Outcomes Assessment Rubric for <u>Oral Presentation</u> (updated 10-27-16)

Instructions: Please bring this form to your graduate student's oral presentation/defense and score them on a scale of 1-5 (see explanation of scale below). Please submit your completed rubric to the CNRS Dean's office (FR 101) or email to cnrsmast@humboldt.edu

Graduate Student Name:_____ Name of Thesis Chair: _____

NR Option (circle one): FWWS Wildlife ENRS Fisheries

Date/time/location of Oral presentation/Defense: _____

Outcome: **Student communicates scientific investigation in oral presentation, using accepted conventions for the discipline.**

Score the student outcome (presentation) based on the following criteria:

CRITERIA	**Not demonstrated** **1**	**2**	**Demonstrated** **3**	**4**	**Mastered** **5**	**Score (1-5)**
Organization	Presentation poorly organized and suggests minimal preparation		Presentation was well- organized and reflects adequate preparation		Presentation organization was excellent	
Content	Content was not clearly presented and did not reflect adequate scientific rigor		Content was clearly presented and reflected adequate scientific rigor		Student is able to clearly communicate complex ideas and outstanding level of scientific rigor	
Visual Aids	Visual aids absent or of poor quality.		Effective visual aids		Outstanding visual aids	
Speaking Skills	Poor speaking skills		Adequate speaking for communication to specialized audience		Excellent speaking skills (eloquence, fluidity, clear communication with audience)	
Response to questions	Responds with difficulty		Responds appropriately to questions		Responds to questions with in-depth answers	

Natural Resource Graduate Program Learning Outcomes Assessment Rubric for Graduate Written Thesis (updated 10-27-16)

Instructions: Score elements of your graduate student's written thesis on a scale of 1-5 (see explanation of scale below). Please submit your completed rubric to the CNRS Dean's office (FR 101) or email to cnrsmast@humboldt.edu

Name of Graduate Student: _____ Name of Thesis Chair: _____ Date of defense:_____

OUTCOME	Not demonstrated 1	2	Demonstrated 3	4	Mastered 5	Score (1-5)
1**. Student carries out a scientific investigation of phenomena in a natural system that includes**: a) Formulation and statement of a **research question** based on **literature review**	Student's research problem is poorly defined, the literature review is inadequate and research question is inadequate to address the problem.		Student defines research problem, provides an appropriate review of the literature, and states a suitable research question.		Student defines a challenging research problem, effectively reviews the pertinent literature, and states an innovative research question suitable to address the problem.	
b) Design and implementation of study using appropriate **quantitative** or **qualitative methodology**	Study design is not adequate to address the research question and/or the methodology is insufficient. Data collection and analysis are inadequate.		Study design is sufficient for addressing the research question and study employs appropriate methodology. Data collection and analysis are adequate.		Study design is elegant and the methodology is innovative or complex. Data collection and analysis are extensive.	
c) Presentation of research **results**.	Results are lacking and are poorly presented in tables and figures		Results are satisfactory and are presented clearly in the text and in tables and figures.		Results are comprehensive and presented with exceptional clarity. Tables and figures effectively display complex information in innovative ways.	
d) **Discussion** of the relationship of the research results to the field of study and their broader relevance in natural resources.	Student does not adequately discuss research results in relationship to the current literature in their field or apply their research results to the ecological, and socioeconomic implications of their research problem.		Student adequately discusses research results in relationship to the current literature in their field and applies them to ecological, and socioeconomic implications of their research problem.		Student eloquently discusses the relationship of their research results to the current literature in their field and illuminates their results' implications for ecological, and socioeconomic aspects of their research problem.	
2. Student communicates scientific investigation in writing, using accepted conventions for the discipline.	Thesis is poorly organized. Writing is unprofessional and contains significant errors.		Thesis is organized and coherently written with only minor errors. Student communicates ideas and technical information in a formal, professional manner.		Student meets all conditions in "demonstrated" category. In addition, the thesis is particularly well presented, is sufficient in scope and content for peer-reviewed publication, and contains few errors.	

PR AY 15/16

Natural Resources - Graduate Program
Program Review 2015-2016

Date: 9/2/2016

I.A.

Mission

Update your program mission in the narrative section if there are any changes. See the university catalog at http://pine.humboldt.edu/registrar/catalog/documents/HSUcatalog2015-16.pdf

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

The overall mission of the MS program in Natural Resources is to provide our students with the knowledge, skills, and motivation required to conserve our natural resources in the face of increasing societal demands.

I.B.

Goals

Update your program goals in the narrative space below.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

Program Goals of the Natural Resources Graduate Program:

1. Contribute to academic excellence by engaging faculty and students in the exploration and advancement of knowledge.
2. Enhance effective verbal and written communication skills in all students.
3. Enhance in all students the quantitative and/or analytical skills necessary for problem-solving in a complex society.
4. Provide students with the knowledge and experience necessary to address natural resource problems and carry out scientific investigations, including design, implementation and evaluation of research in their specific area of study.
5. Provide students with an in-depth understanding of their specific area of study as well as an appreciation for the interdisciplinary character of natural resource problems.
6. Nurture open mindedness, professional ethics, and life-long learning in all students.

I.C.

Program Student Learning Outcomes

Update your program student learning outcomes in the narrative section below if there are changes.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

The Student Learning Outcomes of the Natural Resources Graduate Program are:

1. **Scientific Investigation.** Student carries out a scientific investigation of phenomena in a natural system that includes: a) Formulation and statement of a research question based on literature review, b) Design and implementation of study using appropriate quantitative or qualitative methodology, c) Presentation of research results, and d) Discussion of the relationship of the research results to the field of study and their broader relevance.
2. **Written Communication.** Student communicates scientific investigation in writing, using accepted structure, style, and format for scientific reports and papers in the discipline.
3. **Oral Communication.** Student communicates scientific investigation in oral presentation, using accepted structure, format, and visual aids for scientific presentations in the discipline.
4. **Quantitative Skills.** Student applies appropriate mathematical, computer simulation, and/or statistical models to quantify evidence for and against scientific hypotheses.
5. **Natural Resources Conservation.** Student articulates the relationship of his/her scientific investigation to the physical, ecological, and socioeconomic aspects of a problem in natural resources management and/or conservation.

I.D.

Program Update

This 1-3-page update on program planning includes the following elements:

- A summary of any program changes (curriculum, faculty, staff, facilities) over the past year. FTES, FTEF, and SFR by College, Department, and Discipline
- A report on progress on the five-year plan and MOU (if available).
- A discussion of opportunities and obstacles that have affected this progress.
- If necessary, a discussion of strategies for overcoming the identified obstacles.
- Analyze the key developments in your programs over the last 5 years (1-2 pages).

Copy and paste program update in the Narrative section below.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

Summary of program changes
Since the last program review (2010/11) the following changes have occurred in the NR Masters program:

Curriculum

- **Minimum GRE score requirement.** New GRE admission criteria were discussed and approved by the GAC to reflect the new GRE scoring system (130-180). New text in the NR Masters Program Policies and Procedures reads, "Normally, applicants must have a minimum Grade Point Average (GPA) of 3.0 for the last 60 undergraduate units and a minimum score of 150 in the Verbal section and minimum score of 150 in the Quantitative section on the general Graduate Record Exam (GRE). Applicants with extensive work experience, exceptionally high GPA, or exceptionally high GRE scores may be accepted without meeting the minimum requirements for both GPA and GRE scores by appeal of the department faculty to the Graduate Advisory Council, through the Graduate Coordinator."

- The ENRS option in the NR Masters Program no longer requires enrollment in three units of EMP 690 the semester that students gain committee approval of their thesis, defend the thesis, and submit their thesis to the NR graduate coordinator.

  Faculty
  The following faculty members have joined the graduate faculty in the Natural Resources Masters program since the last program review in 2010/2011:
  ENRS: Dr. Laurie Richmond, Dr. James Graham, Dr. Kevin Fingerman, Dr. David Gwenzi

- ENRS: Dr. Laurie Richmond, Dr. James Graham, Dr. Kevin Fingerman, Dr. David Gwenzi
- Fisheries: Dr. Rafael Cuevas Uribe, Dr. Andre Buchheister,
- FWWS: Dr. Jeffrey Kane, Dr. Erin Kelly, Dr. David Greene,
- Wildlife: Dr. William Bean, Dr. Daniel Barton, Dr. Barbara Clucas

Staff

- **ASC.** Since the last program review in 2010/2011, the ASC for the NR Masters program has changed hands several times. Former ASC's for the NR Masters program include Julie Tucker, Pat Comella, and Lorraine Taggart. The current ASC for the NR Masters program is Violet McCrigler.
- **Associate Dean.** Since the last program review, the CNRS Associate Dean position has been held by Dr. Dale Oliver (Interim Associate Dean) and Rick Zechman (current Associate Dean).
- **NR Graduate Coordinator.** Since the last program review the NR Graduate Coordinator position has been held by Robert VanKirk, Alison O'Dowd (current NR Grad Coordinator) and Yvonne Everett (for 1 year during Alison O'Dowd's sabbatical).

Facilities

The following changes to facilities have occurred since the last program review in 2010/2011:

- Minor renovations at the Marine Lab include: 1) the conversion of a rarely used instrument room to a faculty/student research lab used by Paul Bourdeau and Brian Tissot; and 2) Merging of two small rooms into a larger microscope/instrument room for faculty and students. These two renovations coast about $15,000 and funds were allocated by Dean Smith in CNRS and Dean Williamson in Research.
  - The HSU Fish Hatchery had new lighting installed in hatchery rooms, the addition of a recirculating aquaculture system (RAS) with modern biofiltration units, the addition of cutting-edge water quality monitoring system that can also be accessed and utilized in the classroom, connection of artificial stream tanks to the hatchery system, which can now be fully utilized for class projects, and purchased a new spectrophotometer in 2013.

Progress on Five-Year Plan and MOU

An MOU dated April 15, 2011 written by Interim Associate Dean Dale Oliver set forth six categories of expectations for the NR Graduate Program. Below are updates on each of the six items:

- **Sustainability**. The 2011 MOU stated, "We propose the following guidelines for program size and efficiency over the next five years, given the current levels of resources" (targets for each option are shown in columns 2 and 4, with actual data from the past 5 years in columns 3 and 5 in the table below).

Option	TARGET: new admits/year (5-yr avg.)	ACTUAL: 5-year average of new admits/year (AY10/11-AY14/15)*	TARGET: Graduates/year (5-yr avg.)	ACTUAL: 5-year average of graduates/year (AY10/11-AY14/15)*
ENRS	5	4.6	4	3.4
Fisheries	7	7.8	6	6.8
FWWS	7	10.4	6	6.2
Wildlife	9	11.6	8	9.8

* data acquired from http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=degreesallopts_M.out

The results in the table above show that all NR Masters options exceeded their targets for new admits and graduates per year with the exception of the ENRS option. Possible reasons for the targets not being met in ENRS include: 1) four tenure-track faculty left the ENRS option between 2008-2011 and as a result there were only three tenure-track faculty in ENRS option in AY2011-12, which limited the number of graduate students in the program. The number of tenure-track faculty in ENRS has slowly increased to seven faculty as of AY 2015-16; 2) several of the ENRS tenure-track faculty advise graduate students in other graduate programs at HSU (e.g. Environment and Community graduate program and Environmental Systems graduate program) and these graduate students aren't counted in the ENRS numbers. Although the number of tenure-track faculty in ENRS has increased since AY11/12, because of the second reason stated above it is recommended that the targets for ENRS remain the same for the next five years to be reassessed in the next Program Review. It is also recommended that the targets for the three other options remain the same for the next five years.

Suggestions for ways to increase the number of new admits and graduates per year in ENRS include: 1) increasing the number of graduate faculty in ENRS, and 2) increasing the number of graduate students per tenure-track faculty that are enrolled in the ENRS option (instead of other graduate programs at HSU). The ENRS program will gain one new tenure-track faculty member in AY16/17 and is conducting a faculty search for another tenure-track faculty position that will begin in AY 7/18.

2. Personnel. The 2011 MOU stated, "at least four tenured/tenure-track faculty or qualified adjunct faculty (e.g. members of the Cooperative Fisheries Unit) should be active participants in each option."

As of AY15/16 there are at least four tenured/tenure-track faculty or qualified adjunct faculty (e.g. members of the Cooperative Fisheries Unit) as active participants in each option. See table below:

Graduate Faculty in the NR Masters Program by Option

Option	Number of active graduate faculty as of AY15/16	Faculty names
ENRS	7	Yvonne Everett, Kevin Fingerman, James Graham, Steven Martin, Alison O'Dowd, Laurie Richmond, William Trush
Fisheries	11	Andre Buchheister, Rafael Cuevas Uribe, Andrew Kinziger, Darren Ward, Eric Bjorkstedt, Bret Harvey, Nicholas Som, Mark Henderson (Kristine Brenneman, Timothy Mulligan, and Peggy Wilzbach are no longer accepting new graduate students because they are close to retirement)
FWWS	9	Pascal Berrill, David Greene, Han-Sup Han, Jeffrey Kane, Erin Kelly, Susan Marshall, Rosemary Sheriff, Stephen Sillett, Andrew Stubblefield

Wildlife	10	Daniel Barton, Tim Bean, Jeff Black, Rick Brown, Mark Colwell, Micaela Szykman Gunther, Matthew Johnson, Barbara Clucas, Lowell Diller, Brian Hudgens.

3. Curriculum. The 2011 MOU stated, "The NR program faculty are charged with exploring options for expanding the graduate core curriculum."

This topic has a been a discussion of the graduate advisory committee (GAC) and the following curriculum initiatives occurred since 2011:

- All NR graduate students are encouraged to enroll in FWWS 501 (research methods and planning) their first semester in order to develop their research proposal. This course is predominately made up of FWWS and ENRS graduate students, but there is interest in expanding the focus to also accommodate Fisheries and Wildlife graduate students.
- A series of graduate seminars are offered to explore the scientific literature and for students and faculty to share their research with others. These seminars include WLDF 585, EMP 685, WSHD 685, and FISH 685. Graduate students from other NR options often enroll in several of the aforementioned seminars over the course of their time in the graduate program.

In addition to the above actions, it is recommended that the GAC continue to explore ways to expand the graduate core curriculum.

4. Assessment. The 2011 MOU stated, "By September 30, 2011, the Natural Resources Graduate Program is to review the draft assessment plan, including learning outcomes, collection and analysis of data, and send a revised plan to the CNRS Associate Dean. Thereafter, the program coordinator makes annual assessment reports through the program review, evaluation, and planning (PREP) process that will be instituted during the 2011 – 12 academic year."

An assessment plan as described above was developed by the NR Graduate Coordinator and approved by the GAC. This assessment plan has been enacted over the past few years. For details see the assessment section (Section II).

5. Diversity. The 2011 MOU stated, "We recommend that the option coordinators meet periodically with the HSU office of diversity and inclusion to review best recruitment practices to help build a diverse pool of candidates for graduate study."

Although the option coordinators have not met periodically with the HSU office of diversity and inclusion, there are several ways in which the NR Masters program have worked to increase diversity and inclusion among our graduate students including:

- Encouraging and supporting URM undergraduate and graduate students to apply for the National Science Foundation's graduate Fellowship
- The Forestry and Wildland Resources Dept received a four-year, $1 million dollar grant from the USDA Hispanic Serving Institutions Program to increase diversity in the natural resources workforce. Funding will support 10 graduate students to study forest watershed and wildland science topics, including annual $10,000 stipends, support for research supplies, conference travel, and mentoring.

In addition to the above actions, it is recommended that the GAC continue to explore ways to build a diverse pool of candidates for graduate study.

6. Other. The 2011 MOU stated, "the program should update the policies and practices of the natural resources graduate program that were established in 2004. The revisions should include relevant portions of the assessment plan."

Over the past five years, the NR Graduate Coordinator worked with the GAC to revise and approve updated policies for the NR graduate program. These new policies are now in place (as of May 2016) and are posted on the CNRS graduate website (http://www2.humboldt.edu/cnrs/grad-programs/current/policies/)

Key Developments over the Last 5 Years
Some of the key developments in the NR graduate program over the past five years include:

- Development and approval of updated Policies & Procedures for the NR graduate program (http://www2.humboldt.edu/cnrs/grad-programs/current/policies/)
- Development and implementation of an assessment plan for the NR graduate program (see new policies and procedure document)
- Development of a 'timeline to graduation' to assist and encourage students to complete the graduate program in four semesters (http://www2.humboldt.edu/cnrs/grad-programs/current/timeline/)
- Development of NR graduate thesis template document to assist students in thesis formatting (http://www2.humboldt.edu/cnrs/grad-programs/current/thesis/)
- Using FWWS 501 as a way to assist incoming NR graduate students with the development of their research proposal during their first semester.
- Encouraging and/or requiring graduate students to enroll in graduate seminars within the NR program

- The facility formally known as the 'Biology Stockroom' was renamed the 'CNRS Core Research Facility' and now serves all of CNRS, not just the Biology Department.
- A new Geospatial Computer Lab was installed in NR 203 in Fall 2015.
- A new Aquaponics lab was installed in Samoa.
- The Marine Wildlife Care Facility got a major upgrade.

- The HSU Marine Lab in Trinidad had a major remodel of the wet lab facilities in 2010-2012. The seawater storage tanks were replaced in 2015-2016 and will be finished in Fall 2016. Both projects had significant support from the National Science Foundation but the wet lab remodel also had support of external donors.

II.A.

Assessment of Student Learning Outcomes

Summarize information gleaned from assessment activities from the past 5 years (limit 2 pages).

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

The following is an *excerpt from NR Masters Program Policies and Procedures:*

"Methodology for Assessing Student Learning Outcomes

1. Each student's written thesis shall be evaluated by every member of the graduate committee (including the major adviser).
2. Each student's oral presentation and defense of the thesis shall be evaluated by every member of the graduate committee (including the major adviser).
3. Student-level evaluations shall be conducted using the rubric below, which allows rating on a three-point scale ("not demonstrated", "demonstrated", "mastered") of each of the learning outcomes. Note that the ratings do not need to be consistent across all evaluators and that approval of the thesis does not automatically indicate that all outcomes are "mastered". In rare cases, an evaluator may rate one of the learning outcomes as "not demonstrated", even though the overall performance of the student in preparing, presenting and defending the thesis merits approval of the thesis by the committee and program coordinator.
4. These student-level evaluations are to be submitted to the CNRS Dean's office or the NR Graduate Coordinator, who will summarize, report, and interpret aggregated statistics. This program-level assessment will occur once each year and be submitted and archived through the Program Review, Evaluation, and Planning (PREP) system."

Narrative
Summarize the major findings.

1. Assessment of the Oral Defense Presentation

Table 1 below includes the scores given by committee members using the rubric to evaluate the **Oral presentation** (defense). Score interpretation: 0 = not demonstrated, 1 = demonstrated, 2 = mastered. See rubric for details of each criteria and score. Overall means for each category are given at the bottom of each column.

TABLE 1. Assessment scores for **oral presentations** by graduate students in the NR Masters program. Scores <1 are in bold. Multiple

TABLE 1. Assessment scores for **oral presentations** by graduate students in the NR Masters program. Scores <1 are in bold. Multiple entries for a single student indicate assessment by multiple committee members. A single entry for a single student indicates that the committee submitted a single assessment form.

Option	Student UniqueID	Defense Date	Organization	Content	Visual Aids	Speaking Skills	Response to Questions
ENRS	1	12/4/2015	1	1	2	1	1
ENRS	2	12/4/2016	2	2	2	2	2
ENRS	2	12/4/2016	2	2	2	1	2
ENRS	2	12/4/2016	2	2	2	1.5	2
ENRS	3	5/3/2016	2	2	2	2	2
ENRS	3	5/3/2016	2	2	2	2	2
ENRS	3	5/3/2016	1	1	1	1	1
ENRS	3	5/3/2016	2	2	2	2	2
Fisheries	4	3/23/2016	1	1	1	1	1
Fisheries	4	3/23/2016	2	1	2	1	1
Fisheries	5	4/18/2016	1	1	1	1	1
Fisheries	5	4/18/2016	1	1	1	1	2
Fisheries	5	4/18/2016	1	1	1	1	1
Fisheries	5	4/18/2016	1	1	1	1	1
Forestry	6	10/30/2015	1.8	1.8	1.5	1.5	1.5
Forestry	6	10/30/2015	1.8	1.8	1.5	1.8	1.8
Forestry	6	10/30/2015	2	2	2	1	2
Forestry	7	12/2/2015	2	1	1	1	2
Forestry	7	12/2/2015	2	1	1	2	2
Forestry	7	12/2/2015	1	1	1	1	2
Forestry	8	11/4/2015	2	2	1	2	2
Forestry	9	12/2/2015	2	2	1	2	2
Forestry	9	12/2/2015	1.5	2	1	1	2
Forestry	9	12/2/2015	2	1	2	1	1
Forestry	10	12/4/2015	1	**0.5**	1	1	1
Forestry	10	12/4/2015	2	2	1	1	2
Forestry	10	12/4/2015	2	1	2	2	2
Forestry	11	4/25/2016	2	2	1	1	2
Forestry	11	4/25/2016	1	2	1	2	2
Forestry	11	4/25/2016	1	2	1	2	2
Forestry	12	4/29/2016	2	1.8	1.8	1.8	1.8

Option	Student UniqueID	Defense Date	Organization	Content	Visual Aids	Speaking Skills	Response to Questions
Forestry	12	4/29/2016	1	2	1	2	2
Forestry	12	4/29/2016	2	2	1	2	2
Forestry	13	4/25/2016	2	1	1.5	2	2
Forestry	13	4/25/2016	2	1.5	1.8	2	2
Forestry	13	4/25/2016	2	2	1	2	2
Wildlife	14	12/4/2015	1	1	2	1	**0**
Wildlife	14	12/4/2015	2	2	2	2	2
Wildlife	14	12/4/2015	1.5	2	2	1.5	1
Wildlife	15	11/12/2015	2	2	2	2	2
Wildlife	15	11/12/2015	2	2	2	2	2
Wildlife	15	11/12/2015	2	2	2	2	2
Wildlife	16	11/18/2015	2	2	2	2	2
Wildlife	16	11/18/2015	2	2	2	2	2
Wildlife	16	11/18/2015	2	2	2	2	2
Wildlife	16	11/18/2015	2	2	1	2	2
Wildlife	17	5/3/2016	2	2	2	2	2
Wildlife	17	5/3/2016	2	2	2	2	2
Wildlife	17	5/3/2016	2	2	2	2	2
Forestry	18	3/12/2015	1	1	1	1	1
Forestry	18	3/12/2015	2	2	2	2	2
Forestry	18	3/12/2015	2	1	1	2	2
ENRS	19	3/30/2015	2	2	2	2	1
ENRS	19	3/30/2015	2	2	1	2	1.5
ENRS	19	3/30/2015	2	1	1	2	1
ENRS	20	4/3/2015	2	1	1	1	2
ENRS	20	4/3/2015	2	1	1	2	2
ENRS	20	4/3/2015	2	1	2	1	2
Fisheries	21	4/24/2015	1	1	2	1	2
Wildlife	22	4/24/2015	2	2	2	2	2
ENRS	23	4/30/2015	2	1	1	2	1
ENRS	23	4/30/2015	1	1	1.5	1	1
ENRS	23	4/30/2015	2	1	2	2	1
Wildlife	24	5/11/2015	2	2	1	2	2
Fisheries	25	5/29/2015	1	2	2	1	2

Option	Student UniqueID	Defense Date	Organization	Content	Visual Aids	Speaking Skills	Response to Questions
Wildlife	26	7/1/2015	2	2	2	1	2
Wildlife	27	7/7/2015	2	1.5	1.5	1.5	2
Wildlife	28	7/10/2015	2	2	2	2	2
		Mean	1.73	1.59	1.53	1.60	1.71

Conclusions for Oral Defense Presentation Assessment
The data in Table 1 show that overall NR graduate students are doing well in all of the assessed elements for their oral defense, which are directly related to learning outcome #3 of the program. Mean scores in each criteria category reveal that students are doing best in terms of their organization (mean=1.73) and ability to respond to questions (mean=1.71). Mean scores for the quality of visual aids used in presentations were slightly lower(mean=1.53) but all mean scores fell within a range of 1.53-1.73 indicating that almost all students assessed are either demonstrating or mastering the oral presentation skills expected of them. There was only one score of zero and one score of 0.5 (bolded in Table 1) out of all the students assessed and the score of zero was in the criteria 'response to questions.' The overall mean for all scores related to the oral presentation was 1.63.

The implications of these assessment results are that graduate students are successfully meeting or exceeding the oral communication learning outcome for the program. Therefore it is recommended that all of the mechanisms currently being used to help students prepare their oral presentation should continue. The mechanisms that currently help graduate students prepare their oral defense presentation include (but are not limited to): 1) help from their thesis advisor and/or other committee members, 2) doing practice talks for other graduate students either informally or formally as part of a graduate seminar, and 3) formal instruction on oral presentation best practices in graduate courses.

2. Assessment of the Written Thesis
Table 2 below summarizes the scores given by committee members using the rubric to evaluate the written thesis. Score interpretation: 0 = not demonstrated, 1 = demonstrated, 2 = mastered. See rubric for details of each criteria and score.

TABLE 2. Assessment scores for written theses by graduate students in the NR Masters program. Multiple entries for a single student indicate assessment by multiple committee members. A single entry for a single student indicates that the committee submitted a single assessment form.

Option	Student UniqueID	Defense Date	Research Q/Lit Review	Methods	Results	Discussion	Accepted conventions
ENRS	1	12/4/2015	1	2	1	1	1
ENRS	2	12/4/2016	2	1	2	2	2
ENRS	2	12/4/2016	2	1	2	2	2
ENRS	2	12/4/2016	2	2	2	2	2
ENRS	3	5/3/2016	2	2	2	2	2
ENRS	3	5/3/2016	2	2	2	2	2
ENRS	3	5/3/2016	2	2	1	1	1
ENRS	3	5/3/2016	2	2	2	2	2
Fisheries	4	3/23/2016	1	2	1	1	1

Option	Student UniqueID	Defense Date	Research Q/Lit Review	Methods	Results	Discussion	Accepted conventions
Fisheries	4	3/23/2016	1	1	1	1	1
Fisheries	5	4/18/2016	1	1	1	1	1
Fisheries	5	4/18/2016	1	0	1	1	1
Fisheries	5	4/18/2016	1	1	1	1	1
Fisheries	5	4/18/2016	1	1	2	1	1
Forestry	6	10/30/2015	2	2	1.5	1.5	1.5
Forestry	6	10/30/2015	2	2	1.8	1	1.8
Forestry	6	10/30/2015	2	2	2	1	1
Forestry	7	12/2/2015	2	1	2	2	2
Forestry	7	12/2/2015	2	1	2	2	2
Forestry	7	12/2/2015	2	1	2	2	1
Forestry	8	11/4/2015	2	2	2	1	1
Forestry	9	12/2/2015	1	1	1	1	1
Forestry	9	12/2/2015	1	1.5	1.5	1	2
Forestry	9	12/2/2015	1	2	2	1	1
Forestry	10	12/4/2015	1	**0**	**0.5**	**0**	1
Forestry	10	12/4/2015	2	2	1	2	1
Forestry	10	12/4/2015	1	1	1	2	1.5
Forestry	11	4/25/2016	2	2	1	1	1
Forestry	11	4/25/2016	1	2	2	1	1
Forestry	11	4/25/2016	1	2	2	1	2
Forestry	12	4/29/2016	2	1.5	1.5	2	2
Forestry	12	4/29/2016	2	2	2	1	2
Forestry	12	4/29/2016	2	2	2	2	2
Forestry	13	4/25/2016	1	1.5	1	1.5	1
Forestry	13	4/25/2016	1.8	2	2	1.8	1.8
Forestry	13	4/25/2016	2	1.8	1.7	1.8	1.8
Wildlife	14	12/4/2015	2	1	2	2	2
Wildlife	14	12/4/2015	2	2	2	2	2
Wildlife	14	12/4/2015	2	2	2	2	2
Wildlife	15	11/12/2015	2	2	2	2	2
Wildlife	15	11/12/2015	2	2	2	2	2
Wildlife	15	11/12/2015	2	2	2	2	2
Wildlife	16	11/18/2015	2	2	2	2	2

Option	Student UniqueID	Defense Date	Research Q/Lit Review	Methods	Results	Discussion	Accepted conventions
Wildlife	16	11/18/2015	2	2	2	2	2
Wildlife	16	11/18/2015	2	2	2	2	2
Wildlife	16	11/18/2015	2	2	1	1	2
Wildlife	17	5/3/2016	2	2	2	2	2
Wildlife	17	5/3/2016	2	2	2	2	2
Wildlife	17	5/3/2016	2	2	2	2	2
ENRS	19	3/30/2015	1	1	1	1	1
ENRS	19	3/30/2015	1	2	2	2	2
ENRS	19	3/30/2015	2	1	2	1	2
ENRS	20	4/3/2015	2	2	1	2	1
ENRS	20	4/3/2015	2	2	1	2	1
ENRS	20	4/3/2015	2	2	2	2	1
Fisheries	21	4/24/2015	1	1	1	1	1
Wildlife	22	4/24/2015	2	2	2	2	2
ENRS	23	4/30/2015	1	2	1	2	1
ENRS	23	4/30/2015	1	1	1	1	1
ENRS	23	4/30/2015	2	2	1	1	1
Wildlife	24	5/11/2015	2	2	2	2	2
Fisheries	25	5/29/2015	2	2	2	2	2
Wildlife	26	7/1/2015	2	2	2	1	1
Wildlife	27	7/7/2015	2	2	2	2	2
Wildlife	28	7/10/2015	2	2	2	2	2
		Mean	1.69	1.67	1.64	1.56	1.56

Conclusions for Written Thesis Assessment

Table 2 shows that overall NR graduate students are doing well in all of the assessed elements for their written theses, which are directly related to learning outcomes #1 and #2 of the program. Mean scores in each criteria category reveal that students are doing best in terms of their ability to formulate a research question based on a literature review (mean=1.69) and their methodology (mean=1.67). Overall mean scores for the discussion section of the written thesis (mean=1.56) and the students' ability to communicate scientific investigation in writing using accepted conventions for the discipline (mean=1.56) were slightly lower but all mean scores fell within a range of 1.56-1.69 indicating that almost all students assessed are either demonstrating or mastering the learning outcomes related to the written thesis. The overall mean for all scores related to the written thesis was 1.62 (very similar to the overall mean for the oral presentation, which was 1.63).

There was only one student out of all graduate students assessed that earned scores <1 (failed to demonstrate expected criteria) in the areas of the written methods, results and discussion. These scores were given by one committee member, while the other 2 committee

members gave scores of 1 or 2 for the same criteria.

Summarize the impact of the results on the program.

The results of the learning outcomes assessment were very encouraging. Graduate committee members have been very cooperative with assessing oral presentations and written theses over the last couple years. The CNRS Dean's office and graduate coordinator have worked together to dutifully remind faculty to fill out the assessment rubrics at each oral presentation (or shortly thereafter). This accumulation of data is helpful to see how graduate students are performing overall and whether they are meeting the learning outcomes of the program.

Because there is no single area where students are underperforming, I don't recommend any concrete changes be made to the program. However, it is important to reinforce the elements of the graduate program that are already working well and helping students to meet the learning outcomes. Therefore, I recommend the following:

- ***Continue to offer FWWS 501 (Research Methods & Planning) every fall semester.*** *This course guides new graduate students in the development of their research proposal. Students must do a literature review and write a draft of their proposal as assignments for this course. This course has been invaluable in helping students to develop their research methods and to get feedback from peers and other professors in the process.*
- ***Expand the scope of FWWS 501 so it meets the needs of all NR graduate students.*** *Encourage Fisheries and Wildlife graduate students to enroll in this course their first semester.*
- ***Continue to offer graduate seminars (such as EMP 685, FISH 685, WLDF 585, and WSHD 685)*** *where students can get feedback on their writing and their oral presentation skills.*

  One area where the assessment process could be improved, is to make sure all learning outcomes are assessed. Currently the following learning outcomes are not directly assessed in the establish rubrics:

  - Quantitative and Qualitative Methods. Student applies appropriate mathematical, computer simulation, statistical models and/or qualitative methods in their research.
- Link to Natural Resources. Student articulates the relationship of his/her scientific investigation to the physical, ecological, and/or socioeconomic aspects of a problem in the natural environment.

What are the next steps?

The next steps are to continue to assess program learning outcomes using the established rubric to follow the recommendations stated in the previous section.

In addition, I recommend that learning outcomes #5 and #6 (listed above) that not currently being assessed by the rubric be added to the assessment rubric.

Sources

NR Grad Assessment Rubric data

NR Grad Program assessment rubric

II.B.

Other Program Assessment

Analyze the additional assessments of your program over the last 5 years. Additional program assessments may address key program features including, but not limited to: academic advising, supplemental instruction courses, graduate school and/or employment placements, discipline specific accreditation standards, and alumni surveys. [Enter text in narrative section below.]

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

No additional assessments were conducted for the NR Grad program over the last 5 years.

III.A.

Enrollment

Program Level Data

Enrollment (disaggregated by gender and ethnicity): FTES by applicable course code(s), FTES generated by program code, major headcount, number of graduates, course enrollments.
Retention (disaggregated by gender and ethnicity): Graduate rates for FTF and transfer students; student migration data into the program and out from the program, courses with low success rates.
Investments Faculty and staff FTEF (by type, gender, and ethnicity); release-time report; cost-center reports which include expenditures for TT Faculty, Temp Faculty, Staff, and OE; a summary of Departmental/Program trust fund activity.
Efficiency SFR by course code and by department; cost per FTES by course code; average class size (lower division, upper division, and graduate).

Please comment (less than 2 pages total) on one or all of the following topics:

1. If part of the recent data has changed significantly from prior years, provide an explanation of the changes.
2. If part of the data is not reflected in the institutional data, please specify why.
3. If part of the data is misleading, explain how so that reviewers can better understand the real situation.
4. Analyze trends in the data over the last five years.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

Program Level Data

Enrollment (**disaggregated by gender and ethnicity**): **FTES** by applicable course code(s), FTES generated by program code, major headcount, number of graduates, course enrollments.

Compiling data for the NR graduate options was exceedingly difficult because the ENRS and FWWS options have changed over the past five years. The FWWS option was formed as a combination of the RRS, FOR, SOIL, Wastewater Utl and WSHD options and the ENRS option changed its name from NRPI, but in the institutional data it is listed under several codes such as ENVS, ENRS, EMP and NRPI. Therefore, the data presented below incorporate all of the former and current names of these options.

Total NR Graduate student FTES, FTEF and SFR (includes graduate students listed for departments: ENRS, ENVS, ESM, FISH, FWM, and WLDF. Disciplines: EMP, Fisheries, FWWS, Forestry, NR, NR Planning and Interp, RRS, Soils, Watershed Mgt, Wildlife). Data acquired from:
http://www2.humboldt.edu/irp/Dashboards/FAD/FTES_FTEF_SFR.html

	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
FTES	98.36	69.25	56.03	63.36	65.96
FTEF	14.17	11.34	8.64	9.63	11.58
SFR	6.94	6.11	6.49.	6.58	5.69

NR Graduate Program FTES (by option)*

	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
ENRS (NRPI+EMP)	1	5.6	3.3	NA	NA
FISH	11.6	8.9	9.63	7.75	6.66
FWWS (FOR+RRS+SOIL+WSHD+FWWS)	11.3	10	4.9	NA	NA
WLDF	15.4	10.1	10.1	NA	NA
Total FTES	39.3	34.6	27.9	NA	NA

*Sources: FTES, FTEF, and SFR Report (Fall 2004 to Spring 2013) - www.humboldt.edu/irp//Dashboards/FAD/FTES_FTEF_SFR_2004-13.pdf

Enrollment – organized by Option
(data acquired from: http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=pindex_M.out)

Enrollment	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	6-yr avg
NRPI (total)	10	10	4	1	0	0	5
ENRS (total)	0	0	2	5	7	7	4
NRPI + ENRS	10	10	6	6	7	7	8
Female	3	5	4	4	5	3	5
Male	8	5	2	2	3	4	5
Latino	1	0	0	0	2	1	1
Am Indian	0	0	0	0	0	1	0
Asian	1	0	0	0	0	0	0
Two or more	0	0	0	0	1	2	0
White	7	10	6	4	4	2	6
Unknown	2	0	0	2	1	1	1
Not URM	7	10	6	4	3	2	5
URM	1	0	0	0	3	4	1

Summary: enrollment in NRPI declined between 10/11 and AY 15/16 because the option name switched to ENRS AY 11/12. Male and female enrollments were similar and non-URM students outnumbered the URM students.

Enrollment	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	6-yr avg
NR (Range & Soils)	4	2	1	0	0	0	1
Female	2	1	1	0	0	0	0
Male	2	1	0	0	0	0	1
White	3	1	1	0	0	0	1
Unknown	1	0	0	0	0	0	0
Not URM	3	1	1	0	0	0	1
URM	0	0	0	0	0	0	0

fish
Summary: Range and Soils enrollment decreased over time because the option was discontinued AY 11/12 and incorporated into the FWWS option. Male and female enrollments were similar and non-URM students outnumbered the URM students.

Enrollment	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	6-yr avg
NR (Wastewater Utl)	1	1	1	0	0	0	0
Female	0	0	0	0	0	0	0

Male	1	1	1	0	0	0	0
White	1	1	1	0	0	0	0
Not URM	1	1	1	0	0	0	0
URM	0	0	0	0	0	0	0

Summary: Wastewater Utl enrollment decreased over time because option was discontinued AY 10/11. Male and female enrollments were similar and non-URM students outnumbered URM students.

Enrollment	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	6-yr avg
NR (Watershed Mgt)	7	6	4	2	0	0	3
Female	2	3	2	2	0	0	2
Male	5	3	2	1	0	0	2
White	5	5	3	1	0	0	2
Unknown	3	1	1	1	0	0	1
Not URM	5	5	3	1	0	0	2
URM	3	1	1	1	0	0	1

Summary: Watershed Mgt enrollment decreased over time because option was discontinued AY 11/12 and incorporated into the FWWS option. Male enrollment generally outnumbered female enrollment and non-URM students outnumbered URM students.

Enrollment	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	6-yr avg
NR	1	1	0	1	1	0	1
Nat Resources-Fst,Wtrshd,Wldln	0	2	6	14	19	21	10
Female	1	2	0	5	9	9	4
Male	0	1	6	11	12	12	7
Asian					1	1	1
Latino				2	2	5	3
Two or more					1	1	1
Unknown				1	5	4	3
White	1	3	6	13	12	11	8
Not URM	1	3	6	13	12	11	8
URM				2	3	6	4

Summary: The FWWS option began in AY 11/12, replacing Range & Soils, Forestry, Wastershed Mgt and Wastewater Utl. Thus enrollment in FWWS increased since AY 11/12 accordingly. The percentage of URM's in FWWS has increased in recent years, particularly Latino students (partially a result of HSI grant). Despite these gains in diversity, the number of non-URM students still outnumbers URM students.

Enrollment	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	6-yr avg
NR (Fisheries)	17	18	16	15	16	14	16
Female	4	6	6	6	7	4	6
Male	13	12	10	9	9	10	11
Asian	1	2	2	3	1	1	1
Two or more	1	1	1	0	1	2	1
Unknown	3	7	5	3	4	5	5
White	12	9	10	12	10	6	10
Not URM	14	11	11	12	11	7	11
URM	1	1	0	0	2	3	1

Summary: Fisheries enrollment has remained steady over the past 5 years and males outnumber females. URM students make up a small proportion of the program.

Enrollment	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	6-yr avg
NR (Forestry)	12	8	5	1	1	0	5
Female	4	2	2	0	0	0	1
Male	8	6	3	1	1	0	3
Asian	0	1	1	1	0	0	1
White	9	6	3	0	1	0	3
Unknown	3	1	1	0	0	0	1
Not URM	9	7	4	1	1	0	4
URM	0	0	0	0	0	0	0

Summary: The Forestry option enrollment decreased over time because option was discontinued AY 11/12 and incorporated into the FWWS option. Male students outnumbered female students and this option had no URM students in the last 6 years.

Enrollment	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16	6-yr avg
NR (Wildlife)	32	24	19	27	29	24	26
Female	19	16	12	16	19	15	16
Male	13	9	7	11	11	9	10
Am Indian	0	0	0	0	0	1	0
Latino	1	1	0	2	1	3	1
Two or more	0	0	1	2	2	1	1
White	20	14	13	20	24	19	18
Unknown	11	10	5	4	3	1	6
Not URM	19	13	14	22	26	20	19
URM	1	1	0	2	1	4	2

Summary: The Wildlife option has fluctuated from a high of 32 students in AY10/11 to a low of 19 students in AY 12/13. Females outnumber males and URMs make up a small percentage (0-15%).

DEGREES GRANTED – ORGANIZED BY OPTION
(data acquired from: http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=pindex_M.out)

Degrees Granted	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	5-yr avg
NRPI (total)	2	3	5	2	0	2
ENRS (total)	0	0	1	0	3	1
NRPI + ENRS	2	3	6	2	3	3
Female	1	1	0	1	3	1
Male	1	2	6	1	0	2
Latino	0	1	0	0	0	0
Asian	1	0	0	0	0	0
White	1	1	6	2	3	3
Unknown	0	1	0	0	0	0
Not URM	2	1	6	2	3	3
URM	0	1	0	0	0	0

Summary: The number of ENRS/NRPI graduates has ranged from 0-6 over the past five years. The number of graduates in NRPI declined and ENRS increased because of the name change.

Degrees Granted	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	5-yr avg

Range & Soils	1	0	1	2	0	1
Female	0	0	1	2	0	1
Male	1	0	0	0	0	0
White	1	0	1	2	0	1
Not URM	1	0	1	2	0	1
URM	0	0	0	0	0	0

Summary: The Range and Soils option was discontinued and had a low number of graduates per year during the past five years (range of 0-2). There were no URM graduates in this option since AY 10/11.

Degrees Granted	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	5-yr avg
Watershed Mgt	2	4	2	0	0	2
Female	2	1	0	0	0	1
Male	0	3	2	0	0	1
White	2	2	1	0	0	1
Unknown	0	2	1	0	0	1
Not URM	2	2	1	0	0	1
URM	0	2	1	0	0	1

Summary: The Watershed Management option was incorporated into FWWS and therefore declined during the past five years. The number of URM and non-URM graduates in Watershed Mgt were the same in AY11/12 - AY12/13.

Degrees Granted	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	5-yr avg
NR	0	0	1	0	0	0
Nat Resources-Fst,Wtrshd,Wldln	0	0	0	1	7	2
Female	0	0	1	1	2	1
Male	0	0	0	0	5	1
White	0	0	1	1	7	2
Not URM	0	0	1	1	7	2

Summary: The number of FWWS graduates increased during the past five years because the option didn't exist until AY 11/12. There were no data about URM graduates during this time.

Degrees Granted	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	5-yr avg
NR (Fisheries)	4	6	8	6	5	7
Female	1	4	1	2	3	2
Male	5	4	5	3	4	4
Asian	0	0	0	2	0	0
White	6	7	4	2	5	5
Unknown	0	1	2	2	2	1
Not URM	6	7	4	3	5	5
URM	0	1	0	0	0	0

Summary: The number of Fisheries graduates was fairly stable over the past 5 years (mean=7 graduates/year). There were very few URM graduates in Fisheries during this time.

Degrees Granted	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	5-yr avg
NR (Forestry)	5	4	3	1	4	3
Female	1	1	0	2	0	1

Male	3	2	1	2	0	2
Asian	0	0	0	1	0	0
Two or more	0	1	0	0	0	0
White	4	1	1	2	0	2
Unknown	0	1	0	1	0	0
Not URM	4	1	1	3	0	2
URM	0	1	0	0	0	0

Summary: Surprisingly, the number of Forestry graduates did not substantially decline over the past 5 years. The Forestry graduate program was incorporated into FWWS in AY 11/12. The graduates in AY12/13 – AY 14/15 were those that most likely started the graduate program in the Forestry option and chose not to switch to the newer FWWS option. Male Forestry graduates generally outnumbered female graduates and there was only 1 URM graduate during this time.

Degrees Granted	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	5-yr avg
NR (Wildlife)	10	11	12	7	6	9
Female	4	8	8	5	2	5
Male	6	3	4	2	4	4
Black	1	0	0	0	0	0
Latino	0	0	1	0	0	0
Two or more	0	1	0	0	0	0
White	7	7	10	7	6	7
Unknown	2	4	1	0	0	1
Not URM	7	7	10	7	6	7
URM	1	0	1	0	0	0

Summary: The number of Wildlife graduates over the past year was fairly stable (mean=9 graduates/yr). Non-URM graduates outnumbered URM graduates.

Retention (**disaggregated by gender and ethnicity**): **Graduate rates** for FTF and transfer students; student migration data into the program and out from the program, courses with low success rates.
http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=gradrateall_mast4.out

First time freshman (FTF) and transfer students do not apply to graduate programs. Student migration and course success rate data were not available for graduate programs.

Graduation rates
Two-year graduation rate data were only available for Fall 10 – Fall 13, three-year graduation rate data were only available for F10-F12, four-year graduation rate data were only available for Fall10-Fall11 and seven year graduation rate data were only available for through Fall 2008.

Two-year graduation rates
Two-year graduation rates were 33% or lower for all options in all years examined with the exception of NRPI, which had a 80% two-year graduation rate in Fall 2010 and ENRS, which had a 100% graduation rate in fall 2010. Fisheries' two-year graduation rate from Fall 2010 – Fall 2013 was 0% and Wildlife's two-year graduation rate ranged from 0-27% in the same time period. FWWS had a two-year graduation rate of 33% in F12 and F13 (once the new name was established).

Three-year graduation rates
Three-year graduation rates were slightly higher for all options in Fall 2010, Fall 2011 and Fall 2012. ENRS had the highest graduation rate of all the options with an average three-year graduation rate of 100% in these three years of data. FWWS had the second highest average three-year graduation rate of 83.5% and NRPI was 76.7%. Fisheries and Wildlife had lower mean three-year graduation rates of 48.3% and 63.3% respectively.

Four-year graduation rates
Since only two data points (Fall 2010 and Fall 2011) were available for four-year graduation rates it is hard to gain much from these data. ENRS and FWWS had the highest rates (both 100%) and Wildlife and Fisheries were similar (74.5% and 77.5% respectively).

Investments Faculty and staff **FTEF**

FTEF of faculty in the Natural Resources Masters Program
(a "-" indicates that the program option was not in existence for that Academic Year)

Option	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
FISH (Fisheries)	1.3	1.0	1.0	0.7	0.7
FOR (Forestry)	1.1	0.3	0.0	0.07	0.07
NRPI (NR Planning & Interp)	1.3	0.4	0.0	-	-
RRS (Rangeland Resource Science)	0.1	-	-	-	-
SOIL (Soils)	-	-	-	-	-
WLDF (Wildlife)	2.6	1.6	1.5	2.1	2.3
WSHD (Watershed Mgt)	0.7	0.1	0.0	0.02	0.03
FWWS (Forest, Watershed & Wildland Science)	-	1.9	1.1	1.1	1.7
EMP (Envt Mgt & Protection)	-	0.3	0.8	0.8	1.0

**Data were collected from the HSU Data Dashboard website (http://www2.humboldt.edu/irp/Dashboards/FAD/FTES_FTEF_SFR.html).

Efficiency SFR

SFR for the Graduate Level in the Natural Resources Masters Program
(a "-" indicates that the program option was not in existence for that Academic Year)

Option	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
FISH (Fisheries)	8.8	8.6	10.1	10.5	9.9
FOR (Forestry)	5.9	7.0	19.1	20.9	16.6
NRPI (NR Planning & Interp)	8.2	7.2	-	-	-
RRS (Rangeland Resource Science)	12.2	-	-	-	-
SOIL (Soils)	6.7	-	-	-	-
WLDF (Wildlife)	6.0	6.4	6.9	7.3	6.2
WSHD (Watershed Mgt)	5.5	5.9	-	26.9	41.1
FWWS (Forest, Watershed & Wildland Science)	-	3.8	4.2	3.7	3.2
EMP (Envt Mgt & Protection)	-	8.1	4.3	3.7	4.6

**Data were collected from the HSU Data Dashboard website (http://www2.humboldt.edu/irp/Dashboards/FAD/FTES_FTEF_SFR.html).

OVERALL SUMMARY

Enrollment
Enrollment in the NRPI option declined between AY10/11 and AY15/16 because the option name was changed to ENRS in AY 11/12. Male and female enrollments in NRPI and ENRS were similar and non-URM students outnumbered the URM students.

The Range and Soils, Watershed Management and Forestry options were combined into FWWS in AY 11/12

and the Wastewater Utl option was discontinued AY 10/11. Therefore, all four of these former options saw a decline in enrollment over the past 6 years because they were no longer offered. The FWWS option began in AY 11/12, replacing Range & Soils, Forestry, Wastershed Mgt and Wastewater Utl. Thus enrollment in FWWS increased since AY 11/12 accordingly. The percentage of URM's in FWWS has increased in recent years, particularly Latino students (partially a result of HSI grant).

Enrollment in the Fisheries option has remained steady over the past 5 years and males outnumber females. URM students make up a small proportion of the program.

The Wildlife option had a decline in enrollment from AY10/11 to AY11/12, but enrollment has held steady since then (range of 19-29 students enrolled each AY). Females outnumber males and URMs make up a small percentage (0-15%).

Degrees Granted

The number degrees granted in the NRPI option declined between AY 10/11 and AY 14/15 because the name of this degree option was changed to ENRS in AY 11/12. Therefore, the number of degrees granted in the ENRS option increased between AY 10/11 and AY 14/15. The total number of degrees granted when combining these two option names was an average of 3 degrees per year over five years. The overall low enrollments and low number of graduate students in these options can be attributed to the low number of graduate faculty in this option during this time. Although several new tenure-track faculty were hired recently in the ESM Department, many of these faculty advise graduate students in other programs such as the Environment and Community Masters program and the Environmental Systems Masters program. Male students in these options earned more degrees than females during the same time period. The number of degrees granted to URM students was only one out of 15.

When FWWS began in AY 11/12 and replaced the Range & Soils, Forestry, Wastershed Mgt and Wastewater Utl options, the number of degrees awarded in the discontinued options declined while the number of degrees in the FWWS option increased. The number of URM degrees granted in these options has been very low.

The number of degrees granted in the Fisheries option has held steady over the past five years with a five-year average of 7 degrees granted per year. The number of male students in this option outnumber female students by 2:1 on average. There have been very few URM students in the Fisheries option in the past five years.

The number of degrees granted in the Wildlife option has declined over the past five years with an average of 9 degrees granted per year. There are generally more females than males earning graduate degrees in Wildlife. The number of degrees granted to URM students in the wildlife option is very low compared to non-URM students.

It should be noted that when graduate faculty were asked to review the data provided in the tables above there were many instances where data were listed incorrectly. For example there were instances where no or very few URM students were listed in the tables, but a faculty member knew personally of many URM graduate students that were in the program at this time. Therefore, one should assume these data potentially underestimate the actual number of URM students in the program. It is recommended that the NR Program work with the Office of Institutional Research to improve the accuracy of these data.

III.B.

Diversity and Inclusive Excellence

***The Goal**: Ensuring academic excellence and educational equity for traditionally under-represented students in the areas of student access, persistence, and graduation by embracing diversity as central to the educational process for all HSU students.*

Programs undergoing their 5-year program review are asked to use the template provided to undertake a more comprehensive review and evaluation of the departmental diversity plan in place. Based on that review, programs are asked to submit a brief report that responds to the same core questions as in the annual report (but, in this case, with respect to a review of the previous 5 years, not only the most recent year), and to modify the existing diversity plan by outlining strategies to be implemented and tracked over the upcoming five years.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

HSU Diversity & Inclusive Excellence Report for AY 2015-16
College: CNRS
Program: Natural Resources Masters Program
Report prepared by: Alison O'Dowd (NR Graduate Coordinator)
Report date: 7/19/2016

For your program's five year diversity and inclusive excellence review, please comment on the following:

1. **Using the multi-year program data provided in the Data Dashboards, summarize the areas of disproportional impact** that you observe in each of the following areas.** (*If there are no areas of disproportional impact, please state this.*)

The 'Data Dashboard' site only has data for undergraduate students and there are not graduate student data. However, based on information presented in the 'Enrollment' section of this Program Review the following was determined.

Areas of disproportional impacts:

- Lower enrollment of URM grad students in most NR options
- Course success data not available for graduate courses
- Fewer degrees granted and lower graduation rates for URM graduate students compared to non-URM grad students.

2. Summarize the initiatives undertaken by your department in the past year to address the issues described in Point #1, above. For most departments, these initiatives will be those that were summarized in your most recent departmental diversity plan. If your department has undertaken additional initiatives since that most recent plan, please also summarize those here.

The four options of the NR Graduate Program are housed, respectively, in the departments of Environmental Science and Management, Fisheries Biology, Forestry and Wildland Resources, and Wildlife. Each of these departments has its own diversity plan and initiatives, which apply both to undergraduate and graduate students in the departments. Thus, the NR Graduate Program does not have a diversity plan, as acknowledged in the most recent NR Graduate Program review (2010/2011). However, the program review recommended that each of four participating departments consult with the Office of Diversity and Inclusion for ways to increase the diversity of the pool of graduate students applying for admission.

Over the past five years, the option coordinators have not met periodically with the HSU office of diversity and inclusion, but there are several ways in which the NR Masters program have worked to increase diversity and inclusion among our graduate students including:

- Encouraging and supporting URM undergraduate and graduate students to apply for the National Science Foundation's graduate Fellowship
- The Forestry and Wildland Resources Department received a four-year, $1 million dollar grant from the USDA Hispanic Serving Institutions Program to increase diversity in the natural resources workforce. Funding will support 10 graduate students to study forest watershed and wildland science topics, including annual $10,000 stipends, support for research supplies, conference travel, and mentoring. This has significantly increased the proportion of Hispanic graduate students in the FWWS program.

3. Discuss the effectiveness and/or results of each of these initiatives in addressing the areas of disproportional impact outlined above. *This discussion should be based on the procedures, outlined in your most recent departmental diversity plan, for measuring and assessing the results and progress of your departmental diversity plan.*

Not applicable for this program; see item 2 above and the individual department reports.

4. Based on this assessment of your department's current work to address areas of disproportional impact, outline any modifications to the departmental diversity plan that your department deems necessary to effectively address the areas of concern that you have identified. *Specifically, what changes (if any) will your department undertake in the coming five years to address any evident inequities in the areas of student access, retention and success, in addition to those already outlined in your departmental diversity plan? What modifications will your department make to existing initiatives? If, based on this review, your department chooses to completely re-write your working diversity plan, please upload that new plan below (under "Document Directory Sources") and make a note of that change here.*

Not applicable for this program; see item 2 above and the individual department reports.

IV.

Strengths and Challenges

Based on the program review, evaluation, and planning of the past 5 years, identify three to five themes relative to the strengths and weakness of the program in the narrative box below. The discussion of these themes should provide a rationale for the five-year action plan to follow. Themes may include:

- Trends in the discipline that have impacted your curricular and co-curricular programs and your actions or planned actions in response to these changes.
- Scholarly and professional contributions made by your students, graduates and faculty to their disciplines and/or local, regional, global society and and plans to enhance the development of opportunities for faculty and students to pursue research and scholarly activities.
- Resources (faculty, staff, funding, space, IT and/or equipment) that have been crucial in enhancing or hindering your programs.
- External funding and/or entrepreneurial activities that have enhanced your programs.
- How learning communities engage students, faculty and staff.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

During the fall semester 2015 a brainstorm of the strengths, weaknesses, and future actions was conducted in the ESM Graduate Seminar class (EMP 685). Graduate students in this class were from the ENRS, FWWS, and Fisheries options and included both first-year, second-year, third-year and third+ year students so the results below came from graduate students and faculty that represent a nice cross section of the of the NR Graduate Program. The table below shows the results of the brainstorm.

Table 1. Strengths, Weaknesses, and Future Actions of the NR Graduate Program

Strengths	Weaknesses	Future Actions
• Regular meetings with advisors (690/695 units encourage this) • A high level of access to professors • Engaged faculty who want to help students	• Financial burden if not funded • high cost of living in the local area • Low number of tuition waiver and teaching assistant opportunities	• Develop a transparent policy about lab space that enables more graduate students to utilize a wide variety of HSU

• Engaged faculty who want to help students • Graduate seminars – encourage faculty/student interaction • Graduate seminars offered in different departments • Interdisciplinary nature of program; links to soak social science • Research methods class (FWWS 501) allows students to share ideas with fellow grad students and is highly relevant to thesis development • Ability for graduate students to take many courses • Access to Klamath bioregion and other ecosystems on the North coast • Close proximity of campus to nature and natural diversity • Local community has passion for NR policies and issues (e.g. fisheries, restoration) • Good reputation of NR Masters program can help employability after completing degree • This program has produced many professionals that are now alumni and allows for networking opportunities in the professional realm • Includes the only Fisheries–specific Masters program in California • A large number of professionals engage with graduate program in the form of presentations, access to data, and mentoring.	teaching assistant opportunities • GTA limited to 20 hours per week (limits opportunities to work on multiple projects or TA) • Lack of graduate-level and dual listed courses • Lack of graduate lab space/access • IT policies limit abilities • time limits associated with access to labs.	utilize a wide variety of HSU lab spaces • Give graduate more students administrative privileges on computers • Have a liaison to IT from the graduate program • More space dedicated to graduate students • More intentional mentorship by alumni (online forum, Facebook page, events announcements) • Increase visibility of research groups, forums, institutes (e.g. FERN, River Institute, etc.) • More advocacy for graduate students • Accountability of faculty advisors in their mentorship of graduate students

Below are some of the themes that emerged from the brainstorm above and a discussion of each.

1. **Mentoring of graduate students by faculty, alumni, and professionals**
   It is clear that graduate students in the NR Masters program appreciate the mentoring they receive from faculty at HSU and from alumni and professionals in their field. Graduate students receive a high level of interaction with faculty in classes, seminars, research groups and individual meetings. Despite this, there is not a formal process for holding faculty accountable to their responsibilities as a graduate advisor. If the graduate advisor does not fulfill their responsibilities adequately (e.g. is hard to get a hold of, doesn't provide

help to the graduate student, doesn't return thesis drafts in a timely manner) there are no procedure for correcting this behavior. In order to ensure high quality mentorship of graduate students by faculty advisors, it is recommended that the four departments in the NR Masters Program (ESM, FWR, Fisheries Biology and Wildlife) include the evaluation of faculty mentorship of graduate students in their department RTP criteria.

2. **Dedicated lab space for graduate students**

   One of the most common complaints from NR graduate students is the lack of lab space. This lack of lab space is often tied to the limited lab space provided to faculty and the lack of lab-space sharing among faculty.

3. **Graduate-level courses/seminars**

   Graduate seminars are providing valuable forums for interaction between faculty and graduate students and among graduate students. Seminars also expose students to each other's research and the associated literature. They also provide venues for faculty and graduate students to give presentations. Despite the high praise for graduate–level seminars, there are a limited number of graduate-level (500/600) courses offered. This limited offering of graduate level courses can hinder a graduate student's ability to meet the requirement of 50% of their overall units must be 500- or 600-level courses.

4. **Issues with IT procedures and access**

   Graduate students are limited in their ability to use software or programs on campus computers because they do not have administrative privileges.

5. **Limited number of GA and TA positions for NR graduate students**

There is a limited number of TA (Teaching Assistantship) and GA (Graduate Assistantship) positions for NR graduate students (which provide tuition waivers). An increase in TA and GA positions would help to ease the financial burden of graduate school on NR graduate students.

V.A.

5-Year Action Plan

Based on Sections I through IV, recommend a 5-year plan of action to improve the program. [Paste text in the narrative section below.]

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/30/2016

Narrative

5-Year Action Plan for the Natural Resources Masters Program

The following action items are recommended to be pursued over the next five years in the NR Masters Program:

1. **Increase graduate student access to (lab/work) space**

   There are a lot of politics involved with how lab and office space is allocated at HSU. Once a department has a dedicated lab, classroom or office space it can be difficult to re-allocate or share that space if the needs of that department (or another department) change over time. As a result, graduate students in options with limited space are disproportionately affected by the lack of access to adequate lab/work space. Moreover, a graduate student in one option may have equipment and space needs that can only be provided by a department outside of that option.

   It is recommended that the four departments in the NR graduate program (ESM, FWR, FISH, WLDF) work together and with other HSU departments to ensure adequate lab/work space is provided to as many NR graduate students as possible. Mechanisms for achieving this include sharing lab space with graduate students from other NR options that has traditionally been used by only a single department or opening up un-used lab space to graduate students in other options. MOUs can help to clarify who is being allowed to use what space and for how long. This can also be facilitated through graduate thesis committees in which the graduate student and/or graduate advisor can work with the thesis committee to collectively ensure that the graduate student's space and equipment needs are met.

2. **Graduate Courses: (a) Continue to offer key graduate courses and seminars, (b) consider making FWWS 501 a core course for all incoming NR graduate students in all options and (c) increase the number of graduate-level and dual-listed courses offered regularly for NR graduate students**

(a) Graduate seminars offered in the NR graduate program (e.g. EMP 685, WDLF 585, WSHD 685, FISH 685) have proven to be effective ways to increase interaction between faculty and graduate students, provide opportunities for presentations by HSU faculty, students and outside speakers, and to review the literature. It is recommended that these four seminars continue to be offered regularly and that graduate students across the four NR graduate options be encouraged to enroll in seminars within and across options (if appropriate).

Another way to use the seminar in order to make the NR Graduate program more cohesive is to offer only a single graduate seminar that is interdisciplinary and taken by a mixture of graduate students from the four options. Graduate students would be required to take the graduate seminar twice during their graduate career (for example).

(b) FWWS 501 (Research Methods and Planning) was originally developed primarily for FWWS graduate students, but in recent years has included ENRS graduate students as well. This course has proven to be important in helping first-semester graduate students bond as a cohort and develop their individual research proposals. It is recommended that FWWS 501 become a core course for all in-coming NR graduate students to help them develop their research proposals in the first semester, similar to how BIOL 683 (Intro to Graduate Studies) functions in the Biology graduate program. It is also recommended that a standardized set of expectations for the proposal be developed and implemented via this core course. Having FWWS 501 as the core course for incoming NR graduate students will also build program cohesiveness.

(c) Lastly, NR graduate students often struggle to find adequate graduate courses to enroll in because so few graduate-level courses are offered. For example, in AY15/16 the following graduate-level courses were offered in the NR Masters program:

Graduate-level courses offered in the NR Masters program (AY15/16)

Fall 2015	Enrollment	Spring 2016	Enrollment
EMP 597	1	EMP 510	12
EMP 620	0	EMP 597	1
EMP 685 (seminar)	11	EMP 685	0
FISH 576	8	FISH 558	10
FWWS 501	14	FISH 578	5
WLDF 531	15	FISH 685 (seminar)	9
WLDF 578	19	WLDF 510	16
WLDF 585 (seminar)	8	WLDF 585	9
		WSHD 685	6

It is recommended that departments in the NR Masters program develop new graduate-level or dual-listed courses to help graduate students meet the requirement of 50% of their units being graduate-level and/or work with other departments to ensure adequate graduate-level courses are offered. It should be noted that the above list of courses underrepresents the graduate-level courses available for NR graduate students to take because they often take graduate course in others departments.

3. Increase the number of Teaching Assistant (TA) positions for NR graduate students

Over the past 5 years there have been very few TA positions for NR graduate students (see table below).

Number of TA's in the NR Masters Program (by option)

Option	AY 11/12	AY 12/13	AY 13/14	AY 14/15	AY 15/16
Fisheries	0	0	0	1	0
FWWS	0	0	0	0	0
Wildlife	0	3	1	2	2
ENRS	0	0	0	0	0

Only Wildlife and Fisheries had TA positions over the past five years, while FWWS and ENRS had none. There are two primary aspects to make TA positions happen: 1) the graduate student must be eligible for a TA position (i.e. they submit their FAFSA by the March 2 deadline and are eligible for a state university grant), and 2) departments must have a need or be willing for graduate student instructors to teach course(s)/lab section(s)/discussion section(s).

It is recommended that departments in the NR Masters program explore possibilities for sections that

could be taught by graduate students in order to increase the number of TA positions offered. Not only does a TA position provide financial relief to graduate students, it also provides them with valuable teaching experience.

4. Pursue grants to fund URM graduate students

Faculty in the FWR department set an excellent precedent for increasing the proportion of URM graduate students in the NR graduate program when they wrote a grant and were funded for a four-year, $1 million dollar grant from the USDA Hispanic Serving Institutions Program to increase diversity in the natural resources workforce. Funding was to support 10 graduate students to study forest watershed and wildland science topics, including annual $10,000 stipends, support for research supplies, conference travel, and mentoring. This has significantly increased the proportion of Hispanic/URM graduate students in the FWWS program.

It is recommended that NR graduate faculty continue to pursue these type of funding opportunities as a way to increase URM participation in the NR graduate program.

V.B.

External Review

The purpose for the external review is to assist faculty in improving program quality by providing a new comparative and broader perspective on the program and student learning.

External Reviewers: Please provide a commentary on each of the sections listed below. Under each is a set of suggested questions to address in your commentary. [Enter text in the narrative section below.]

Status

☑ Under Development ☐ In Review ☐ Published

Due Date: 4/30/2016

Narrative

I. Mission, Goals, and Programs (≤ 1 page)

a) What are the strengths and weaknesses of the curriculum?

b) What is unique about the curriculum?

c) Can the department achieve its mission, goals, and student learning outcomes with the program curriculum it has?

II. Assessment (≤ 1 page)

a) What are strengths and weaknesses of the assessment plan that has been carried out over the past five years?

b) In what ways has the assessment process enabled faculty to make decisions to improve student learning?

c) How might the assessment plan for the next five years be improved so that program faculty and administration make better use of the opportunities imbedded in conducting annual assessments?

III. Diversity and Inclusive Excellence (≤ 1 page)

a) What are strengths and weaknesses of the diversity plan that has been carried out over the past five years?

b) In what ways has the practice of focusing on diversity enabled faculty to make decisions to improve student learning?

c) How might the diversity plan for the next five years be improved so that program faculty and administration make better use of the opportunities imbedded in annual actions and reflections surrounding diversity?

IV. Strengths and Challenges (≤ 2 pages)

To what extent does the program's assessment of its strengths and challenges match your assessment? What, if anything, is missing from the lists? What, if anything, should not be on the lists?
If there were additional resources available, what is the most pressing need for maintaining or improving the program?

If there were fewer resources, where can the program be cut so that student learning suffers least.

ive-year Action Plan (≤ 2 pages)

To what extent do you agree with the proposed action plan?

b) Which items on the action plan can be implemented without additional resources? Which will require additional resources?

c) What additional actions might you suggest, and how would you measure the effectiveness of these actions?

V.C.

Memorandum of Understanding

The Dean, College Council of Chairs, ICC, and Provost work with program faculty to create a memorandum of understanding that contextualizes the five-year plan for the academic program within the priorities of the college and university.

Status

☑ Under Development ☐ In Review ☐ Published

Due Date: 4/30/2016

Narrative

VI.

Departmental Activity

Summarize how activities such as, student accomplishments, faculty scholarships, grants and contracts, professional events, and community outreach over the past 5 years support the program's mission and goals and/or program planning. [Paste text into the narrative section below.]

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 5/29/2016

Narrative

Summary

From the extensive list of departmental activity below it is clear that faculty and students in the NR Masters Program are extremely productive in terms of awards, scholarship, grants/contracts, and community outreach. It is recommended that faculty continue to encourage graduate students to attend and present their research at professional meetings and publish their results in peer-reviewed journals. It is also recommended that faculty help graduate students acquire funding/grants for their research and to attend professional meetings. CNRS and the University should continue to offer financial support to faculty and students to attend professional meetings.

Departmental activity for the four departments associated with the NR Masters program (ESM, FWR, Fisheries Biology and Wildlife) is presented below.

ANNUAL DEPARTMENT ACTIVITY REPORT – DEPT. OF ENVIRONMENTAL SCIENCE AND MANAGEMENT

List faculty awards received since May 2015.

Dr. Steven Martin was awarded the 2015 national award for Excellence in Wilderness Stewardship Research, awarded by the Chief of the U.S. Forest Service on behalf of the USFS, NPS, BLM and USFWS.

List student awards received since May 2015.

Graduate student **Emily Cooper** was selected as a USDA-WRPI Water Resources Intern ($5,060) and awarded the COAST Graduate Student Research Award ($3,500).

Graduate student **Anthony Barela Nystrom** received the 2015 Switzer Environmental Fellowship of $15,000 to support his graduate research.

Graduate student **Emma Lundberg** received the 2015 California Lake Management Society (CALMS) student scholarship – an award of $1,000

Graduate student **Claudia Voigt** won the Patricia McConkey award for Outstanding Graduate Student in the Natural Resources graduate program.

List faculty scholarship (e.g. exhibits, presentations, publications) conducted since May 2015.

Martin, Steven and Blackwell. 2016. Personal Locator Beacons: Influences on Wilderness Visitor Behavior. *International Journal of Wilderness* 22(1):25-31.

Watson, **Martin**, **Steven**, Christenson, Fauth and Williams. 2015. Relationship between perceptions of wilderness character, attitudes toward management intervention to adapt biophysical resources to a changing climate, and nature restoration at Sequoia and Kings Canyon National Parks. *Environmental Management*. 56:653-663.

Watson, Cordell, Manning and **Martin, Steven**. In Press. The evolution of wilderness social science and future research to protect experiences, resources and societal benefits. *Journal of Forestry*. May 2016

issue.
Dunk, Jeff, B. Woodbridge, E. M. Glenn, R. J. Davis, K. Fitzgerald, P. Henson, D. W. LaPlante, B. G. Marcot, B. R. Noon, M. G. Raphael, N. H. Schumaker, and B. White. 2015. The Scientific Basis for Modeling Northern Spotted Owl Habitat: A Response to Loehle, Irwin, Manly, and Merrill. *Forest Ecology and Management* 358:355-360
Zielinski, W. J., F. V. Schlexer, **Jeff Dunk**, M. J. Lau, and J. J. Graham. 2015. A range-wide occupancy estimate and habitat model for the endangered Point Arena mountain beaver (*Aplodontia rufa nigra*). *Journal of Mammalogy* 96:380-393.
Fingerman, Kevin, L Iriarte, U Fritsche, GJ Nabuurs, B Elberson, I Staritsky, T Mai-Moulin, L Visser, and M Junginger. 2016. Biomass for export from the United States Southeast to the European Union: sustainable potentials 2015 to 2030. European Commission. Intelligent Energy Europe. IEE/13/577/SI2.675534. Brussels.
Fingerman, Kevin and J Gwynn. 2015. The water-biofuel-poverty nexus: Investigating the water resource impacts of biofuel expansion and the resulting links to poverty in susceptible regions. ActionAid. Washington, DC.
Fingerman, Kevin, M Rocheleau, and J Zoellick. 2015. Northwest California alternative transportation fuels planning project – Incentives evaluation." California Energy Commission. CEC-ARV-13-012.
Fingerman, Kevin. 2015. Alternative fuel portfolio analysis using a stochastic MAC curve approach. Energy Policy Research Conference." Denver, CO.
Fingerman, Kevin. 2015. Alternative fuel readiness planning for Northwest California. Schatz Energy Research Center research seminar.
Montero, J., Chesney, T., Bauer, J., Froeschke, J., **Graham, James.** Brown shrimp (Farfantepenaeus aztecus) density distribution in the Northern Gulf of Mexico: an approach using Boosted Regression Trees, Fisheries Oceanography, (In Press).
Sim, L.; **Graham, James.**; Rose, K.; Duran, R.; Nelson, J.; Umhoefer, J.; Vielma, J. Developing a Comprehensive Deepwater Blowout and Spill Model; NETL-TRS-9-2015; EPAct Technical Report Series; U.S. Department of Energy, National Energy Technology Laboratory: Albany, OR, 2015; p 44.
Richmond, **Laurie**, L. Ordonez Gauger, S. Hackett, C. Chen. 2016. It's a Trust Thing: Assessing Fishermen's Perceptions of the California North Coast MPA Network.
Richmond, **Laurie**, L. Ordonez Gauger, S. Hackett, C. Chen. 2016. Socioeconomic Dimensions of MPAs: Establishing a Baseline and Assessing Initial Changes in California North Coast Fisheries. North Coast MPA Collaborative Forum, November 17, 2015.
O'Dowd, Alison P. and A. Chin. 2016. Do bio-physical attributes of steps and pools differ in high-gradient mountain streams? *Hydrobiologia* DOI: 10.1007/s10750-016-2735-5
Alison O'Dowd will present two talks at the Society for Freshwater Science's annual meeting in Sacramento, CA, May 2016.
Tarlton, Jennifer. NAI Region 9 Conference Half-Day Presentation – Questing 101: How to Create an Interpretive Scavenger Hunt.
McCavour, Melanie gave a poster presentation at the 2016 SERNW Regional Conference on ecological restoration – Ecological Restoration Plan for the Baker Cypress in the Upper Burney Creek Baker Cypress Research Natural Area of California.
List student scholarship (e.g. exhibits, presentations, publications) conducted since May 2015.
Graham, James., **C. Muhl**. 2015. What we could be doing with UAVs? Presentation at CalGIS, May, 2015.
Graduate student **Emily Ferrell** presented a poster at the California Bioassessment Working Group meeting in Davis, CA in October 2015 entitled "Post-fire recovery of benthic macroinvertebrate communities & periphyton in Klamath Mountain headwaters."
EMP 475 Environmental Planning Practicum Students in May 2015:

- Worked for Humboldt County Department of Public Works Natural Resources Division to develop a series of maps of Firewise Communities and to help the Upper Jacoby Creek Firewise Community survey their residents and put on a community fuel reduction day.
- Worked with the Area 1 Agency on Aging to develop a report on *What Seniors Want- Responsive Development for Aging in Place in McKinleyville* and presented their work to the County Board of Supervisors.
- Developed Public Access Recommendations and a Sea Level Rise Assessment for the NorthCoast Regional Land Trust.
- Developed a proposed amendment recommendation for the Big Lagoon Estates Area of Deferred Certification under the North Coast Area Plan / Humboldt County Local Coastal Plan for Humboldt

County Planning and Building Department and presented their project to Humboldt County Senior Planners
- Developed a property monitoring protocol and baseline reports for the Trinidad Coastal Land Trust and presented their work to the TCLT Board of Directors.

Martin and **Jessica Blackwell**. 2016. Personal Locator Beacons: Influences on Wilderness Visitor Behavior. *International Journal of Wilderness* 22(1):25-31.
Ordonez Gauger, L. 2015. Assessing Fishermen's Perceptions of the Ecology and Management of the California North Coast MPA Network. Western Society of Naturalists Annual Meeting.
Lundberg, E. 2016. Using Q-methodology to Understand Social Conflict in Wilderness Fisheries Management of Northern California. Association of American Geographers Annual Meeting March, 2016.

- Association of Experiential Education Spring Conference
  10 student attendees
- National Association of Interpretation Region 9 Conference
  - 28 student attendees
  - Session Presentation entitled, "Cultivating Connection through the Twelve Principles of Permaculture."
  - Session Presentation entitled, "Connecting Youth to the Outdoors."
  - Session Presentation entitled, "The Visitor Experience Revolution: Has it Passed You By?"
  - Student served as Volunteer Coordinator on the conference planning committee.
  - Students co-created the conference logo.
- North American Association of Environmental Education Guidelines for Excellence Training- eight students completed certification.
- North American Association of Environmental Education Guidelines for Excellence Train the Trainor- Two students completed certification.
- Talk About Trees Training, Forest Foundation.
  10 students became certified Talk About Trees presenters.
- ZIP Orientation Training, Sequoia Park Zoo
  8 students completed training to become Zoo Interpretive Program volunteers.
- Project Learning Tree K-8. Thirty-eight students completed certification in this forest themed environmental education curriculum.
- Project Learning Tree Early Education. Fourteen students completed certification in this pre-school based environmental education curriculum.
- Project WILD. Thirty-eight students completed certification in this wildlife based environmental education curriculum.
- Project WET. Fourteen students completed certification in this water based environmental education curriculum.

List grants and contracts received since May 2015.
O'Dowd and Trush:
Hydrographs & Steelhead (NMFS): $82,000
Mono Basin Stream Monitoring (LA Dept of Water & Power): $67,000
Eel River Study Plan Development (CalTrout): $4,500
Upper Eel River Habitat Assessment and Geospatial Analysis, Phase I: $18,000
Eel River Salmonid habitat assessment (RSCA): $3,500

McCavour. 10-year $800,000 grant from the Bureau of Land Management for a study of Baker Cypress.

Malloy:
Virtual Labs Course Redesign Grant. $25,000
Promising Practices Course Redesign Grant. $48,000

Fingerman:
California Energy Commission – North State Regional Energy Innovation Cluster. $200,000.

US Department of Energy – Dynamic modeling and validation of electrolyzers in real-time grid simulation. $252,000.
California State University Office of the Chancellor – Campus as a Living Lab. $27,000.
ActionAid USA – Water/biofuel/poverty nexus implications of US biofuel demand. $14,000.
Richmond. Research, Scholarship, and Creative Activities Program (RSCA) to support the project "Collaborative Research and Publication with Undergraduate Students Related to the Governance of Marine Protected Areas in the Western Pacific." $3,970.

Martin. Habitat Conservation Plan Monitoring. Humboldt Redwood Co. $265,000.

Dunk. Spotted Owl Wildfire Effects. $40,000. U.S. Fish and Wildlife Service, Yreka, California.

List other professional events in which faculty participated since May 2015.
O'Dowd:
Attended the California Bioassessment Working Group meeting in Davis, CA in October 2015.
Attended the Salmonid Restoration Federation Annual Meeting in Fortuna in April 2016.
Will attend the Society for Freshwater Science's annual meeting in Sacramento, CA, May 2016.
Malloy:
Course Redesign Intensive Workshop
Sustainable Learning Workshop
How to Apply the QOLT Instrument Workshop
Presented at HSU Library Teaching & Learning Luncheon & Forums
Fingerman. Serve on Board of Directors of Roundtable on Sustainable Biomaterials.
Tarlton:
National Association of Interpretation Certified Interpretive Train the Trainer Workshop- Certification pending.
National Association of Interpretation Region 9 Conference Planning Co-Chair.
North American Association of Environmental Education Guidelines for Excellence Train the Trainor-Certificate Complete.

List community outreach activities since May 2015.
O'Dowd. Co-organizer of the Earth Day Festival at the Humboldt Unitarian Universalist Fellowship (April 2015).
McCavour:
May 2015. Organizer with the HBBCA for Bike Month. Tap demonstration for a fundraiser at the Eureka waterfront.
May 2015. Gave a workshop on Bee health to the HSU advanced beekeeping class: microscopal identification of varroa vs tracheal mites and how to quantify them using the Ontario extension powdered sugar method.
April 2016. Gave a lecture and demonstration on beekeeping and pollination ecology to the HSU Master Gardener class.
Malloy. Organized a Science Without Borders Summer Internship.

Fingerman.
Outreach in support of student capstone projects. Students benefit from real-world engagement and application in their capstone projects and community entities benefit from the focused and guided assistance of talented groups of graduating seniors. Collaborations this year have included:
McKinleyville Land Trust
Northwest Regional Land Trust
HSU Sustainability Office/Facilities
North Coast Co-op
Zero Waste Humboldt
Humboldt Baykeeper
Arcata School District
Redwood National Park

Martin. Serves on City of Arcata Parks and Recreation Advisory Committee.

Tarlton:

- EMP 453 Course Projects
  - Bureau of Land Management. Students developed 4 interpretive panels for the Lighthouse Ranch property. The panels covered lighthouse history, historical timeline of the site, significance of eelgrass and marine protection areas, and dune restoration and effects on snowy plovers and endangered plants.
  - Humboldt Office of Education. Students developed and delivered standards-based STEM lessons in three after-school programs including South Bay Elementary, Grant Elementary, and Peninsula Elementary Schools. Each school site was visited weekly over the course of Spring semester.
  - Trinidad Coastal Land Trust. Students created an interpretive docent manual that covered topics such as TCLT history, geology, marine mammals, intertidal zone, birds, coastal trees and plants, seaweeds, Trinidad history, interpretive techniques, and a sample interpretive walk.
- EMP 450 Course Projects
  - Wonders of Wetlands Program, Friends of the Arcata Marsh and City of Arcata. Students delivered both a classroom and field-trip based presentation to 5th grade students at Union Street Charter School, Coastal Grove Charter School, and Freshwater Elementary School (approximately 90 students). The program content focused on wetland ecology and wastewater treatment.
  - Environmental Education Day Camp, Freshwater Elementary School.- Students developed and delivered a half day environmental education camp based on the Next Generation Science Standards. Approximately 50 third graders attended.
- EMP 353 Course Projects
  - Campus Center for Appropriate Technology. Students designed three interpretive panels for CCAT's Edible Garden, Yurt, and Earthen Oven.
  - Center Activities. Students designed an interpretive sign to educate summer camp participants about Humboldt Bay.
  - Environmental Science Practicum. Students designed an interpretive sign for HSU's edible landscape project.
- EMP 309B Course Projects
  - Friends of the Dunes. Students created communication tools including press releases, public service announcements, and fact sheets to educate the public about dune restoration.
  - Redwood Coast Energy Authority. Students created communication tools including press releases, public service announcements, and fact sheets to educate the public about energy efficiency.
  - Green Campus. Students created communication tools including press releases, public service announcements, and fact sheets to educate the students and faculty about composting and food waste.
- Redwood Chapter of Environmental Educators and Interpreters
  - Talk About Trees Education Program, Forest Foundation. Club members delivered 1 hour educational programs to local 2nd-5th grade classes focused on sustainable forestry. This academic year, 12 programs were conducted reaching over 500 elementary school students.
  - March for Parks, Washington Elementary School. A full day of environmental education activities to connect school children to their local regional park. Three 5th grade classes attended (approximately 90 students).
  - Earth Day, Union Street Charter School. Developed and delivered and environmental education station focused on habitat requirements and their impact on species (approximately 100 students participated).
  - Earth Day, Freshwater Elementary School. Developed and delivered a science based station focused on the benefits of trees (approximately 120 students participated).
  - Take a Child Outdoors Day, California Regional Environmental Education Consortium. Students developed and delivered a science based activity station that reached over 200 children.
  - Zoo Interpretive Program (ZIP), Sequoia Park Zoo, City of Eureka. Students participated in multiple events throughout the year, usually focused on leading science base activities for visiting families.
- Boo at the Zoo- leading educational activities
- Party for the Planet- leading educational activities

- Educational Volunteer- using a Zoo Interpretive Cart to interact with and educate zoo visitors.

If any of the activities listed above are particularly significant to the HSU mission, goals, and/or planning, or to program mission, goals, and/or planning, please highlight them here and briefly explain their significance.

Martin, Steven. 2015 national award for Excellence in Wilderness Stewardship Research, awarded by the Chief of the U.S. Forest Service on behalf of the USFS, NPS, BLM and USFWS. This is a national research award that is made to one person in the country each year. This brings significant recognition to the scholarship of HSU faculty.

O'Dowd. Conducted research and service related to sustainability and threatened species.

ANNUAL DEPARTMENT ACTIVITY REPORT – DEPT. OF FORESTRY AND WILDLAND STUDIES

Recent Sillett publications (former HSU graduate students in **bold**)

Van Pelt, R. S.C. Sillett, W.A. Kruse, J.A. Freund, **R.D. Kramer**. 2016. Emergent crowns and light-use complementarity lead to global maximum biomass and leaf area in *Sequoia sempervirens* forests. *Forest Ecology and Management* **349**: in press.

Chin, A.R.O, S.C. Sillett. 2016. Phenotypic plasticity of leaves enhances water-stress tolerance and promotes hydraulic conductivity in a tall conifer. *American Journal of Botany* **103**: in press.

Coonen, E.J., S.C. Sillett. 2015. Separating effects of crown structure and competition for light on trunk growth of *Sequoia sempervirens*. *Forest Ecology and Management* **358**: 26-40.

Sillett, S.C., R. Van Pelt, A.L. Carroll, **R.D. Kramer**, **A.R. Ambrose**, D. Trask. 2015. How do tree structure and old age affect growth potential of California redwoods? *Ecological Monographs* **85**: 181-212.

Carroll, A.L., S.C. Sillett, **R.D. Kramer**. 2014. Millennium-scale crossdating and inter-annual climate sensitivities of standing California redwoods. *PLOS ONE* **9**: 1-18.

Ishii, H., W. Azuma, K. Kuroda, S.C. Sillett. 2014. Pushing the limits to tree height: could foliar water storage compensate for hydraulic constraints in *Sequoia sempervirens*? *Functional Ecology* **28**: 1087-1093.

Kennedy, J.-P., S.C. Sillett, J.M. Szewczak. 2014. Bat activity across the vertical gradient of an old-growth *Sequoia sempervirens* forest. *Acta Chiropterologica* **16**: 53-63.

Kramer, R.D., S.C. Sillett, A.L. Carroll. 2014. Structural development of redwood branches and its effects on wood growth. *Tree Physiology* **34**: 314-330.

Han-Sup Han

Graduate students over the last 5 years (2011 – 2016):

- Brian Vitorelo, completed in 2011
- Timothy Montgomery, completed in 2014
- Heesung Woo, completed in 2015
- Jeffrey Paulson, completed in 2016
- Joel Bisson, completed in 2016

Publications (*graduate student co-author):

- Woo*, H, and **H.-S. Han**. 2016. Evaluation of two screening systems (Star and Deck) for productivity, fuel consumption, and size distributions. Submitted to *Biomass and Bioenergy*.
- Woo*, H, and **H.-S. Han**. 2016. Harvesting productivity and cost of grapple yarding using a running skyline system. Submitted to *Biomass and Bioenergy*.
- Bisson*, J. and **H.-S. Han**. 2016. Quality of feedstock produced from sorted forest residues. *American Journal of Biomass and Bioenergy*. Vol. 5 (2):81-97.
- Montgomery*, T. and **H.-S. Han**. 2016. A. Kizhakkepurakkal. A GIS-based method for locating and planning centralized biomass grinding operations. Accepted for publication and in press. *Biomass & Bioenergy*. Vol.85: 262-270.
- Bisson, J., S.-K. Han, and **H.-S. Han**. 2015. Evaluating the system logistics of a biomass recovery operation in northern California. *Forest Products Journal*. Vol. 66(1/2):88–96.
- Han, S.-K., **H-S. Han**, and J. Bisson*. 2015. Effects of grate size on grinding productivity, fuel consumption, and particle size distribution. *Forest Products Journal*. Vol. (65): 209-216.
- Vitorelo*, B., **H.-S. Han** W. Elliot. 2012. Productivity and cost of integrated harvesting for fuel reduction thinning. *Forest Products Journal*, Vol. 61(8):664–674.

- Harrill*, H. and **H.-S. Han**. 2012. Productivity and cost of integrated harvesting of wood chips and sawlogs in stand conversion operations. *International Journal of Forestry Research*. Article ID: 893079 (Open Journal), 10p.
- Bruce*, J., **H.-S. Han**, A.E. Akay, and W. Chung. 2011. Computer-aided cost estimation for forest road construction.*Western Journal of Applied Forestry*. Vol. 26(4):189-197.

ANNUAL DEPARTMENT ACTIVITY REPORT – DEPT. OF FISHERIES

Here is a link to a google doc with the Annual Activity Report for Fisheries Biology. This is a work in progress as not all faculty have added their information:
https://docs.google.com/a/humboldt.edu/document/d/1a9aiwaLIZCXlugjafOIN7c3CUkj9Uasq-2QKx3QSl48/edit?usp=sharing

List faculty awards received since May 2015.

Rafael Cuevas Uribe: American Association of Hispanics in Higher Education (AAHHE) Faculty Fellow, 2016 AAHHE National Conference, Costa Mesa, CA

List student awards received since May 2015.

Graduate Student Scholarships
Danielle Plum Zunbrum Scholarship(2@$2000 each): Ryan Whitmore and Nicholas Van Vleet
Salo (1@$1000): Katherine Osborn
Fisheries Founding Faculty (1@$2000 each): Corianna Flannery, Jon Hollis
James Joseph Inter-American Tropical Tuna Scholarship (1@$7500): Laura Solinger
Marin Rod and Gun Club (2@$2000 each): Jon Hollis and Ian Kelmartin
Granite Bay Flycasters Robert B. Morton Fellowship Grant (1 @ $2000): Peter Drobny
George and Beverly Allen Student Assistantship in Fisheries Biology (2 @ $3000 each): Miki Takada and Grace Ghrist
Malcolm Oliphant Scholarship (2@$3000 each): Corianna Flannery and Katherine Osborn

Awards

2016 Best Student Abstract Travel Award, U.S. Aquaculture Society: James Schwartz. Evaluating effects of fish oil replacement with algal oil (*Schizochytrium* sp.) in the diet of *Oncorhynchus mykiss*.
http://usaquaculture.org/2016-best-student-abstract-travel-award

2016 RAS "Yellow Book" Undergraduate Student Travel Grant: Jayme Yee
http://usaquaculture.org/2016-ras-yellow-book-undergraduate-student-travel-grant

2016 Katrina Martens Memorial Poster Award, 41st Annual Meeting of the California-Nevada Chapter and the Western Division of the American Fisheries Society: Sylvester, C.Z., F.D. Mele, A.M. Kee, S.G. Janofsky, and R. Cuevas-Uribe. Aquaponics in the classroom: a students' perspective.

List faculty scholarship (e.g. exhibits, presentations, publications) conducted since May 2015.

Peer Reviewed Publications

Bjorkstedt, E.P. and W.T. Peterson. (2015) Zooplankton data from high-frequency coastal transects: enriching the contributions of ocean observing systems to ecosystem-based management in the northern California Current. p 128-142 in Y. Liu, H. Kerkering, and R. H. Weisberg (eds.) Coastal Ocean Observing Systems: Advances and Syntheses. Elsevier.

Bjorkstedt, E. P., J. G. Field, M. Love, L. Rogers-Bennett, R. Starr. 2016. Marine Fisheries. pp.779-816 in Zavaleta E. and Mooney, H. (eds.) Ecosystems of California. University of California Press.

Buchheister, A., M. J. Wilberg, T. J. Miller, and R. J. Latour. 2015. Simulating bottom-up effects on predator productivity and consequences for the rebuilding timeline of a depleted population. Ecological Modelling. 311:48-62.

Buchheister, A., and R. J. Latour. 2016. Dynamic trophic linkages in a large estuarine system – support for supply-driven dietary changes using delta generalized additive models. Canadian Journal of Fisheries and Aquatic Sciences. 73:5-17. doi: 10.1139/cjfas-2014-0441.

Buchheister, A., T. J. Miller, E. D. Houde, D. H. Secor, and R. J. Latour. 2016. Spatial and temporal dynamics of Atlantic menhaden (*Brevoortia tyrannus*) recruitment in the Northwest Atlantic Ocean. ICES Journal of Marine Sciences. 73:1147-1159. doi: 10.1093/icesjms/fsv260

Cuevas-Uribe, R., S.D. Mims. 2015. Contaminants in muscle tissue from paddlefish (*Polyodon spathula*) and hybrid striped bass (*Morone chrysops* x *M. saxatilis*) after being raised in reclaimed effluent water. Journal of Applied Ichthyology 31s2: 71-74. doi: 10.1111/jai.12854

Cuevas-Uribe, R., E.J. Chesney, J. Daly, T.R. Tiersch. 2015. Vitrification of sperm from marine fish: effect on motility and membrane integrity. Aquaculture Research 46: 1770-1784. doi: 10.1111/are.12337

Danehy, R., M. A. Wilzbach, Young, M. et al. Regional specific interactions of forests and fish. *in* Danehy, R. and A. Dolloff (eds.). Reflections on forest management: can fish and fiber coexist? American Fisheries Society, Bethesda. In review.

Hassrick, J., M. Henderson, D. Huff, W. Sydeman, M. Sabal, J. Harding, A. Ammann, E. Crandall, E. Bjorkstedt, J. Garza, S. Hayes. (2016) Early ocean distribution of juvenile Chinook salmon in an upwelling ecosystem. Fisheries Oceanography. doi:10.1111/fog.12141.

Hodge, B.*, M. A. Wilzbach, W.D. Duffy, R. M. Quiñones, and J. A. Hobbs. Life history diversity in Klamath River steelhead. 2015. Transactions of the American Fisheries Society, 145:2,227-238, DOI: 10.1080/00028487.2015.1111257.

Kinziger, A.P., M. Hellmair*, W. T. McCraney*, D.K. Jacobs, G. Goldsmith. 2015. Temporal genetic analysis of the endangered tidewater goby: extinction-colonization dynamics or drift in isolation? Molecular Ecology. 24: 5544–5560. doi: 10.1111/mec.13424

Mulligan, T.J. and M. K. Jones. 2016. Seasonal Variability In Subtidal Fish Assemblages Inhabiting Sandy Bottom Habitats Off Humboldt Bay, California. Northwestern Naturalist. (accepted with minor revision).

Roddam, M.*, and Ward, D.M. 2015. Life-history differences of juvenile Chinook salmon *Oncorhynchus tshawytscha* across rearing locations in the Shasta River, California. Ecology of Freshwater Fish. doi:10.1111/eff.12265.

Schmelzle, M.C.*, and A.P. Kinziger. 2016. Using occupancy modeling to compare environmental DNA to traditional field methods for regional-scale monitoring of an endangered aquatic species. Molecular Ecology Resources. Early View. doi: 10.1111/1755-0998.12501

Wallace, M., E.W. Ojerholm, A.J. Scheiff, and A.P. Kinziger. 2015. First record of striped mullet (Mugil cephalus) in Humboldt Bay, California. California Fish and Game. 101:286-288.

*Vazquez, R., Ward, D.M., and Sepulveda, A. 2016. Does water chemistry limit the distribution of New Zealand mud snails in Redwood National Park? Biological Invasions doi:10.1007/s10530-016-1098-1.

*Student coauthors

Reports

Leising, A., I D. Schroeder, S J. Bograd, J. Abell, R. Durazo, G. Gaxiola-Castro, E. P. Bjorkstedt, J. Field, K. Sakuma, R. R. Robertson, R.Goericke, W. T. Peterson, R. Brodeur, C. Barceló, T. D. Auth, E. A. Daly, R. M. Suryan, A. J. Gladics, J. M. Porquez, S. McClatchie, E. D. Weber, W. Watson, J. A. Santora, W. J. Sydeman, S. R. Melin, F. P. Chavez, R. T. Golightly, S. R. Schneider, J. Fisher, C.l Morgan, R. Bradley, and

P. Warybok. 2015. State of the California Current 2014-15: Impacts of the Warm-Water "Blob". CalCOFI Reports 56: 31-69.

Moore, T.L. and M.A. Wilzbach. 2016. Distribution and relative abundance of juvenile Coho Salmon in the Redwood Creek Basin, Humboldt County, California. Report to the California Department of Fish and Wildlife, Fisheries Restoration Grants Program (Project No. P1210320), 36 p.

Mulligan, T.J. 2016. The ecological state of Northern California's sandy beaches and surf zones: A baseline characterization for MPA assessment. Sea Grant Annual Report, 11 pp.

Mulligan, T.J. 2016. Characterizing Diversity, Abundance, and Habitat of Fish Communities Associated with Nearshore Rocky Reefs in Northern California Through Collaborative Research. Sea Grant Annual Report, 12 pp.

Sparkman, M.D., R. Park, L. Osborn, S. Holt, and M.A. Wilzbach. 2016. Lower Redwood Creek juvenile salmonid (smolt) abundance project, study year 2015: Report to the California Department of Fish and Wildlife, Fisheries Restoration Grants Program (Project No. P1210322). 85 p.
Wilzbach, M. 2016. State of the Fisheries & Aquatic Resources of Prairie Creek. Final report to Redwood National and State Parks, Cooperative Agreement No. P13AC00848.

Wilzbach, M.A., M.D. Sparkman, P.Y. Drobny*, M.E. Gordon, and C.M.G. Boone. 2016. Prairie Creek Monitoring Project, 2015 Season: Report to the California Department of Fish and Wildlife, Fisheries Restoration Grants Program (Project No. P1210321), 98 p.

*Student coauthors

Presentations

Bjorkstedt, E.P. , J. Abell, J. Jacobsen, B. Tissot, F. Shaughnessy, J. Tyburczy, P. Bourdeau. Ocean acidification studies off northern California: recent, ongoing, and future work. Presentation to NOAA's Ocean Acidification Roundtable. 12 August 2015.

Bjorkstedt, E. P., R. Robertson, W. T. Peterson. The Warm Event of 2014 off northern California: Observations from the Trinidad Head Line. Pacific Anomalies Workshop I. May 2015, SIO, La Jolla, CA

Bjorkstedt, E. P., R. Robertson, W. T. Peterson. Response of mid-shelf zooplankton assemblages off northern California to warming events of 2014. Pacific Anomalies Workshop II. January 2016, Seattle, WA

Bjorkstedt, E. P., R. Robertson, W. T. Peterson. Structure and variability in the mid-shelf copepod assemblage off northern California and its response to the the warming event of 2014-2015. Eastern Pacific Ocean Conference, September 2015, Fallen Leaf Lake, CA.

Bjorkstedt, E. P., R. Robertson, W. T. Peterson. Responses of copepod and euphausiid communities offf northern California to warm anomalies of 2014 2015. CalCOFI Annual Meeting, December 2015, Moss Landing, CA

Cuevas-Uribe, R., S.D. Mims. 2016. Bioaccumulation of contaminants in market-size hybrid striped bass grown in reclaimed water. Oral presentation at the Annual Meeting of the World Aquaculture Society. Las Vegas, Nevada. February 2016.

Gamez, E.R., R. Cuevas-Uribe, S.D. Mims, A.J. Ray. 2016. Tissue concentrations of heavy metals and endocrine disrupting compounds in hybrids striped bass growth in a municipal reclaimed water aquaculture facility. Poster presented at Annual Meeting of the World Aquaculture Society. Las Vegas, Nevada. February 2016.

Kelmartin, Ian*, Jay Staton, Drew Barrett, Tim Mulligan, and Joe Tyburczy. 15 Oct 2015. Collaborative Research to Characterize Nearshore Rocky Reef Fish Communities on the Northern California Coast. Talk

presented at HSU Sponsored Programs Foundation PI Celebration, Arcata, CA.

Kelmartin, Ian*, Jay Staton, Drew Barrett, Tim Mulligan, and Joe Tyburczy. 7 Nov 2015. Collaborative Research Methods for Surveying Fish Communities Associated with Nearshore Rocky Reefs in Northern California MPAs. Poster presented at the Western Society of Naturalists Annual Meeting, Sacramento, CA.
Kelmartin, Ian*, Jay Staton, Drew Barrett, Tim Mulligan, and Joe Tyburczy. 17 Nov 2015. Baseline Characterization of Fish Communities Associated with Nearshore Rocky Reefs. Talk presented at the North Coast Collaborative Forum, Fortuna, CA.
Kelmartin, Ian*, Jay Staton*, Drew Barrett, Tim Mulligan, Joe Tyburczy, and Tim Bean. 8 March 2016. Characterizing Diversity, Abundance, and Habitat of Fish Communities Associated with Nearshore Rocky Reefs in Northern California Through Collaborative Research. Poster presented at CSU Council on Ocean Affairs, Science & Technology Annual Student Research Poster Reception, Office of the Chancellor, Long Beach, CA.
Kelmartin, Ian*, Jay Staton, Drew Barrett, Tim Mulligan, Joe Tyburczy, and Tim Bean. 23 March 2016 Characterization of Fish Communities Associated with Nearshore Rocky Reefs in Northern California Through Collaborative Research. Talk presented at Western Division of the American Fisheries Society Annual Meeting, Reno, NV.
Kelmartin, Ian*, Jay Staton*, Drew Barrett, Tim Mulligan, Joe Tyburczy, and Tim Bean. 30 April 2016. Characterizing Diversity, Abundance, and Habitat of Fish Communities Associated with Nearshore Rocky Reefs in Northern California Through Collaborative Research. Poster presented at Humboldt Area Saltwater Anglers Annual Fundraiser, Arcata, CA.

Osborn, K. November 17, 2015. "Getting to Know You – Learning about our local estuaries". River Lodge Conference Center, Fortuna, CA. IGNITE Session – MPA Forum.
Osborn, K., E. LeBlanc, T. Mulligan, and F. Shaughnessy. March 23, 2016. "The Big, the Mad, and the Ten: Fish and Invertebrate Communities in Three Northern California Riverine Estuaries". Grand Sierra Resort, Reno, NV. American Fisheries Society, Western Division Meeting.
Osborn, K., E. LeBlanc, T. Mulligan, and F. Shaughnessy. May 6, 2016. "The Big, the Mad, and the Ten: Fish and Invertebrate Communities in Three Northern California Riverine Estuaries". Native American Forum, Humboldt State University, Arcata, CA. Wildlife and Fisheries Annual Symposium.
Osborn, K., E. LeBlanc, T. Mulligan, and F. Shaughnessy. May 7, 2016. "The Big, the Mad, and the Ten: Fish and Invertebrate Communities in Three Northern California Riverine Estuaries". Humboldt Bay Aquatic Center, Eureka, CA. Marine Sciences Student Association Annual Symposium.

Rizza, S*., A. P. Kinziger, J. C. Garza, and M. A. Wilzbach. Asymmetric introgression between Coastal Cutthroat Trout and steelhead in the Smith River Basin, California. Oral presentation at the 145th Annual Meeting of the American Fisheries Society. Portland, Oregon. August 2015.

Robertson, R., E. P. Bjorkstedt Community composition of euphausiids off northern California: An overview of the Trinidad Head Line time series and responses to the 2014-2015 warming event. Eastern Pacific Ocean Conference, September 2015, Fallen Leaf Lake, CA.

Shaughnessy, F., S. Kaulmann, K. Osborn, T. Mulligan, E. LeBlanc, N. Kalson, and A. Pererra. November 7, 2015. "An Unexpected Party: The convoluted and rewarding path of estuarine MPA monitoring on the north coast of California". Hilton Hotel, Sacramento, CA. Western Society of Naturalists Meeting.

Staton, Jay*, Ian Kelmartin, Drew Barrett, Tim Mulligan, and Joe Tyburczy. 7 Nov 2015. *Distance From Port as a Proxy for Historical Fishing Pressure on Nearshore Rocky Reefs in Northern California*. Poster presented at the Western Society of Naturalists Annual Meeting, Sacramento, CA.

Staton, Jay*, Ian Kelmartin, Drew Barrett, Tim Mulligan, Joe Tyburczy, and Tim Bean. 7 May 2016. Characterization of Fish Communities Associated with Nearshore Rocky Reefs in Northern California Through Collaborative Research. Talk presented at Humboldt Marine Science Student Associate Annual Student Research Symposium, Eureka, CA.

Succow, M.L., Nielsen, K.J., Dugan, J., Laucci, R., Mulligan, T.J., and S.F. Craig. The ecological state of Northern California's sandy beaches and surf zones: A baseline characterization for MPA assessment. Presentation, 2015 North Coast Collaborative Forum, Fortuna, CA.

Succow, M.L., Barrett, D.R., Mulligan, H.L., Mulligan, T.J., Nielsen, K.J., and S.F. Craig. Got crabs? Predation by redtail surfperch on pacific sand crabs on Northern California sandy beaches. Presentation, 2015 Western Society of Naturalists, Sacramento, CA.
Succow, M.L. Annual patterns of predation by redtail surfperch on the pacific sand crab. Presentation, 2015 Marine Science Student Association student symposium, Trinidad, CA.

Takada, M., L. Perkins, J. Tyburczy, T. Mulligan, D. Hankin. 2016. Comparing age, growth, and maturation of Pacific halibut landed off Northern California and Southern Oregon. Poster presentation at the biennial Western Groundfish Conference, 2/9/14, Newport, Oregon.
Takada, M., L. Perkins, J. Tyburczy, T. Mulligan, D. Hankin. 2016. Comparing age, growth, and maturation of Pacific halibut landed off Northern California and Southern Oregon. Poster presentation at the Humboldt Area Saltwater Anglers (HASA) board meeting on 2/4/16, Eureka, CA.
Takada, M., L. Perkins, J. Tyburczy, T. Mulligan, D. Hankin. 2016. Comparing age, growth, and maturation of Pacific halibut landed off Northern California and Southern Oregon. Poster presentation at the annual HASA Fundraiser. 4/30/16, Arcata, CA.

Ward, D.M. 2015. Organized and moderated a special session: The plastic portfolio effect: managing the life history composition of populations. American Fisheries Society annual meeting. Portland, Oregon.

Wilzbach, M. 2015. Role and source of macroinvertebrates in fish growth. Invited oral presentation, Riparian Summit Conference, Korbel, California.

Wilzbach, M.A. Fisheries and Aquatic Resources of Prairie Creek. Invited oral presentation, Prairie Creek Technical Advisory Committee, Redwood National Park, Orick, CA. April 2016.

Wilzbach, M., B. Hodge*, W. D. Duffy, R. M. Quiñones, and J. A. Hobbs. Life history variation in Klamath River steelhead. Invited oral presentation, 145th Annual Meeting of the American Fisheries Society, Portland, Oregon. Aug 2015.

*Student coauthors

List student scholarship (e.g. exhibits, presentations, publications) conducted since May 2015.

Alvarez, J. 2016. Assessing the Impact of Brown Trout on the Trinity River, CA. Presentation at the Salmonid Restoration Federation. Fortuna, California.

Bosma, K., L. McIntire, R. Cuevas-Uribe, S. Mader. 2015. Degree day marks during embryogenesis of *Oncorhynchus mykiss* and *Oncorhynchus clarkii clarkii*. Poster presented at American Fisheries Society 145th Annual Meeting. Portland, Oregon. August 2015.

Dockham, A. 2016. Comparison of benthic invertebrate community structure and diet composition of steelhead (*Oncorhynchus mykiss*) in Dry Creek, California. MS thesis. College of Natural Resources and Sciences, Humboldt State University, Arcata, CA.

Drobny, P. 2016. Influence of intra-and inter-specific salmonid densities and habitat on overwinter survival of juvenile Coho salmon in Prairie Creek. MS thesis. College of Natural Resources and Sciences, Humboldt State University, Arcata, CA.

Gorman, M. 2015. Outmigration Behavior and Marine Survival as a Function of Rearing Habitat for Coho Salmon in the Shasta River, CA. Poster presentation at the American Fisheries Society. Portland, Oregon.

Gorman, M. 2016. Outmigration Behavior and Marine Survival as a Function of Rearing Habitat for Coho Salmon in the Shasta River, CA. Presentation at the CALNEVA Chapter of the American Fisheries Society. Reno, Nevada.

Gorman, M. 2015. Outmigration Behavior and Marine Survival as a Function of Rearing Habitat for Coho Salmon in the Shasta River, CA. Poster presentation at the Salmonid Restoration Federation. Fortuna, California.

Hillis, A. 2016. Salinity tolerance in endangered Tidewater Goby. Presentation at the CALNEVA Chapter of the American Fisheries Society. Reno, Nevada.

Hollis, J. 2015. Export of invertebrate drift from fishless headwater streams: Evaluating the use of this subsidy by downstream salmonids (*Oncorhynchus* spp.) and its potential contribution to fish production. Oral presentation, Riparian Summit Conference. Korbel, California. 2015.

Krall, M. 2015. The influence of habitat characteristics on abundance and growth of juvenile Coho Salmon in constructed habitats in the middle Klamath River basin. Presentation at the American Fisheries Society. Portland, Oregon.

Krall, M. 2016. The influence of habitat characteristics on abundance and growth of juvenile Coho Salmon in constructed habitats in the middle Klamath River basin. Presentation at the Salmonid Restoration Federation. Fortuna, California.

Scheer, G. 2015. Coho Salmon Life Cycle Modeling in Freshwater Creek. Presentation at the American Fisheries Society. Portland, Oregon

Scheer, G. 2016. Coho Salmon Life Cycle Modeling in Coastal Northern California. Presentation at the Salmonid Restoration Federation. Fortuna, California.

Schwartz, J.L., J. Yee, D.S. Baston, R. Cuevas-Uribe. 2016. Evaluating effects of fish oil replacement with algal oil (*Schizochytrium* sp.) in the diet of *Oncorhynchus mykiss*. Oral presentation at the Annual Meeting of the World Aquaculture Society. Las Vegas, Nevada. February 2016.

Sylvester, C.Z., F.D. Mele, A.M. Kee, S.G. Janofsky, R. Cuevas-Uribe. 2016. Aquaponics in the classroom: a students' perspective. Poster presented at 41st Annual Meeting of the California-Nevada Chapter and the Western Division of the American Fisheries Society. Reno, Nevada. March 2016.

Rizza, S. 2015. Asymmetric introgression between Coastal Cutthroat Trout and steelhead: variable introgression by linkage group. MS thesis. College of Natural Resources and Sciences, Humboldt State University, Arcata, CA.

List grants and contracts received since May 2015.

Cuevas Uribe, R. 2016. Aquaponics an opportunity for diversity education. HSU Faculty Diversity Development. $2,242.

Cuevas Uribe, R. 2016. Effect of two filtration systems on fish and plant production in an aquaponics system. HSU Emeritus and Retired Faculty Association Faculty Award. $1,000.

Kinziger, A.P. 2016. Genetic structure of Mad River Steelhead - hatchery genetic monitoring. California Steelhead Report Card. $128,327

Kinziger, A.P., and M. Wilzbach. 2015. Develop a tidewater goby survey method using environmental DNA. California Department of Transportation. $88,183.

Kinziger, A.P., and S. Craig. 2015. Major Research Instrumentation: Acquisition of a Fluidigm BioMark HD system for research and training at Humboldt State University. National Science Foundation. $457,101.

Kinziger, A.P., and M. Wilzbach. 2015. Range-wide presence/absence surveys of the endangered tidewater goby (*Eucyclogobius newberryi*) using environmental DNA. US Fish and Wildlife Service. $59,236.

Woodland, R., Houde, E. D., and A. Buchheister. 2016. Drivers of forage population trends and consumption patterns: Environmental, Spatial and Temporal Patterns in Chesapeake Bay Forage Population

Distributions and Predator Consumption. Chesapeake Bay Trust. $60,000.

Ward, D.M. 2015. Bureau of Land Management summer student internship. US BLM $7874.

Ward, D.M. 2015. Freshwater fish ecology research collaboration. National Oceanic and Atmospheric Administration $52,000.

Colwell, M. and M.A. Wilzbach. 2015. Habitat selection in an Arctic Seabird.: Implications for climate change. USGS Alaska Science Center. $40,225.

Wilzbach, M.A. 2015. Redwood Creek DIDSON 2015-2017. CDFW $27,241.

Szewczak, J. and M. Wilzbach. 2015. Townsend's Big Eared Bat Statewide Assessment. CDFW $129,800.

Bean, W. T. and M. Wilzbach. 2015. Giant Kangaroo Rat Population Monitoring in Panoche Valley. CDFW $20,939.

Bjorkstedt, E. P., C. A. Edwards, M. Moore, W. T. Peterson 2015. Transport indices of ecosystem structure and productivity in the California Current. NOAA's FATE (Fisheries and the Environment) Program. $81,989

Tissot, B., E. P. Bjorkstedt 2015. Ocean observing and fisheries oceanographic research off northern California. NOAA via Cooperative Institute for Marine Ecosystems and Climate (CIMEC), $136,722

Ray, J., E. P. Bjorkstedt, M. Gilroy. 2015. Spawning and larval distribution of longfin smelt in Humboldt Bay, CA. CDFW/USFWS. $50,112

List other professional events in which faculty participated since May 2015.

Darren Ward hosted a workshop at Humboldt State on the use of Beaver Dam analogs in stream habitat enhancement. More than 50 individuals from state and federal agencies, non-profit groups, and consulting firms attended. 6 January 2016.

Peggy Wilzbach participates on technical review committees for Elk River, Prairie Creek and serves as an alternate member of the California Advisory Committee on Salmon and Steelhead.

Bjorkstedt, E. P. President of Eastern Pacific Ocean Conference

Bjorkstedt, E. P. Member, Governing Council for Central and Northern California Coastal Ocean Observing System (CeNCOOS)

Bjorkstedt, E.P. 2014-15 in northern and central California. Invited oral presentation. Pacific Anomalies Workshop II. January 2016, Seattle, WA

Cuevas-Uribe, R. Member of the Ocean Resources Enhancement and Hatchery Program Advisory Panel

List community outreach activities since May 2015.

December 4, 2015: IBAC ("I've been admitted to College") Workshop: "Fish Hatchery Exploration - Introduction to the Relation of Water Quality and Fish". IBAC is an event that brings every 8th grade student in Humboldt County to HSU over the course of several sessions. Students are exposed to lectures, workshops, and tours of campus with the aim of encouraging them to begin planning for their higher education. This event is a partnership between SASOP, Talent Search, HSU Admissions, HCOE's Decade of Difference, and CalSOAP.

September 3, 2015: Presentation by Rafael Cuevas-Uribe on " Ex-situ conservation through cryopreservation, a new tool for genetic improvement in aquaculture" at Moss Landing Marine

Laboratories, CA.

March 3, 2016: Presentation by Eric Bjorkstedt and Roxanne Robertson on "El mundial del zooplancton" ("The world of zooplankton") at Fuente Nueva Charter School Science Night

March 18, 2016: Graduate student Justin Alvarez presented an introduction to fisheries biology at Hoopa Valley Elementary School.

March 2, 2016: Presentation by Darren Ward and undergraduate students Leon Davis and Garrett Pierce at the Mckinleyville Union School District Science night. Introduced K-5 students to fish biology and anatomy with hands-on displays.

March 30, 2016: Presentation by Rafael Cuevas-Uribe on " Aquaponics on the bay" to: Humboldt Bay Harbor Working Group, Samoa, CA.

April 29, 2016: Presentation by Andrew Kinziger at the Klamath/Trinity Fish Fair at the Hoopa Valley High School. Introduced 9-12th graders to global and local fish biodiversity and conservation issues.

Annual Department Activity Report – Dept. of Wildlife
Graduate student related activities

Faculty awards received since May 2015.
Micaela Szykman Gunther - Trione Scholarship, Humboldt State University, for support of graduate student.

Student scholarship (e.g. exhibits, presentations, publications) conducted since May 2015.

Publications and Reports (Note: * indicates graduate student author)

- Milligan*, M. C., Johnson, M. D., Garfinkel*, M., Smith*, C. J., & Njoroge, P. (2016). Quantifying pest control services by birds and ants in Kenyan coffee farms. **Biological Conservation** 194: 58-65.
- Smith*, C., D. Barton, M.D. Johnson, C. Wendt*, M.C. Milligan, P. Njoroge, P. Gichuki. (2016) Bird communities in sun and shade coffee farms in Kenya. **Global Ecology and Conservation** 4: 479–490
- Delgado de al Flor, Y.A.** and M.D. Johnson. (2015) Influence of invasive European beachgrass on mesopredator activity in the coastal dunes of Northern California. **Western Wildlife** 2: 29-34.
- Garfinkel, M.* and M.D. Johnson. (2015) Pest-removal services provided by birds on small organic farms in northern California. **Agriculture, Ecosystems, and the Environment** 211: 24-31.
- Dulava*, S., W.T. Bean, and O.M.W. Richmond. (2015) Applications of unmanned aircraft systems (UAS) for waterbird surveys. **Environmental Practice** 17:201-210.
- Slauson, K., M. Delheimer*, B. Zielinski, **M.S. Gunther**. 2015. The effect of restoring cavity structures on mammals in young post-logging forests of the redwood region. Report submitted to Save the Redwoods League.
- **Szykman Gunther, M**. and C. Cummins*. 2015. Den-attendance of fishers (*Pekania pennanti*) and potential impacts of timber harvest on fisher den ecology. Report submitted to the Oregon Zoo Foundation.

Presentations

- Mendia*, S.M, M.D. Johnson, and J.M. Higley. Examining Ecosystem Services and Dis-services by Black Bears on the Hoopa Valley Indian Reservation. Oral presentation, **2016 Joint meeting of the American Ornithologists' Union and Cooper Ornithological Society**; Norman, Oklahoma July 2015.
- Wendt*, C. and M.D. Johnson. Barn Owl Nest Box Selection in Napa Valley: A Landscape Perspective**.** Poster presentation, **2015 Raptor Research Society (Carrie) Raptor Research**

Foundation, Sacramento, California, October 2015.

- Mendia*, S.M, M.D. Johnson, and J.M. Higley. Examining Ecosystem Services and Dis-services by Black Bears on the Hoopa Valley Indian Reservation. Oral presentation, **2016 Annual Conference of the Western Section of the Wildlife Society**. Pomona, California, February 2016.
- Blake, D*., M.D. Johnson, and J.M. Higley. Habitat selection of pileated woodpeckers on the Hoopa Valley Indian Reservation. Western Section of the Wildlife Society. Oral presentation, **2016 Annual Conference of the Western Section of the Wildlife Society**. Pomona, California, February 2016.

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Appendix P

Student Demographics 2009-2016

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First-Time Full-Time Undergraduates, Fall Cohorts - Retention and Graduation Rates

First semester	Cohort	1 semester retention	1 year retention	2 year retention	3 year retention	4 year retention	5 year retention	2 year graduation	3 year graduation	4 year graduation	5 year graduation	6 year graduation	7 year graduation	8 year graduation
Fall 2002	836	91.1%	72.1%	58.3%	52.5%	38.4%	15.6%	0.0%	0.7%	11.7%	33.0%	43.1%	46.4%	48.1%
Fall 2003	853	92.1%	76.0%	62.5%	55.7%	43.1%	19.3%	0.0%	0.1%	11.7%	31.4%	42.1%	47.0%	49.5%
Fall 2004	760	91.3%	70.8%	55.7%	51.3%	40.0%	19.9%	0.0%	0.4%	8.8%	26.8%	37.9%	41.6%	43.8%
Fall 2005	813	90.7%	76.1%	62.7%	55.7%	39.7%	16.4%	0.1%	0.5%	12.8%	32.2%	41.3%	46.1%	48.2%
Fall 2006	966	91.8%	74.5%	58.9%	54.7%	36.9%	14.6%	0.1%	0.2%	14.2%	33.1%	41.7%	44.9%	46.6%
Fall 2007	1,038	92.2%	73.0%	60.6%	54.8%	39.7%	16.3%	0.0%	0.6%	11.3%	30.6%	41.7%	45.0%	46.6%
Fall 2008	1,168	91.6%	71.9%	61.6%	54.9%	37.0%	13.9%	0.1%	0.6%	12.8%	34.7%	44.4%	47.7%	48.9%
Fall 2009	1,345	93.1%	74.0%	59.9%	53.9%	37.5%	11.7%	0.1%	1.0%	16.1%	39.0%	46.5%	49.3%	%
Fall 2010	1,282	93.6%	73.8%	60.5%	54.6%	38.6%	12.9%	0.1%	0.9%	14.7%	36.8%	46.2%	%	%
Fall 2011	1,245	92.7%	72.9%	60.7%	56.5%	40.4%	12.5%	0.0%	0.7%	14.5%	37.8%	%	%	%
Fall 2012	1,199	94.5%	77.6%	66.8%	61.3%	42.0%	%	0.0%	0.8%	16.3%	%	%	%	%
Fall 2013	1,344	94.5%	74.1%	63.4%	59.4%	%	%	0.0%	0.6%	%	%	%	%	%
Fall 2014	1,364	94.1%	75.0%	64.4%	%	%	%	0.0%	%	%	%	%	%	%
Fall 2015	1,400	92.6%	70.7%	%	%	%	%	%	%	%	%	%	%	%
Fall 2016	1,282	92.6%	%	%	%	%	%	%	%	%	%	%	%	%
TOTALS	**16,895**	**92.7%**	**73.7%**	**61.5%**	**55.7%**	**39.3%**	**14.8%**	**0.0%**	**0.6%**	**13.5%**	**34.2%**	**43.2%**	**46.3%**	**47.5%**

Upper-Division Transfers, Fall Cohorts - Retention and Graduation Rates

First semester	Cohort	1 semester retention	1 year retention	2 year retention	3 year retention	4 year retention	5 year retention	2 year graduation	3 year graduation	4 year graduation	5 year graduation	6 year graduation	7 year graduation	8 year graduation
Fall 2002	610	93.1%	81.8%	55.2%	21.8%	5.9%	2.6%	22.0%	51.7%	67.2%	72.6%	74.2%	75.7%	76.2%
Fall 2003	592	94.3%	81.5%	54.8%	19.1%	7.1%	2.4%	20.8%	51.9%	67.2%	71.6%	73.8%	74.3%	75.0%
Fall 2004	645	92.9%	84.8%	54.6%	21.7%	6.7%	2.0%	20.2%	51.8%	66.4%	70.9%	72.7%	73.5%	74.3%
Fall 2005	545	91.7%	81.5%	49.2%	18.9%	7.7%	2.2%	23.9%	49.5%	60.4%	65.7%	68.1%	69.0%	69.7%
Fall 2006	542	92.3%	81.9%	53.0%	21.6%	7.7%	2.4%	21.3%	46.6%	59.3%	65.6%	68.2%	70.2%	71.0%
Fall 2007	576	90.8%	79.0%	50.7%	23.4%	6.9%	1.7%	20.5%	47.0%	61.5%	66.3%	68.2%	69.6%	70.0%
Fall 2008	527	91.7%	77.0%	50.3%	19.0%	6.5%	2.3%	19.0%	47.6%	60.3%	65.3%	67.6%	68.3%	68.5%
Fall 2009	530	94.7%	82.3%	54.3%	17.7%	6.2%	3.4%	19.1%	53.0%	67.0%	70.8%	73.4%	74.7%	%
Fall 2010	727	94.2%	82.8%	56.7%	18.3%	5.9%	2.5%	22.4%	56.1%	69.1%	74.1%	76.3%	%	%
Fall 2011	718	94.8%	83.7%	56.0%	20.6%	5.2%	0.7%	22.4%	55.3%	71.3%	75.8%	%	%	%
Fall 2012	740	95.0%	84.2%	53.6%	17.7%	2.8%	%	25.1%	59.9%	73.0%	%	%	%	%
Fall 2013	871	94.9%	84.8%	52.0%	15.6%	%	%	27.7%	61.5%	%	%	%	%	%
Fall 2014	852	95.9%	86.9%	51.3%	%	%	%	30.0%	%	%	%	%	%	%
Fall 2015	937	95.2%	86.1%	%	%	%	%	%	%	%	%	%	%	%
Fall 2016	794	94.2%	%	%	%	%	%	%	%	%	%	%	%	%
TOTALS	**10,206**	**93.9%**	**83.1%**	**53.3%**	**19.5%**	**6.1%**	**2.2%**	**23.1%**	**53.3%**	**66.2%**	**70.2%**	**71.6%**	**72.0%**	**72.2%**

One Year Retention Rates for First-Time Full-Time Undergraduates - Fall Cohorts ▪ Fall 2006 to Fall 2015 Cohorts

First-Time Full-Time Undergraduates - One Year Retention Rate by Sex

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Year Average
Female	76.0%	76.4%	76.6%	76.3%	74.3%	75.5%	79.3%	75.4%	76.2%	73.0%	75.7%
Male	72.6%	69.1%	65.9%	71.2%	73.1%	69.7%	75.2%	72.2%	73.2%	67.0%	71.4%

First-Time Full-Time Undergraduates - One Year Retention Rate by Under Represented Group Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Year Average
Non Under Represented Groups	74.6%	74.8%	73.1%	74.3%	74.8%	73.8%	80.8%	76.7%	76.4%	70.8%	75.7%
Under Represented Groups	69.2%	69.2%	72.1%	74.2%	73.6%	71.1%	74.1%	72.5%	73.3%	71.3%	72.5%
Unknown	79.6%	72.9%	69.7%	71.6%	67.0%	79.2%	77.2%	63.9%	79.7%	64.5%	72.5%

First-Time Full-Time Undergraduates - One Year Retention Rate by First Generation Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Year Average
First Generation	72.2%	71.2%	71.9%	75.9%	72.8%	70.2%	73.8%	72.6%	74.7%	70.2%	72.3%
Non First Generation	77.1%	74.0%	72.6%	73.5%	74.2%	76.0%	80.9%	76.4%	76.0%	70.7%	76.0%
Unknown	67.5%	81.4%	65.1%	61.8%	80.4%	70.8%	88.2%	68.4%	66.7%	78.8%	75.6%

First-Time Full-Time Undergraduates - One Year Retention Rate by Low Income Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Year Average
Low Income	74.5%	67.5%	72.1%	78.2%	72.2%	70.6%	75.0%	74.0%	75.0%	70.4%	73.0%
Non Low Income	74.5%	77.5%	73.4%	72.4%	73.8%	75.2%	80.8%	74.5%	75.5%	72.0%	75.6%
Unknown	74.6%	71.4%	68.1%	70.3%	78.2%	73.5%	75.5%	72.6%	72.2%	67.2%	72.5%

Four Year Graduation Rates for First-Time Full-Time Undergraduates - Fall Cohorts ▪ Fall 2003 to Fall 2012 Cohorts

First-Time Full-Time Undergraduates - Four Year Graduation Rate by Sex

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
Female	15.0%	11.0%	15.0%	16.0%	14.0%	17.0%	21.0%	18.0%	19.0%	19.0%	19.0%
Male	7.0%	5.0%	10.0%	12.0%	8.0%	7.0%	10.0%	11.0%	8.0%	12.0%	10.0%

First-Time Full-Time Undergraduates - Four Year Graduation Rate by Under Represented Group Status

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
Non Under Represented Groups	13.0%	11.0%	13.0%	18.0%	13.0%	16.0%	20.0%	18.0%	18.0%	21.0%	19.0%
Under Represented Groups	11.0%	3.0%	12.0%	9.0%	7.0%	7.0%	8.0%	9.0%	10.0%	11.0%	9.0%
Unknown	8.0%	8.0%	12.0%	10.0%	12.0%	11.0%	15.0%	15.0%	15.0%	18.0%	13.0%

First-Time Full-Time Undergraduates - Four Year Graduation Rate by First Generation Status

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
First Generation	11.0%	9.0%	13.0%	11.0%	9.0%	12.0%	12.0%	11.0%	12.0%	14.0%	12.0%
Non First Generation	12.0%	9.0%	12.0%	17.0%	13.0%	14.0%	19.0%	18.0%	17.0%	19.0%	17.0%
Unknown	10.0%	3.0%	13.0%	18.0%	11.0%	8.0%	18.0%	13.0%	21.0%	15.0%	14.0%

First-Time Full-Time Undergraduates - Four Year Graduation Rate by Low Income Status

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
Low Income	10.0%	7.0%	13.0%	11.0%	10.0%	11.0%	11.0%	8.0%	11.0%	13.0%	11.0%
Non Low Income	14.0%	10.0%	13.0%	16.0%	12.0%	14.0%	20.0%	20.0%	19.0%	19.0%	19.0%
Unknown	10.0%	8.0%	13.0%	14.0%	11.0%	12.0%	17.0%	17.0%	12.0%	16.0%	15.0%

Six Year Graduation Rates for First-Time Full-Time Undergraduates - Fall Cohorts • Fall 2001 to Fall 2009 Cohorts

First-Time Full-Time Undergraduates - Six Year Graduation Rate by Sex

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5 Year Average
Female	47.0%	47.0%	48.0%	43.0%	45.0%	43.0%	48.0%	50.0%	51.0%	49.0%	48.0%
Male	35.0%	38.0%	35.0%	31.0%	36.0%	40.0%	35.0%	37.0%	41.0%	43.0%	39.0%

First-Time Full-Time Undergraduates - Six Year Graduation Rate by Under Represented Group Status

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5 Year Average
Non Under Represented Groups	45.0%	47.0%	44.0%	42.0%	44.0%	48.0%	44.0%	47.0%	51.0%	51.0%	49.0%
Under Represented Groups	31.0%	30.0%	38.0%	24.0%	36.0%	29.0%	35.0%	36.0%	39.0%	39.0%	37.0%
Unknown	44.0%	43.0%	38.0%	38.0%	39.0%	39.0%	42.0%	45.0%	42.0%	44.0%	43.0%

First-Time Full-Time Undergraduates - Six Year Graduation Rate by First Generation Status

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5 Year Average
First Generation	35.0%	35.0%	40.0%	33.0%	41.0%	34.0%	37.0%	42.0%	43.0%	41.0%	40.0%
Non First Generation	48.0%	50.0%	44.0%	43.0%	42.0%	48.0%	46.0%	48.0%	50.0%	51.0%	48.0%
Unknown	33.0%	36.0%	39.0%	26.0%	40.0%	48.0%	41.0%	32.0%	38.0%	46.0%	40.0%

First-Time Full-Time Undergraduates - Six Year Graduation Rate by Low Income Status

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5 Year Average
Low Income	34.0%	36.0%	38.0%	31.0%	41.0%	35.0%	37.0%	40.0%	43.0%	38.0%	39.0%
Non Low Income	50.0%	47.0%	47.0%	43.0%	43.0%	43.0%	44.0%	47.0%	49.0%	52.0%	47.0%
Unknown	38.0%	45.0%	39.0%	37.0%	38.0%	48.0%	44.0%	45.0%	45.0%	53.0%	47.0%

One Year Retention Rates for Upper-Division Transfer Undergraduates - Fall Cohorts • Fall 2006 to Fall 2015 Cohorts

Upper-Division Transfer Undergraduates - One Year Retention Rate by Sex

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Year Average
Female	84.3%	81.3%	80.1%	82.2%	82.1%	82.8%	83.6%	84.5%	88.5%	86.8%	85.4%
Male	80.3%	78.0%	75.8%	81.7%	82.8%	83.0%	83.1%	83.3%	84.6%	83.6%	83.6%

Upper-Division Transfer Undergraduates - One Year Retention Rate by Under Represented Group Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Year Average
Non Under Represented Groups	81.8%	81.3%	78.7%	82.0%	83.5%	83.0%	84.0%	85.5%	87.5%	85.4%	85.1%
Under Represented Groups	82.1%	76.7%	74.2%	83.3%	78.5%	82.8%	81.4%	82.1%	84.5%	84.3%	83.2%
Unknown	83.2%	77.8%	78.7%	80.5%	84.5%	82.5%	84.5%	80.2%	89.3%	88.0%	84.7%

Upper-Division Transfer Undergraduates - One Year Retention Rate by First Generation Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Year Average
First Generation	82.6%	79.3%	74.6%	79.7%	80.1%	81.0%	83.1%	83.3%	85.0%	84.5%	83.5%
Non First Generation	82.0%	80.3%	81.1%	83.7%	85.1%	84.6%	83.8%	84.7%	88.9%	86.9%	85.8%
Unknown	81.4%	76.9%	82.6%	85.2%	77.1%	85.7%	82.1%	79.2%	78.3%	82.5%	81.8%

Upper-Division Transfer Undergraduates - One Year Retention Rate by Low Income Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Year Average
Low Income	81.9%	77.9%	77.5%	81.8%	80.0%	83.1%	83.0%	84.2%	86.4%	83.5%	84.1%
Non Low Income	82.4%	82.4%	81.3%	80.6%	85.3%	84.1%	85.2%	85.7%	86.6%	88.3%	86.0%
Unknown	82.6%	78.9%	74.0%	84.3%	84.2%	80.4%	81.2%	79.4%	86.8%	88.0%	83.1%

Two Year Graduation Rates for First-Time Full-Time Undergraduates - Fall Cohorts • Fall 2005 to Fall 2014 Cohorts

Upper-Division Transfer Undergraduates - Two Year Graduation Rate by Sex

	Fall 2005	Fall 20 06	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year Average
Female	25.0%	22.0%	22.0%	20.0%	19.0%	25.0%	22.0%	27.0%	30.0%	33.0%	28.0%
Male	19.0%	17.0%	17.0%	14.0%	17.0%	17.0%	20.0%	21.0%	24.0%	24.0%	21.0%

Upper-Division Transfer Undergraduates - Two Year Graduation Rate by Under Represented Group Status

	Fall 2005	Fall 20 06	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year Average
Non Under Represented Groups	25.0%	19.0%	20.0%	17.0%	18.0%	22.0%	23.0%	25.0%	28.0%	29.0%	26.0%
Under Represented Groups	21.0%	15.0%	20.0%	19.0%	15.0%	22.0%	20.0%	20.0%	23.0%	26.0%	23.0%
Unknown	18.0%	23.0%	18.0%	16.0%	20.0%	18.0%	13.0%	26.0%	27.0%	31.0%	23.0%

Upper-Division Transfer Undergraduates - Two Year Graduation Rate by First Generation Status

	Fall 2005	Fall 20 06	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year Average
First Generation	23.0%	18.0%	16.0%	15.0%	16.0%	19.0%	20.0%	24.0%	25.0%	29.0%	24.0%
Non First Generation	22.0%	22.0%	23.0%	20.0%	20.0%	24.0%	21.0%	24.0%	28.0%	26.0%	25.0%
Unknown	21.0%	19.0%	18.0%	9.0%	11.0%	17.0%	43.0%	26.0%	33.0%	32.0%	28.0%

Upper-Division Transfer Undergraduates - Two Year Graduation Rate by Low Income Status

	Fall 2005	Fall 20 06	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year Average
Low Income	21.0%	19.0%	16.0%	15.0%	16.0%	20.0%	20.0%	25.0%	25.0%	27.0%	24.0%
Non Low Income	25.0%	20.0%	23.0%	19.0%	16.0%	23.0%	22.0%	22.0%	27.0%	30.0%	25.0%
Unknown	22.0%	22.0%	21.0%	17.0%	26.0%	23.0%	21.0%	21.0%	30.0%	28.0%	25.0%

Four Year Graduation Rates for Upper-Divison Transfer Undergraduates - Fall Cohorts ▪ Fall 2003 to Fall 2012 Cohorts

Upper-Division Transfer Undergraduates - Four Year Graduation Rate by Sex

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
Female	67.0%	66.0%	63.0%	64.0%	64.0%	59.0%	71.0%	69.0%	73.0%	73.0%	69.0%
Male	62.0%	62.0%	52.0%	52.0%	56.0%	56.0%	61.0%	66.0%	66.0%	70.0%	64.0%

Upper-Division Transfer Undergraduates - Four Year Graduation Rate by Under Represented Group Status

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
Non Under Represented Groups	67.0%	63.0%	61.0%	58.0%	60.0%	57.0%	65.0%	69.0%	70.0%	73.0%	68.0%
Under Represented Groups	55.0%	64.0%	52.0%	50.0%	59.0%	51.0%	68.0%	66.0%	70.0%	68.0%	66.0%
Unknown	64.0%	67.0%	56.0%	61.0%	61.0%	61.0%	67.0%	64.0%	67.0%	71.0%	65.0%

Upper-Division Transfer Undergraduates - Four Year Graduation Rate by First Generation Status

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
First Generation	64.0%	66.0%	59.0%	55.0%	58.0%	57.0%	65.0%	66.0%	66.0%	71.0%	65.0%
Non First Generation	66.0%	63.0%	57.0%	59.0%	62.0%	58.0%	66.0%	69.0%	73.0%	73.0%	69.0%
Unknown	60.0%	54.0%	59.0%	65.0%	59.0%	54.0%	63.0%	71.0%	71.0%	69.0%	65.0%

Upper-Division Transfer Undergraduates - Four Year Graduation Rate by Low Income Status

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
Low Income	68.0%	63.0%	60.0%	56.0%	58.0%	55.0%	63.0%	63.0%	69.0%	73.0%	66.0%
Non Low Income	62.0%	63.0%	57.0%	61.0%	60.0%	61.0%	67.0%	74.0%	74.0%	72.0%	70.0%
Unknown	61.0%	69.0%	56.0%	56.0%	65.0%	55.0%	70.0%	70.0%	64.0%	68.0%	66.0%

Fall Term Enrollments by Career and Type

Career/Type	Fall 2009 Headcount		Fall 2010 Headcount		Fall 2011 Headcount		Fall 2012 Headcount		Fall 2013 Headcount		Fall 2014 Headcount		Fall 2015 Headcount		Fall 2016 Headcount	
Undergraduate	7169	90%	7223	91%	7385	92%	7597	94%	7753	93%	7963	94%	8242	94%	7968	94%
First-Time Undergraduates	1387	17%	1310	17%	1282	16%	1237	15%	1368	16%	1386	16%	1420	16%	1295	15%
Transfer Undergraduates	776	10%	888	11%	934	12%	947	12%	971	12%	971	11%	1035	12%	857	10%
Continuing/Returning Undergraduates	4930	62%	4949	63%	5107	63%	5372	66%	5395	65%	5585	66%	5755	65%	5790	68%
Non Degree Seeking	76	1%	76	1%	62	1%	41	1%	19	0%	21	0%	32	0%	26	0%
Post Baccalaureate	785	10%	680	9%	661	8%	519	6%	540	7%	522	6%	548	6%	535	6%
New Post Baccalaureate	354	4%	295	4%	244	3%	249	3%	278	3%	249	3%	313	4%	280	3%
Continuing/Returning Post Baccalaureate	422	5%	380	5%	339	4%	262	3%	249	3%	263	3%	227	3%	248	3%
Non Degree Seeking	9	0%	5	0%	78	1%	8	0%	13	0%	10	0%	8	0%	7	0%
GRAND TOTAL	**7954**	**100%**	**7903**	**100%**	**8046**	**100%**	**8116**	**100%**	**8293**	**100%**	**8485**	**100%**	**8790**	**100%**	**8503**	**100%**

Fall Term Enrollments by Career and Class Level

Career/Class Level	Fall 2009 Headcount		Fall 2010 Headcount		Fall 2011 Headcount		Fall 2012 Headcount		Fall 2013 Headcount		Fall 2014 Headcount		Fall 2015 Headcount		Fall 2016 Headcount	
Undergraduate	7169	90%	7223	91%	7385	92%	7597	94%	7753	93%	7963	94%	8242	94%	7968	94%
Freshmen	2037	26%	1948	25%	1887	23%	1814	22%	1890	23%	1928	23%	1990	23%	1810	21%
Sophomore	1010	13%	1086	14%	1119	14%	1054	13%	1022	12%	1079	13%	1072	12%	1073	13%
Junior	1666	21%	1761	22%	1956	24%	2061	25%	2034	25%	2109	25%	2251	26%	2108	25%
Senior	2456	31%	2428	31%	2423	30%	2668	33%	2807	34%	2847	34%	2929	33%	2977	35%
Post Baccalaureate	785	10%	680	9%	661	8%	519	6%	540	7%	522	6%	548	6%	535	6%
Masters	490	6%	467	6%	413	5%	371	5%	412	5%	387	5%	378	4%	405	5%
Credential	134	2%	123	2%	114	1%	108	1%	90	1%	97	1%	130	1%	94	1%
Second Bachelor	126	2%	75	1%	49	1%	24	0%	18	0%	20	0%	21	0%	23	0%
Other Post Baccalaureate	35	0%	15	0%	85	1%	16	0%	20	0%	18	0%	19	0%	13	0%
GRAND TOTAL	**7954**	**100%**	**7903**	**100%**	**8046**	**100%**	**8116**	**100%**	**8293**	**100%**	**8485**	**100%**	**8790**	**100%**	**8503**	**100%**

Profile of Humboldt State University Students by Career for Fall Terms

Undergraduates

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount	7169	7223	7385	7597	7753	7963	8242	7968
Full Time Equivalent Student	6768.7	6726.4	703734.0	7127.2	7265.6	7462.8	7714.7	7523.0
Average Unit Load	14.2	14.0	14.4	14.2	14.2	14.1	14.1	14.2
Female	54%	54%	53%	53%	53%	54%	56%	56%
Male	46%	46%	47%	47%	47%	46%	44%	44%
Under Represented Group	21%	26%	29%	32%	35%	39%	42%	44%
First Generation	42%	43%	45%	47%	50%	51%	53%	55%
Low Income	42%	44%	47%	48%	51%	54%	56%	57%
In Campus Housing	23%	27%	26%	26%	25%	25%	25%	25%
Region of Origin of Last Institution Attended								
Local	14%	13%	13%	12%	12%	11%	11%	11%
Northern California	12%	11%	11%	11%	11%	11%	10%	10%
San Francisco Bay Area	13%	13%	14%	14%	13%	13%	13%	13%
Sacramento	3%	3%	3%	3%	4%	4%	4%	4%
Coast	4%	5%	4%	5%	4%	4%	5%	4%
Central California	6%	6%	6%	6%	6%	7%	7%	8%
Los Angeles	25%	27%	27%	29%	31%	33%	33%	34%
San Diego	7%	6%	7%	8%	8%	8%	8%	8%
WUE State	10%	9%	9%	8%	7%	6%	5%	5%
Other State	6%	5%	4%	4%	3%	3%	3%	2%
Foreign	1%	1%	1%	1%	1%	1%	1%	1%
College of Major								
College of Arts, Humanities & Social Sciences	30%	29%	27%	27%	26%	26%	26%	26%
College of Natural Resources & Sciences	36%	38%	39%	41%	43%	42%	40%	40%
College of Professional Studies	28%	28%	28%	27%	27%	28%	30%	30%
Undeclared	7%	6%	6%	5%	4%	4%	4%	4%
Ethnicity								
African American	3%	3%	4%	4%	4%	4%	3%	3%
American Indian	2%	1%	1%	1%	1%	1%	1%	1%
Asian American	3%	3%	3%	3%	3%	3%	3%	3%
Hispanic/Latino	14%	18%	20%	23%	27%	30%	33%	35%
Pacific Islander	1%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	2%	5%	6%	6%	6%	6%	6%	7%
White	53%	54%	53%	52%	50%	47%	45%	43%
Nonresident Alien	1%	1%	1%	1%	1%	1%	2%	2%
Unknown	21%	14%	11%	9%	8%	7%	7%	6%

Profile of Humboldt State University Students by Career for Fall Terms

Post Baccalaureate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount	785	680	661	519	540	522	548	535
Full Time Equivalent Student	720.8	621.3	580.3	493.3	506.1	496.8	513.2	497.4
Average Unit Load	12.1	11.9	11.7	12.5	12.2	12.4	12.5	12.1
Female	63%	60%	59%	62%	63%	62%	64%	59%
Male	37%	40%	41%	38%	37%	38%	36%	41%
Under Represented Group	11%	13%	10%	13%	18%	18%	18%	22%
First Generation	40%	39%	33%	40%	41%	42%	44%	44%
Low Income	57%	64%	56%	62%	61%	63%	59%	60%
In Campus Housing	1%	1%	0%	1%	1%	2%	1%	1%
Region of Origin of Last Institution Attended								
Local	50%	47%	49%	50%	51%	53%	53%	55%
Northern California	4%	6%	6%	5%	5%	4%	5%	6%
San Francisco Bay Area	4%	4%	7%	3%	5%	4%	5%	5%
Sacramento	1%	0%	1%	1%	1%	2%	2%	2%
Coast	5%	5%	5%	7%	5%	5%	5%	5%
Central California	1%	1%	1%	1%	1%	2%	1%	1%
Los Angeles	6%	6%	5%	5%	4%	4%	5%	5%
San Diego	3%	4%	2%	2%	1%	2%	2%	2%
WUE State	8%	10%	9%	9%	10%	8%	6%	7%
Other State	17%	15%	14%	15%	15%	14%	12%	11%
Foreign	1%	2%	2%	2%	1%	3%	3%	3%
College of Major								
College of Arts, Humanities & Social Sciences	16%	19%	16%	14%	13%	13%	13%	13%
College of Natural Resources & Sciences	30%	32%	29%	32%	31%	32%	27%	29%
College of Professional Studies	51%	48%	44%	52%	53%	54%	59%	57%
Undeclared	2%	1%	11%	2%	2%	2%	1%	1%
Ethnicity								
African American	1%	1%	1%	1%	2%	2%	2%	1%
American Indian	2%	2%	2%	2%	1%	1%	2%	1%
Asian American	2%	2%	3%	3%	2%	3%	4%	4%
Hispanic/Latino	6%	8%	5%	7%	11%	14%	12%	16%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	2%	4%	4%	4%	5%	4%	5%	6%
White	64%	64%	58%	60%	60%	59%	57%	57%
Nonresident Alien	1%	1%	2%	2%	1%	2%	3%	3%
Unknown	21%	19%	26%	21%	16%	14%	15%	12%

Profile of Incoming Undergraduate Students at Humboldt State University for Fall Terms

First-Time Undergraduates

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount	1387	1310	1282	1237	1368	1386	1420	1295
Full Time Equivalent Student	1321.6	1228.3	1224.1	1171.7	1299.1	1324.2	1358.5	1245.0
Average Unit Load	14.3	14.1	14.4	14.3	14.3	14.4	14.4	14.5
Female	55%	55%	56%	55%	61%	60%	62%	57%
Male	45%	45%	44%	45%	39%	40%	38%	43%
Under Represented Group	30%	37%	40%	47%	48%	51%	52%	52%
First Generation	42%	46%	50%	51%	57%	57%	58%	56%
Low Income	35%	41%	44%	46%	51%	54%	55%	53%
In Campus Housing	76%	85%	84%	87%	88%	88%	86%	90%
Region of Origin of Last Institution Attended								
Local	7%	8%	8%	7%	7%	6%	7%	6%
Northern California	11%	10%	11%	8%	8%	8%	8%	9%
San Francisco Bay Area	16%	17%	16%	14%	13%	15%	14%	13%
Sacramento	3%	3%	3%	4%	5%	4%	4%	5%
Coast	2%	3%	3%	3%	3%	2%	4%	3%
Central California	5%	7%	6%	6%	7%	8%	8%	8%
Los Angeles	30%	34%	33%	38%	41%	40%	39%	39%
San Diego	7%	7%	10%	10%	9%	8%	8%	9%
WUE State	13%	9%	8%	6%	7%	6%	6%	5%
Other State	5%	3%	2%	2%	2%	2%	2%	2%
Foreign	0%	0%	0%	0%	0%	0%	1%	0%
College of Major								
College of Arts, Humanities & Social Sciences	23%	21%	21%	21%	20%	21%	21%	23%
College of Natural Resources & Sciences	37%	39%	41%	41%	46%	43%	39%	38%
College of Professional Studies	26%	23%	23%	25%	23%	23%	28%	28%
Undeclared	14%	17%	15%	14%	12%	14%	12%	10%
Ethnicity								
African American	3%	5%	6%	5%	4%	5%	3%	4%
American Indian	0%	1%	1%	1%	1%	1%	1%	1%
Asian American	3%	4%	4%	4%	3%	4%	3%	2%
Hispanic/Latino	22%	27%	29%	36%	39%	40%	44%	42%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	7%	6%	7%	6%	7%	7%	7%	8%
White	55%	50%	49%	43%	42%	38%	37%	36%
Nonresident Alien	0%	0%	0%	0%	0%	1%	1%	1%
Unknown	7%	7%	4%	4%	4%	4%	4%	5%

Profile of Incoming Undergraduate Students at Humboldt State University for Fall Terms

Transfer Undergraduates

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount	776	888	934	947	971	971	1035	857
Full Time Equivalent Student	714.7	819.0	872.2	868.6	900.1	883.1	944.2	792.8
Average Unit Load	13.8	13.8	14.1	13.8	14.0	13.7	13.8	13.9
Female	51%	52%	49%	52%	47%	49%	51%	51%
Male	49%	48%	51%	48%	53%	51%	49%	49%
Under Represented Group	18%	25%	29%	28%	31%	37%	36%	37%
First Generation	43%	46%	48%	51%	52%	53%	56%	56%
Low Income	44%	47%	52%	53%	58%	58%	62%	61%
In Campus Housing	21%	31%	33%	32%	32%	33%	29%	32%
Region of Origin of Last Institution Attended								
Local	15%	12%	12%	12%	12%	10%	10%	12%
Northern California	14%	14%	14%	13%	14%	14%	15%	13%
San Francisco Bay Area	9%	11%	12%	10%	10%	12%	11%	12%
Sacramento	3%	4%	3%	3%	4%	4%	4%	4%
Coast	6%	9%	8%	7%	6%	7%	8%	7%
Central California	7%	6%	6%	7%	6%	8%	8%	9%
Los Angeles	21%	28%	23%	27%	30%	29%	26%	28%
San Diego	6%	6%	7%	7%	9%	8%	10%	9%
WUE State	9%	5%	8%	7%	4%	3%	4%	4%
Other State	8%	5%	6%	5%	5%	4%	3%	3%
Foreign	2%	2%	1%	2%	1%	1%	1%	0%
College of Major								
College of Arts, Humanities & Social Sciences	30%	29%	25%	28%	27%	30%	29%	26%
College of Natural Resources & Sciences	38%	40%	44%	41%	41%	37%	36%	41%
College of Professional Studies	28%	29%	29%	29%	31%	32%	34%	33%
Undeclared	3%	2%	2%	2%	1%	1%	1%	1%
Ethnicity								
African American	2%	2%	3%	3%	3%	3%	2%	2%
American Indian	1%	1%	2%	2%	1%	2%	2%	1%
Asian American	3%	2%	3%	3%	4%	3%	4%	3%
Hispanic/Latino	13%	18%	19%	20%	23%	28%	28%	28%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	5%	5%	6%	7%	5%	6%	6%	7%
White	55%	56%	54%	54%	52%	47%	47%	47%
Nonresident Alien	2%	2%	2%	2%	1%	2%	1%	2%
Unknown	19%	13%	11%	9%	11%	8%	9%	8%

Profile of Master Seeking Students at Humboldt State University for Fall Terms

Masters Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount	490	467	413	371	412	387	378	405
Full Time Equivalent Student	448.1	412.8	350.6	322.1	355.0	336.5	313.2	344.8
Average Unit Load	11.0	10.7	10.3	10.5	10.4	10.5	10.1	10.3
Female	61%	59%	61%	62%	64%	62%	63%	58%
Male	39%	41%	39%	38%	36%	38%	37%	42%
Under Represented Group	12%	14%	12%	12%	18%	19%	20%	24%
First Generation	38%	37%	35%	37%	42%	41%	43%	44%
Low Income	59%	66%	64%	65%	67%	70%	67%	63%
Region of Origin of Last Institution Attended								
Local	48%	45%	50%	46%	49%	51%	50%	53%
Northern California	4%	6%	6%	4%	5%	3%	6%	6%
San Francisco Bay Area	3%	4%	4%	4%	4%	4%	4%	4%
Sacramento	1%	0%	1%	1%	2%	2%	2%	2%
Coast	6%	5%	6%	8%	5%	4%	5%	4%
Central California	1%	1%	1%	1%	0%	1%	1%	1%
Los Angeles	6%	6%	4%	5%	4%	4%	5%	5%
San Diego	3%	4%	2%	2%	1%	2%	2%	1%
WUE State	9%	11%	10%	11%	10%	10%	8%	9%
Other State	18%	15%	14%	16%	17%	15%	14%	12%
Foreign	2%	2%	2%	2%	2%	4%	3%	3%
College of Major								
College of Arts, Humanities & Social Sciences	19%	22%	21%	17%	15%	14%	16%	15%
College of Natural Resources & Sciences	35%	39%	40%	41%	38%	39%	34%	34%
College of Professional Studies	46%	39%	38%	42%	47%	46%	50%	51%
Ethnicity								
African American	1%	1%	0%	1%	2%	2%	2%	1%
American Indian	3%	3%	2%	1%	1%	1%	2%	1%
Asian American	2%	2%	3%	3%	2%	4%	4%	4%
Hispanic/Latino	7%	8%	6%	7%	12%	14%	13%	18%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	1%	3%	4%	5%	5%	5%	6%	6%
White	66%	64%	64%	60%	59%	57%	56%	55%
Nonresident Alien	1%	2%	2%	2%	2%	3%	3%	4%
Unknown	19%	18%	18%	21%	17%	14%	14%	11%

Profile of Credential Students at Humboldt State University for Fall Terms

Credential Students

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Headcount	134	123	114	108	90	97	130	94
Full Time Equivalent Student	165.7	149.8	178.7	150.3	135.7	142.1	179.6	131.6
Average Unit Load	18.7	18.3	23.5	20.9	22.6	22.0	20.8	21.1
Female	78%	67%	68%	66%	61%	66%	68%	66%
Male	22%	33%	32%	34%	39%	34%	32%	34%
Under Represented Group	11%	11%	12%	15%	22%	21%	15%	19%
First Generation	49%	48%	39%	54%	43%	46%	47%	47%
Low Income	61%	67%	65%	63%	58%	52%	52%	60%
Region of Origin of Last Institution Attended								
Local	70%	64%	67%	71%	66%	62%	62%	66%
Northern California	3%	5%	10%	5%	4%	4%	5%	6%
San Francisco Bay Area	1%	2%	7%	1%	7%	4%	5%	6%
Sacramento	0%	1%	0%	0%	0%	2%	3%	1%
Coast	2%	3%	2%	4%	6%	5%	4%	2%
Central California	2%	0%	2%	2%	0%	3%	1%	0%
Los Angeles	4%	2%	3%	6%	6%	5%	5%	6%
San Diego	1%	2%	2%	1%	0%	2%	4%	3%
WUE State	5%	9%	4%	2%	4%	3%	2%	3%
Other State	10%	11%	5%	8%	8%	8%	6%	4%
Foreign	0%	0%	0%	0%	0%	1%	2%	1%
Category of Credential								
Multiple Subjects	33%	29%	32%	26%	24%	27%	24%	26%
Single Subject	33%	33%	32%	39%	34%	42%	37%	43%
Administrative Services	11%	7%	11%	15%	11%	14%	19%	12%
Mild/Moderate Disabilities	17%	18%	16%	19%	20%	14%	17%	15%
Moderate/Severe Disabilities	6%	13%	11%	2%	10%	2%	3%	5%
Ethnicity								
African American	0%	2%	2%	1%	2%	2%	2%	1%
American Indian	3%	0%	2%	4%	2%	2%	1%	2%
Asian American	1%	0%	3%	4%	2%	1%	3%	2%
Hispanic/Latino	6%	7%	4%	9%	12%	13%	11%	13%
Two or More Races	3%	5%	5%	1%	7%	4%	5%	6%
White	62%	63%	70%	65%	63%	70%	63%	62%
Nonresident Alien	0%	0%	0%	0%	0%	1%	0%	0%
Unknown	25%	24%	14%	17%	11%	6%	16%	14%

Courses Which Meet the 100% Bottleneck Threshold Over Five Terms Beginning Fall 2014 ▪ Part 1 of 3

		GEAR			Fall 2014 thru Fall 2016										
Course	Course Title	GE	DCG	INST	Count of Distinct Majors	# of Courses that are a prerequiste for this course	# of Courses where this course is a prerequiste	# of sections over 5-terms	Average Section Enrollment	Maximum Waitlisted	Total Grades	Success Count	Overall Success Rate	Total Students Repeating	Repeat Rate
ANTH 303	Human Biology & Evolution	Y			38		3	5	80	35	400	387	96.8%	5	1.3%
BOT 350	Plant Taxonomy				15	2	5	6	95	35	568	430	75.7%	52	9.2%
NAS 200	Indigenous People inUS History		Y	Y	43		1	10	35	33	347	318	91.6%	3	0.9%
REC 302	Inclusive Recreation	Y	Y		33		2	5	39	30	193	191	99.0%		
FILM 109	Film Comedy Around the World	Y	Y		40			3	84	29	252	234	92.9%	2	0.8%
HED 400	Sound Mind-Sound Body	Y			49			12	102	29	1227	1128	91.9%	37	3.0%
ZOOL 356	Mammalogy				12	2	3	5	92	29	461	343	74.4%	44	9.5%
BIOL 412	General Bacteriology				15	1	5	6	48	27	288	240	83.3%	6	2.1%
BA 494	Business and Society				4	3		10	34	26	338	327	96.7%	6	1.8%
PHIL 302	Environmental Ethics	Y			33			12	33	26	393	352	89.6%	12	3.1%
BIOL 340	Genetics				20	3	12	10	77	23	767	578	75.4%	124	16.2%
EMP 305	Environ Conflict Resolution	Y			22			15	28	23	419	349	83.3%	20	4.8%
BA 105	Critical Thinking in Org.	Y			36			4	60	22	240	216	90.0%		
JMC 302	Mass Media and Popular Arts	Y			35			5	40	20	202	189	93.6%	2	1.0%
ART 106	Painting I	Y			39			11	26	19	288	278	96.5%	3	1.0%
CHEM 321	Organic Chemistry				13	1	1	5	43	19	213	165	77.5%	24	11.3%
ART 105B	Fundamentals of Drawing	Y			37		3	11	24	17	266	248	93.2%	5	1.9%
JMC 105	Intro to Mass Communication	Y			35			5	44	17	218	202	92.7%	1	0.5%
WLDF 244	Wildlife Policy & Animal Welf				18		1	5	73	17	367	350	95.4%	6	1.6%
BA 496	Strategic Management				2	6		7	31	16	218	217	99.5%		
GSP 216	Introduction to Remote Sensing				17	2	6	6	50	16	298	270	90.6%	10	3.4%
ART 108	Graphic Design I	Y			34		4	10	24	13	239	216	90.4%	4	1.7%
BA 360	Principles of Finance				19	5	8	17	26	12	443	352	79.5%	60	13.5%
BIOL 330	Principles of Ecology				15	5	21	5	100	12	502	486	96.8%	11	2.2%
SOIL 260	Introduction to Soil Science				22	2	10	5	122	12	612	545	89.1%	30	4.9%
ZOOL 310	Animal Physiology				10	5	2	5	65	12	325	297	91.4%	12	3.7%
DANC 103	Modern I	Y			38		1	5	37	11	187	176	94.1%	*1	0.5%
WLDF 460	Conservation Biology				7	2		5	48	11	239	233	97.5%		
WS 107	Women, Culture, History	Y	Y		47		3	15	39	11	586	540	92.2%	7	1.2%
WSHD 310	Hydrology & Watershed Mgmt				17	13	5	7	52	11	365	337	92.3%	4	1.1%
ZOOL 314	Invertebrate Zoology				7	2	7	5	57	11	283	252	89.0%	8	2.8%
COMM 103	Critical Listening & Thinking	Y			43			10	44	10	436	388	89.0%	8	1.8%
JMC 309	Analyzing Mass Media Messages	Y			38			7	38	10	263	228	86.7%	3	1.1%
BIOL 410	Cell Biology				11	4	3	4	49	9	196	174	88.8%	12	6.1%
EMP 309B	Environmental Communication	Y			22		1	5	73	9	365	352	96.4%	8	2.2%
PHIL 104	Asian Philosophy	Y	Y		36			7	31	9	219	175	79.9%	*	

Courses Which Meet the 100% Bottleneck Threshold Over Five Terms Beginning Fall 2014 ▪ Part 2 of 3

		GEAR			Fall 2014 thru Fall 2016										
Course	Course Title	GE	DCG	INST	Count of Distinct Majors	# of Courses that are a prerequiste for this course	# of Courses where this course is a prerequiste	# of sections over 5-terms	Average Section Enrollment	Maximum Waitlisted	Total Grades	Success Count	Overall Success Rate	Total Students Repeating	Repeat Rate
CD 350	Life-Span Development				16			5	37	8	187	176	94.1%	6	3.2%
COMM 300	American Public Discourse	Y	Y		27			8	28	8	222	211	95.0%	*1	0.5%
COMM 322	Intercult Communication		Y		27			8	27	8	216	204	94.4%	4	1.9%
PHIL 304	Philosophy of Sex and Love	Y			33			5	32	8	162	150	92.6%		
PSYC 400	Health Psychology	Y			41			8	50	8	397	381	96.0%	2	0.5%
WLDF 365	Ornithology I				13		1	5	61	8	307	262	85.3%	7	2.3%
EMP 425	Environmental Impact Assessmt				20			5	69	7	344	317	92.2%	11	3.2%
PHYX 118	College Phyx:Biologic Applictn				9		1	5	82	7	409	405	99.0%	2	0.5%
PSYC 300	Psychology of Women	Y	Y		38			5	85	7	426	379	89.0%	8	1.9%
ZOOL 270	Human Anatomy				20		1	5	74	7	369	286	77.5%	56	15.2%
BIOL 440	Genetics Lab				13	1	1	10	20	6	196	182	92.9%	1	0.5%
BOT 310	General Plant Physiology				14	3	2	3	74	6	221	215	97.3%	1	0.5%
CD 109Y	Amer Sign Language Level I	Y			42		1	7	34	6	236	212	89.8%	2	0.8%
DANC 303	Dance In World Cultures	Y	Y		35			5	42	6	208	202	97.1%	*2	1.0%
HED 231	Basic Human Nutrition				25		1	5	42	6	210	163	77.6%	14	6.7%
KINS 483	Eval Techniques of Kinesiology				6			7	41	6	285	272	95.4%	11	3.9%
PHIL 106	Moral Controversies	Y			43			11	32	6	347	313	90.2%	3	0.9%
PSCI 306	Environmental Politics	Y			35			5	41	6	206	191	92.7%	5	2.4%
PSYC 302	Psychology of Prejudice	Y	Y		40			9	45	6	401	354	88.3%	10	2.5%
CD 256	Middle Childhood Development				26		1	8	29	5	231	218	94.4%	2	0.9%
KINS 474	Psychology of Sport & Exercise		Y		11		1	8	36	5	290	278	95.9%	7	2.4%
MUS 302	Music in World Culture	Y	Y		48			10	62	5	620	573	92.4%	10	1.6%
BA 370	Principles of Management				32		10	15	43	4	652	635	97.4%	8	1.2%
FOR 131	Forest Ecology				8		11	3	68	4	203	181	89.2%	1	0.5%
GEOL 306	General Geomorphology	Y			19	2	2	5	34	4	172	160	93.0%	4	2.3%
PSCI 303	Third World Politics	Y	Y		34			5	41	3	203	186	91.6%	3	1.5%
STAT 333	Linear Regression Models/ANOVA				22	4	3	8	24	3	191	182	95.3%	3	1.6%
ZOOL 113	Human Physiology				11	2		5	52	3	262	229	87.4%	8	3.1%
BA 472	Change Management				5	3		3	50	2	150	145	96.7%	3	2.0%
CD 354	Methods of Observation				14			8	23	2	185	155	83.8%	8	4.3%
COMM 319	Communication Research				7	1		6	28	2	169	163	96.4%	1	0.6%
ECON 423	Environmental & NR Economics				23			8	35	2	282	262	92.9%	7	2.5%
EMP 210	Public Land Use Policy Mgmt				23			5	46	2	229	196	85.6%	18	7.9%
GEOL 305	Life Fossils and Evolution	Y			37			3	79	2	236	223	94.5%		
KINS 475	Elementary School P.E.				8			5	38	2	192	185	96.4%	6	3.1%
KINS 484	Motor Development Motor Learn				14			9	39	2	347	343	98.8%		

Courses Which Meet the 100% Bottleneck Threshold Over Five Terms Beginning Fall 2014 ▪ Part 3 of 3

		GEAR			Fall 2014 thru Fall 2016										
Course	Course Title	GE	DCG	INST	Count of Distinct Majors	# of Courses that are a prerequiste for this course	# of Courses where this course is a prerequiste	# of sections over 5-terms	Average Section Enrollment	Maximum Waitlisted	Total Grades	Success Count	Overall Success Rate	Total Students Repeating	Repeat Rate
RS 300	Living Myths	Y			46			3	120	2	360	317	88.1%	3	0.8%
SW 442	Advanced Social Work Methods				3			10	29	2	285	276	96.8%	*83	29.1%
CS 111	Computer Science Foundations 1				25		8	8	37	1	295	224	75.9%	20	6.8%
PSYC 438	Dynamics of Abnormal Behavior				19	1	2	10	46	1	461	446	96.7%	1	0.2%
PSYC 454	Interviewing & Counslng Tech				10	1		5	40	1	200	193	96.5%	4	2.0%
COMM 480	Seminar in Speech Comm				11			6	27		162	154	95.1%	*28	17.3%
ECON 309	The Econ of a Sustainable Soc	Y			20			6	35		209	205	98.1%		
FILM 306	Art of Film/1950 to Present	Y			35			2	83		165	145	87.9%	7	4.2%
FISH 300	Intro to Fishery Biology	Y			42			4	84		336	301	89.6%	3	0.9%
FISH 310	Ichthyology				11	1	16	5	55		275	224	81.5%	14	5.1%
REC 210	Recreation Leadership				17		2	5	36		178	174	97.8%	1	0.6%
SW 355	Social Agency Experience				1			10	18		184	174	94.6%	8	4.3%
SW 641	AGP Intgrted Clinical Practice				1			3	55		166	166	100.0%		
SW 649	AGP: Wellness & Sustainability				1			3	55		165	165	100.0%		
TA 104	Story Through Word and Image	Y			24			5	30		150	145	96.7%		

NOTE:

A Bottleneck Course is a high demand course which students may have difficulty enrolling due to limited seats. Bottlenecks may obstruct student progress towards their degree, especially if the bottleneck course has a low success rate.

To be included, a course must have a miniumum number (>150)of enrolled students over five terms. A five term time frame is used to roll-up a sufficient number of grades for consideration and still be current. Also, the course must be a bottleneck for a given minimum portion of the terms it is offered.

Independent Study courses are excluded since they are offered on an as-needed basis. PE activity courses are globally excluded since they do not count towards GE or major requirements.

The Max-Wait-List column is the highest numnber of students waitlisted for all sections of the course during the most recent registration cycle.

If the number of Total repeat takers is preceeded by an asterisk(*), it indicates the course is repeatable by design.

Courses Which Meet the 100% Gateway Threshold Over Five Terms Beginning Fall 2014 • Part 1 of 2

		GEAR			Fall 2014 thru Fall 2016									
Course	Course Title	GE	DCG	INST	Count of Distinct Majors	# of Courses that are a prerequiste for this course	# of Courses where this course is a prerequiste	Total Grades	Overall Success Rate	URG Success Rate	Pell Success Rate	First Generation SuccessRate	TotalRepeattakers	Repeat Rate
MATH 109	Calculus I	Y			32	3	12	505	62.6%	50.7%	56.9%	56.9%	96	19.0%
ZOOL 110	Introductory Zoology				35		19	1173	64.5%	59.3%	62.2%	61.8%	189	16.1%
RS 394	Religious Studies Workshop				53			748	64.8%	64.0%	64.5%	64.8%	*212	28.3%
MATH 113	College Algebra				35	1	4	354	65.0%	59.4%	63.6%	62.6%	29	8.2%
MATH 042	Beginning Algebra				44		1	373	67.6%	64.6%	65.3%	68.1%	*30	8.0%
CHEM 328	Brief Organic Chemistry				16	2	6	501	68.5%	62.0%	69.0%	66.2%	52	10.4%
MATH 105	Calculus/Bio Sci & Nat Res	Y			26	3	13	830	68.6%	67.1%	67.0%	64.1%	133	16.0%
BOT 105	General Botany	Y			48		24	1711	69.5%	62.7%	66.7%	66.6%	201	11.7%
SOC 280	Special Topics				31			163	69.9%	72.5%	66.3%	70.8%	*6	3.7%
MATH 110	Calculus II				22	1	11	377	71.1%	70.5%	68.6%	70.4%	60	15.9%
MATH 115	Algebra & Elementary Functions				46	3	13	1654	71.6%	67.5%	69.3%	70.3%	272	16.4%
SPAN 106L	Spanish Laboratory Level II				40			222	72.1%	71.4%	72.1%	70.3%	2	0.9%
MATH 114	Trigonometry				28	1	7	203	72.4%	66.7%	71.0%	72.7%	16	7.9%
HIST 110	U.S. History to 1877			Y	49			874	73.6%	63.6%	70.9%	69.7%	62	7.1%
ENGL 105	Introduction to Literature	Y			41			297	73.7%	65.9%	67.7%	67.3%	16	5.4%
STAT 108	Elementary Statistics	Y			53	2	26	1399	73.9%	69.2%	71.7%	72.0%	158	11.3%
ANTH 104	Cultural Anthropology	Y			49		1	538	74.2%	70.7%	71.6%	72.4%	20	3.7%
CHEM 109	General Chemistry I	Y			38	1	15	1355	74.8%	66.7%	72.6%	69.8%	147	10.8%
BIOL 340	Genetics				20	3	12	767	75.4%	67.2%	71.0%	72.0%	124	16.2%
HIST 111	U.S. History Since 1877			Y	50			1599	75.4%	69.7%	72.7%	72.4%	100	6.3%
MUS 104	Intro to Music	Y			49		2	733	75.6%	73.5%	71.2%	73.1%	16	2.2%
HIST 210	Historical Methods				17			173	75.7%	75.9%	73.9%	77.3%	18	10.4%
BOT 350	Plant Taxonomy				15	2	5	568	75.7%	68.1%	72.6%	71.8%	52	9.2%
BIOL 102	Human Biology	Y			42		1	786	75.7%	74.9%	74.4%	74.1%	34	4.3%
ENGR 325	Comp Mthds for Env Engnring II				4	2	5	153	75.8%	66.1%	70.7%	65.6%	24	15.7%
BIOL 104	General Biology	Y			50		7	1151	75.9%	72.5%	74.3%	73.8%	96	8.3%
CS 111	Computer Science Foundations 1				25		8	295	75.9%	66.4%	69.0%	69.6%	20	6.8%
PSYC 100	Psych of Critical Thinking	Y			46			570	76.5%	71.4%	71.9%	74.4%	32	5.6%
ANTH 105	Archaeology & World Prehistory	Y			42		2	335	76.7%	67.4%	70.8%	73.9%	9	2.7%
STAT 109	Introductory Biostatistics	Y			28	1	37	923	77.2%	72.1%	76.0%	78.0%	115	12.5%
HED 231	Basic Human Nutrition				25		1	210	77.6%	78.0%	73.1%	73.9%	14	6.7%
ART 103	Introduction to Art History	Y			45			545	78.0%	74.9%	76.7%	75.0%	18	3.3%
BIOL 304	Human Genetics	Y	Y		38			286	78.0%	72.6%	76.9%	76.1%	4	1.4%
SPAN 105	Spanish Language & Culture I				42			284	78.2%	74.1%	73.5%	73.6%	2	0.7%
BIOL 102L	Human Biology Lab	Y			37			439	78.6%	76.2%	76.2%	75.4%	21	4.8%
ECON 210	Principles of Economics				34	1	16	468	78.8%	73.9%	77.6%	77.7%	41	8.8%

Courses Which Meet the 100% Gateway Threshold Over Five Terms Beginning Fall 2014 • Part 2 of 2

		GEAR			Fall 2014 thru Fall 2016									
Course	Course Title	GE	DCG	INST	Count of Distinct Majors	# of Courses that are a prerequiste for this course	# of Courses where this course is a prerequiste	Total Grades	Overall Success Rate	URG Success Rate	Pell Success Rate	First Generation SuccessRate	TotalRepeattakers	Repeat Rate
PHIL 100	Logic	Y			49		1	1363	78.9%	74.4%	77.5%	75.9%	85	6.2%
MUS 301	Rock: An American Music	Y			44			586	79.0%	76.9%	76.8%	77.1%	24	4.1%
BA 360	Principles of Finance				19	5	8	443	79.5%	75.3%	76.1%	76.9%	60	13.5%
CS 100	Critical Thinking W/ Computers	Y			40			283	79.5%	77.8%	77.0%	79.9%	9	3.2%
ZOOL 198	Supplemental Instruction				27			308	79.5%	78.1%	76.4%	79.5%	*9	2.9%
CRIM 125	Introduction to CJS				31		2	329	79.6%	75.5%	80.6%	80.2%	13	4.0%
CHEM 107	Fundamentals of Chemistry	Y			45		17	743	79.8%	73.9%	75.9%	78.2%	35	4.7%
BIOL 180	Selected Topics in Biology				14			252	79.8%	73.8%	81.7%	79.3%	*	
CHEM 198	Supplemental Instruction				32			979	80.2%	77.5%	79.5%	79.5%	*208	21.2%
MATH 210	Calculus III				19	1	16	298	80.2%	77.6%	79.9%	79.1%	31	10.4%
EDUC 285	Technology Skills for Educator				33		1	349	80.5%	73.4%	79.6%	76.0%	21	6.0%
BIOL 105	Principles of Biology	Y			33	1	41	1149	80.6%	80.0%	78.6%	79.8%	117	10.2%
MATH 044	Intermediate Algebra				42		5	692	80.9%	81.5%	81.5%	81.9%	*33	4.8%
EMP 105	Natural Resource Conservation	Y			38		1	587	81.4%	73.0%	75.7%	76.4%	28	4.8%
MATH 040	Elementary Algebra				48			812	81.9%	82.2%	80.5%	82.4%	*	
ECON 104	Contemporary Topics in Econ	Y			43		1	437	82.6%	78.2%	81.2%	77.8%	16	3.7%
PSYC 104	Intro Psychology	Y			47		26	1232	82.7%	79.6%	80.2%	80.7%	52	4.2%
CHEM 110	General Chemistry II				34	1	16	1122	83.0%	80.6%	79.1%	77.9%	97	8.6%
ECON 306	Econ of the Developing World	Y	Y		27			182	83.0%	81.2%	86.2%	82.0%	3	1.6%
BIOL 412	General Bacteriology				15	1	5	288	83.3%	81.4%	81.8%	80.5%	6	2.1%
SOC 382	Intro to Social Research				15	1	7	279	84.2%	84.0%	84.4%	85.0%	20	7.2%

NOTE:

A Gateway Course has a student success rate (C- or better) less than a fixed threshold. For this report the threshold is an 85% success rate. To be included, a course must have greater than 150 enrolled students over five terms. A five term time frame is used to roll-up a sufficient number of grades for consideration and still be current. PE activity courses are globally excluded since they do not count towards GE or major requirements. These courses met both criteria for all 5 terms.

If the number of total repeat takers is preceeded by an asterisk(*), it indicates the course is repeatable by design.

HUMBOLDT STATE UNIVERSITY

Appendix Q - Enrollment Management Plan (2009-2016) Summary

In 2011, HSU developed the 2009-2016 Enrollment Management Plan, which aimed at improving

- declining retention and graduation rates of male students;
- overall low retention and graduation rates;
- below-average retention and graduation rates for Native American, African American, Asian-American, and Pacific Islander students;
- low retention rates for lower-division transfer students and declining retention rates for upper-division transfer students; and
- low retention rates for students who begin without a declared major.

To accomplish these improvements, the plan recommended that the University do the following:

- continue researching factors affecting student success and completion;
- review and disaggregate longitudinal data;
- establish intervention programs for at-risk students, especially probationary students;
- enhance University-wide academic advising and academic support efforts;
- increase attention to student involvement initiatives;
- enhance “customer service” throughout campus; and
- implement a plan to eliminate the achievement gap for URG.

HUMBOLDT STATE UNIVERSITY

Advising Plan Implementation Update

An update of the new HSU advising model since fall 2014

12/1/2015

Kathy Thornhill, Ph.D., Director, Undergraduate Advising, Career Services, Service Learning and Internships

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Introduction

This update provides a brief overview of the process involved in implementing the 2014 Advising Working Group's recommendations, with specific focus on the new advising model. In late spring, the Advising Working Group recommended several initiatives to improve advising with the ultimate goals of increasing retention, reducing the achievement gap, reducing time to graduation and increasing graduation rates. The Working Group prioritized the transition to professional advisors using developmental academic advising for all first and second year students, beginning fall 2014. This plan was circulated throughout Academic Affairs and feedback was solicited.

Although this transition to a new advising model was a collaborative effort, this update mainly focuses on the changes in the Academic and Career Advising Center (ACAC) as the primary transformative effort. These efforts have yielded numerous successes:

- Advising has been broadly integrated into university-wide initiatives and student success, it is a core part of the new strategic plan
- Increased communication and integration with academic departments
    - Professional advisors housed in departments
- Communication plan for proactive outreach to students
- Expanded advising caseloads for professional staff
- New program for supporting students on academic probation
- Coordinated and consistent training among professional advisors
- Strengthened coordination between student services programs supporting first and second year students

Phase One of the New HSU Advising Model

Phase One represented the first stage in implementing the new HSU advising model and was comprised of 765 Fall 2014 First Time Freshmen (FTF) students from one to four majors in each college, with 838 FTF added in Fall 2015. The students in these majors were assigned to advisors from EOP, ACAC, and INRSEP.

The Phase One implementation was a complicated and complex process that involved numerous people and decisions regarding logistics, communication, training, technology, and assessment.

- Phase One majors are Biological Sciences, Criminology and Justice Studies, Environmental Management & Protection Environmental Science, Psychology, Sociology, Undeclared, and Wildlife.
- All first and second year EOP students and all athletes were included, regardless of major.
    - In terms of advisor assignments, EOP trumped the major and athletes; and athletes trumped the major.
- Students transition to faculty after the 2nd year, regardless of units completed.
- For Phase One students, the advisor changed if the student changed their major.
- Advisors staff satellite offices in departments

ACAC Usage

Usage of the ACAC advising services increased dramatically since implementing Phase One. In AY 2014-15, the number of academic advising visits to ACAC more than tripled from the previous years. The Advising Working Group recommended that students see their advisor at least once a semester and the data show that students are indeed meeting with their advisor at least once, with **82% of them seeing their advisor more than once a semester.**

Holistic Approach

ACAC revised our student learning outcomes and modified practices to address them. Prior to the first appointment, each student completes a personal interest sheet, which was created out of an Appreciative Inquiry approach and follows a model for Personalization in Academic Advising. This sheet provides the professional advisor with information about students' interests, values and aspirations, which facilitates trust and strong relationship development.

Once students have completed a semester at HSU, they are given a self-assessment as part of a guided exercise in their development as a successful college student and future professional. They are encouraged to reflect on their goals for coming to HSU, their career aspirations once they graduate, and to reflect on what they have learned about their academic strengths and abilities during this time. The advisors use these assessments to:

- Help students determine if their goals remain the same as when they started,
- Create academic plans for the next few semesters if the goals are unchanged, or
- Guide them through exploring other majors if the goals have changed
- Strategize with the students regarding internships, volunteer experiences, interactions with clubs and student and/or professional organizations that bolster students' connections with their academic departments and develops their transferrable professional skills.
- Create success plans that build on students' academic capabilities.

Staffing

To implement Phase One, no additional staff were hired. Instead, ACAC staff changed their business processes, practices and caseloads. The caseload for each ACAC advisor more than doubled and each advisor now has between 200 and 300 students (except for the Associate Director, who has a caseload of approximately 100 students), while still providing general advising to the institution. EOP changed their advising structure to fit the new advising model and assigned students by major. Lonyx Landry in INRSEP was given a caseload of students in Biology consistent with the mission of INRSEP. However, in order to move to Phase Two and take on advising for the entire first and second year students, additional advisors will be necessary.

Department Interaction

One of the concerns raised by faculty in the initial vetting process regarded level of interaction and integration with the departments. Therefore, to the extent possible, ACAC advisors maintained a satellite office in the major departments with the goal of fostering integration into the department. The Director of Undergraduate Advising met with the department chairs new to professional advising several

times throughout the first year. A “department intake” sheet solicited information and strategies from the department chairs which were shared with the advisors working with their students. Additionally, feedback sessions were held to ensure that if there were concerns, they were being addressed.

In addition to the structural discussions, advisors were invited to department meetings, introduced to students at HOP, regularly interacted with faculty, added to department listservs, invited to department gatherings. They tried to maintain regular office hours. As of fall 2015, 3 advisors are housed full-time in departments and one more splits her time between ACAC and the satellite office. All majors served by Phase One have an advisor working in the department.

Advisor Training

Previously, in the Advising Center, there was not a formalized advisor training program. Now, there is a formalized training program with a training guide for all professional advisors. Training topics include: an overview of best practices and philosophy of advising, student development theory, cultural competence, diverse student needs, connecting with campus resources, and connecting academics with career. All advisors are trained as undeclared advisors, with specialization in their major field.

Academic Probation Program

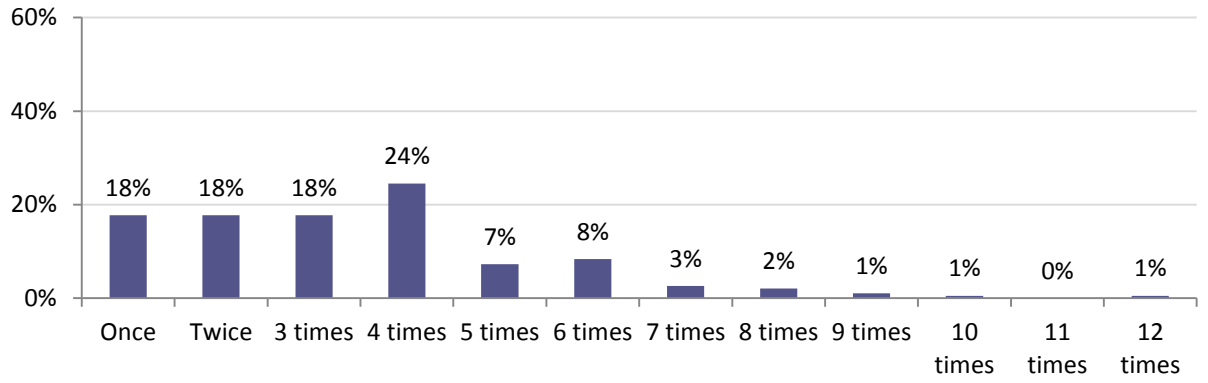
A high percentage of FTF are on academic probation at HSU. In order to address this, a new academic probation program was instituted for Phase One students in spring 2015. We had already seen a reduced percentage of FTF students on academic probation after the fall semester (28% in spring 2014 versus 25.1% in spring 2015), but wanted to actively address the issues with students in spring 2015 and beyond. This new probation program required students new to academic probation to meet with their academic advisor to discuss the probation process and develop strategies to return to good academic standing.

Table 1: Process for Students on Probation

Phase One students	Non Phase One students
Complete Learning Center Tutorial Hold removed by the Learning Center	Complete Learning Center Tutorial Hold removed by the Learning Center
Complete online Academic Success plan	Complete Academic Success plan
Required to meet with Phase One Advisor to discuss probation	
Complete self-assessment intake sheet and discuss with advisor	
Develop strategies to return to good academic standing	
Complete comprehensive academic success plan	

Preliminary results indicate students on academic probation are willing to speak with their advisors on personal and academic issues. The majority of them saw their academic advisor multiple times (see Figure 1).

Figure 1: AY 2014-15: Number of Times Phase One Probationary Students were Served by Academic Advising in Spring 2015 (n=192)*



*The unit of analysis for this chart is the student. There are no duplicate students in these counts. This does not represent the total population of Phase One probation students (n=290). These are ONLY the Phase One students who were logged in PeopleSoft (n=192). These are students who were on probation at EOT in either or both terms.

Integration of Mapworks into the Advising Process

Currently, there are two main ways that Phase One Advisors are using Mapworks: Communication Logs and Academic Updates. There are additional features that Mapworks offers that will be incorporated into advising protocols in the future (i.e. Early Alert and Freshmen Survey).

Communication Log

An effective "tag-team" strategy for offering a coordinated delivery of service requires the use of a shared communication system. The Mapworks tool offers this functionality. During 2014-2015, Phase One advisors and RAMP piloted this strategy in service to Phase One students. Each meeting with a student was recorded, and a brief summary of the meeting (with extensive education regarding issues around confidentiality) was entered. This communication trail facilitates shared knowledge of Phase One students by both advisors and mentors. It also provides a history of communication and discussions for the faculty members when students transition to faculty advisors in their junior year.

Academic Updates

Formerly known as mid-semester evaluations, the Academic Updates process was revised and refined to offer a probable intervention as opposed to a possible intervention –that is, the assurance that someone (professional advisor) would act on the update that was submitted. In the fall 2014 semester, Academic Updates were solicited from a select group of faculty, for a select group of Phase One students. 70% of Phase One students received an Academic Update. 33 of the 35 faculty solicited provided an Academic Update. For spring 2015, Academic Updates were only solicited on behalf of Phase One students who were on academic probation. 35 of the 43 faculty members submitted Academic Updates in spring 2015. Advisors contacted all students who received an Academic Update. The plan for fall 2015 was cancelled due to significant delays by Mapworks. However, we plan to reintroduce them in spring 2016.

Plans for Evaluating and Assessing the New Advising Model

Phase One served as a pilot for learning valuable lessons about what needs to be in place at the program and university levels in order to fully implement and accurately assess the advising plan. Currently, student outcomes (i.e. retention, academic progress, etc.) cannot be assessed because of in/out migration to Phase One due to changes in major. The nature of partial implementation means that the Phase One group did not stay constant throughout the year, resulting in varying levels of advising. This made it impossible to establish a reliable control group to test against. AY 2016-17 will be the first full year of implementation and will serve as HSU's baseline year. The following measures will be tracked as part of the long-term assessment plan:

- Academic advising service usage
- Service delivery measures
- Retention (*with the understanding that advising is just one component within a larger set of factors that impact retention*)
- Major migration
    - Number of times students changed their majors (are migration rates decreasing?)
- Academic Probation (*with the understanding that advising is just one component within a larger set of factors that impact retention*)
    - Probation rates
    - Academic success rates for student on probation
    - GPA for probation students by major
- Term to term GPA
- Time to degree
- Qualitative measures to assess student learning outcomes (i.e. understanding of how to read DARS, understanding the purpose and value of general education, etc.)
- Faculty feedback about the process (how prepared are students, level of understanding of degree requirements, etc.)
- Greater awareness and usage of career related experiences

Next Steps

The priority in implementing the recommendations of the Advising Working Group continues to be the successful transition to professional advisors for all first and second year students (Phase Two). In order to move to Phase Two, additional advisors need to be hired and some fundamental questions need to be answered (see below). When we move to Phase Two, a "lead advisor" for each college will act as a liaison between departments, colleges and professional advisors.

Key questions to be answered:

Priorities for OAA

- Is there an **opt-out option**? Or will it truly be all first and second year students?
    - If there is an opt-out, what is the criteria to opt-out? (i.e. certain percentage of graduation/retention rates).
    - How to ensure a consistent experience for ALL HSU students (i.e. logistics - advisors assigned at the same time-August 1st, same communication plan, etc.)
    - Consistent/coordinated training, technology use
    - Accountability – who ensures opt-out criteria being met
    - Departments with freshmen or professional advisors (Dan Flockart, Business)-how are they included (similar questions re: opt-out above)?
- **Timeline** for transitioning to faculty advisors at 3 or 4 semesters or by credits?
- **Assigned by college or meta-majors** (if meta–majors, can they cross colleges, i.e. Psychology and Sociology)?
- **Where will the new advisors be housed** (need office space in departments)?

Additional Questions

- **Probation Advising** – The Learning Center is not the appropriate venue. Will faculty advise probation students (juniors, seniors) and what is the training process for them?
- What information do departments want to know about students to facilitate faculty advising assignments?
- What expectations are there of ACAC regarding serving the general student population in addition to assigned caseloads?
- How do we **integrate advising into HOP**?
- Will first-semester transfer students be assigned to professional advisors (Phase Three)?
- How will department hiring practices be affected (i.e. for those departments that hire lecturers for advising, they will not need as many as their caseload will drop in fall 2016)?

Key next steps - Spring 2016

In the spring 2016 semester, we would like to convene an advisory committee with a representative group of faculty members to provide feedback on the next steps in implementation of the Advising Working Group's recommendations. These include developing a comprehensive delineation of appropriate roles for faculty and professional advisors and developing the transition plan for second-year students who will be advised by faculty in the near future. In addition to that, key next steps for spring 2016 include:

- Creation and dissemination of a communication plan to educate the campus community about the next steps of the new advising model. Included in this plan will be coordinated messaging to incoming students through Admissions and HOP.
- Hiring and training of new advisors.
- Office space will need to be secured to house these advisors, and the designation of advisors to departments will need to be determined (college, meta-major, etc.).
- Training for professional advisors by departments to provide advisors information about the department and major (department intake sheet).

Key next steps beyond Spring 2016

There are several recommendations from the Advising Working Group that are yet to be completed and require university-wide assistance. A few initiatives are currently underway that will address some of these recommendations, including UDirect implementation.

Table 2: Initiatives

AWG Recommendation	Status	Who's Responsible
Professional advisor for 1st and 2nd year students	2016 In process	ACAC
Professional advising available year-round	Summer 2016	ACAC
Student Mentors assigned to professional advisors	Complete	ACAC
Professional advisor for 1st semester transfer students	Fall 2017?	ACAC
Smooth transition from professional advisor to faculty advisor	Fall 2016	ACAC
Incoming freshmen take skills assessment	2017	ACAC
Comprehensive online resource for advising	Spring 2017	ACAC
Technological process that help students progress through degree		U-Direct, ACAC,?
Accurate and appropriate MAPS		U-Direct, OAA?
Milestones and Benchmarks		U-Direct, OAA?
Eliminate Major Contract		U-Direct, OAA?

I.A.

Mission

Update your program mission in the narrative box below if you have changes this year. See the HSU Strategic Plan at http://www.humboldt.edu/planning/docs/ExecSummary.pdf or the University Catalog at http://pine.humboldt.edu/registrar/catalog/documents/HSUcatalog2013-14.pdf

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/31/2014
Assigned User: None

Narrative

We expect the International Studies program to begin work on its first ever 5year plan when the tenure track hire begins next Fall. Until then, we have no changes or updates to report.

I.B.

Goals

Update your program goals in the narrative box below if you have changes this year. See the HSU Strategic Plan at http://www.humboldt.edu/planning/docs/ExecSummary.pdf

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/31/2014

Assigned User: None

Narrative

The International Studies Program has no changes or updates to report, but we do expect the new tenure track hire to begin work on the first every 5 year plan when they start work next Fall.

II.A.

Student Learning Outcomes

Student learning outcomes (SLOs) describe knowledge, skills, levels of reasoning, competencies, and habits of mind that are specific and measurable. A program's stated goals/outcomes are delivered through a curriculum in which the courses are aligned with the specific purpose for developing the stated outcomes.. Usually the program outcomes have a point of introduction, a sequence of practice and development, and a point at which mastery proficiency at the level expected of the degree is achieved. Thus, program outcomes are assessed at the course level, but through several stages of introduction-development-mastery. Program goals/outcomes:

- take into consideration institutional level outcomes and discipline specific accreditation standards
- are well supported by the required courses within the curriculum
- are developed within the curriculum with increasing levels of proficiency from introduction, through development, to mastery.
- are written in ways that are understandable by students and general audiences
- are reviewed regularly and revised to reflect current growth in the discipline
- are shared with students who, with guidance from the faculty, become skilled at self-assessing in relation to the outcomes and expected levels of performance
- are included in course syllabi and prominently posted in other program documents. There are six current International Studies Student Learning Outcomes. They are:
-
    1. Students will demonstrate the ability to analyze regional and global issues from economic, political, and cultural perspectives.
    2. Students will demonstrate linguistic competency in a second language.
    3. Students will develop cultural competency in diverse international environments.
    4. Students will demonstrate the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues.
    5. Students will demonstrate proficiency in formal written and oral communication
    6. Students will demonstrate the ability to present themselves professionally in preparation for an international career.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 10/31/2013

Assigned User: None

Narrative

Please find attached the SLO grid for the International Studies Program as a separate file. The Narrative below is also in the attached document for convenience/coherence in the document, but set out here to facilitate the process.

--

By broadly applying Bloom's taxonomy of learning across an interdisciplinary Program for International Studies, we have created three categories: (I), Develop (D) and Master (M).

Our goal was a simple language that could be applied to any course - or courses - to ensure that the specific course requirements and events are aligned with overall Program objectives. However, we also wanted to avoid overly dividing categories or activities that would usually be combined in the classroom setting eg factual information and interpretation and meaning.

The IS major is comprised of four pillars:

1) a core curriculum designed to explore and explain the three main drivers of globalization ie culture, politics and economics;

2) proficiency in a foreign language;
3) a study experience of 10 weeks or 12 units; and
4) an area of Concentration/expertise.

The Program is assisted in areas 2) and 3) by the World Languages and Cultures Department and the Center for International Programs/other departments respectively. In other words, the IS advisory committee is not 'responsible' for the coursework or agreements with foreign institutions, but we do work closely with those who are to ensure our students can attain our Program objectives. In terms of Concentrations, one of the most appealing features of this major to many students is the flexibility they have to study areas of interest across departments - in consultation and with the approval of their academic adviser. Again, IS is not responsible for the assessment of these courses per se, but we do monitor course objectives to ensure they continue to support the goals of the IS Program.

In terms of assessment, and working with our precious assessments rubrics, it makes sense for the Program to focus on the core INTL offerings and courses, 210, 220, 410 and the Capstone. We have chosen 3 key methods of assessment and will design rubrics for each: the research paper, oral presentations and group work. Given the interdisciplinary nature of the Program and our reliance on other areas and departments, we will also focus heavily on the Capstone portfolio and develop a specific rubric designed to assess that work.

Key to Assessment Codes

I = Introduce (corresponds to Bloom's taxonomy for Knowledge and Comprehension)

Knowledge: Basic facts, terms and concepts and answers as well as knowledge of the universals and abstractions in the field through theories, structures and core principles.
Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

D = Develop (corresponds to Bloom's taxonomy for Application and Analysis)

Application: Using new knowledge. Solve problems by applying acquired knowledge, facts, techniques, rules etc in a different way.
Analysis: Examine and break information into parts by identifying motives or causes or relationships. Make inferences and find evidence to support generalizations.

M = Master (corresponds to Bloom's taxonomy for Synthesis and Evaluation)

Synthesis: Compile information in a different way by combining elements through the creation of a structure or establishment of a pattern or derive an abstraction or theory on the basis of concrete examples.
Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

‼ = Outcome is the primary purpose of the course activity

arh 29.10. 2013

Reviewer's Comments

Greetings!

Thank you for generating this first course-to-program outcomes map for International Studies.

This year, Associate Dean Scott Paynton and Director of Educational Effectiveness Ed Nuhfer reviewed your PREP assessment together and collaboratively authored a response. We tried this collaborative response for the first time this year, and found it superior to the former sequence. This review serves as both the "Reviewer's Comments" and "Dean's Comments."

The International Studies narrative on the PREP site lists six programmatic outcomes. The table submitted is consistent other than that the outcomes are presented in a different order.

1. *Students will demonstrate the ability to analyze regional and global issues from economic, political, and cultural perspectives.*
2. *Students will demonstrate linguistic competency in a second language.*
3. *Students will develop cultural competency in diverse international environments.*
4. *Students will demonstrate the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues.*
5. *Students will demonstrate proficiency in formal written and oral communication*

    1. *Students will demonstrate the ability to present themselves professionally in preparation for an international career*

Those outcomes and are developed through your four pillars: 1) a core curriculum designed to explore and explain the three main drivers of globalization ie culture, politics and economics; 2) proficiency in a foreign language; 3) a study experience of 10 weeks or 12 units, and 4) an area of concentration/expertise.

We understand that your program draws on others' courses to support it and that you, as you note, are not responsible for assessment of these courses. You state that you closely monitor the course objectives, but an issue at Humboldt State has been a lack of published course objectives. The situation now prevents your showing specifically how the courses support your pillars and outcomes and what they contribute that builds proficiency. Given that limitation, you have still done good work in showing the general developmental agenda.

Some suggestion that may help in strengthening your capacity for assessment follow.

1. Try to assemble enough specific course outcomes so that you can at least map the course outcomes that develop the three perspectives your program. A good place to start may be answering: What constitutes the proficiency that you expect in the three perspectives you name in Outcome #1?

    Having course outcomes enables students enrolled in the courses and new/adjunct faculty to understand what the program intends that each course accomplish. It further helps a program to respond to advocate for needed continuity when faculty change. It is difficult for an interdisciplinary program to convey how it synthesizes content to provide a unique educational experience when it does not yet have ready capacity to show in some detail what is being synthesized.

1. Your special strengths appear to be in developing the particular skills and ways of understanding in your students through projects and products scored by rubrics that you have adopted and

developed. Post these instruments on your PREP site. They are valuable models for others. Think about how you might reconstruct a map for your program as one large curricular rubric and showing how and where certain courses support the stages of development.

Timely Heads Up
When HSU's next full WASC reaccreditation occurs, we will be held accountable for showing how we develop five Core Competencies*: Information Literacy, Written Communication, Oral Communication, Quantitative Reasoning, and Critical Thinking.* These components will inevitably be a part of any General Education program. Your outcomes and maps how that you develop several of these to mastery level.

Interdisciplinary programs are particularly challenging to maintain and to assess. We thank you for your fine work and offer congratulations on significant progress.

With all best wishes,
Ed Nuhfer
Scott Paynton

Sources

- IS SLO @ 29 Oct

Interdisciplinary Studies: International Studies SLOs (as @29 Oct 2013)

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Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

‼ = Outcome is the primary purpose of the course activity

INTERDISCIPLINARY STUDIES: INTERNATIONAL STUDIES **SLO MAP @ 29 Oct 2013**	GE Category	1. demonstrate the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues			2. demonstrate linguistic competency in a second language			3. develop cultural competency in diverse international environments		
		Level	Y/N	Methods	Level	Y/N	Methods	Level	Y/N	Methods
100 Critical Thinking: Globalization (not required for the major)	Critical Thinking	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A
IS CORE (inside Program)										
210 Intro to Intnat'l Studies		I	Y	Formal research paper; group project & oral presentation	N/A	N/A	N/A	I	Y	Formal research paper; group project & presentation
220 Intro to Cultural Studies		I	Y	Formal research paper; presentation	N/A	N/A	N/A	D	Y	Presentation
410 Global Issues Analysis		M	Y	Formal research paper; group project and oral presentation	N/A	N/A	N/A	N/A	N/A	N/A
3xx Career Workshop					N/A	N/A	N/A	Y/N	N	Destination dependent
490 Internat'l Studies Capstone		M	Y	Portfolio	Y/N	N	Project dependent	D	Y	Portfolio

INTERDISCIPLINARY STUDIES: INTERNATIONAL STUDIES **SLO MAP @ Sept 4 2013**	GE Category	1. demonstrate the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues			2. demonstrate linguistic competency in a second language			3. develop cultural competency in diverse international environments		
		Level	Y/N	Methods	Level	Y/N	Methods	Level	Y/N	Methods
IS CORE (outside Program)		D	Y	Dept Dependent	D	Y	Dept Dependent	I	Y	Dept Dependent
PSCI 240 Intro to Intnat'l Relations										
ECON 305 Intnat'l Economics & Globalization OR	GE-D									
ECON 306 Economics of the Developing World	DCG-n & GE-D									
LANGUAGE REQUIREMENT					!!	Y	Level 5 or equivalent assessed by WLC	D	N/Y	Assessed by foreign partner
STUDY ABROAD					D	N/Y	Assessed by foreign partner	!!	Y	Portfolio on return
METHODOLOGY Choose 1:		M	Y	Dept Dependent	N/A	N/A	N/A	N/A	N/A	N/A
HIST 210 Historical Method **ANTH 318** Ethnography **GEOG 311-** Geographic Research & Writing **PSCI 295-** Political Research &Analysis **CRGS 390** Theory & Methods in Ethnic Studies (DCG-n)										
CONCENTRATION (5 courses + 15 units)		D/M	Y	Dept Dependent	D	Y/N	Concentration Dependent	D	Y/N	Concentration Dependent

INTERDISCIPLINARY STUDIES: INTERNATIONAL STUDIES **SLO MAP @ Oct 10 2013**	GE Category	4. ability to analyze regional and global issues from economic, political, and cultural perspectives			5. demonstrate proficiency in formal written and oral communication			6. demonstrate the ability to present themselves professionally in preparation for an international career		
		Level	Y/N	Methods	Level	Y/N	Methods	Level	Y/N	Methods
100 Critical Thinking: Globalization (not required for the major)	Critical Thinking	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A
IS CORE (inside Program)										
210 Intro to Intnat'l Studies		I	Y	Formal research paper; group project & oral presentation	I	Y	Formal research paper; group project & oral presentation	I	Y	RIP /File workshop
220 Intro to Cultural Studies		I	Y	Formal research paper; presentation	I	Y	Formal research paper; presentation	N/A	N/A	N/A
410 Global Issues Analysis		D	Y	Formal research paper; group project & oral presentation	D	Y	Formal research paper; group project & oral presentation	N/A	N/A	N/A
3xx Career Workshop		N/A	N/A	N/A	D	Y	Mock Interview	!!	Y	Mock interview/ Portfolio
490 Internat'l Studies Capstone		M	Y	Portfolio	M	Y	Portfolio/Project	D	Y	Portfolio

INTERDISCIPLINARY STUDIES: INTERNATIONAL STUDIES **SLO MAP @ Oct 10 2013**	GE Category	4. ability to analyze regional and global issues from economic, political, and cultural perspectives			5. demonstrate proficiency in formal written and oral communication			6. demonstrate the ability to present themselves professionally in preparation for an international career		
		Level	Y/N	Methods	Level	Y/N	Methods	Level	Y/N	Methods
IS CORE (outside Program)		D	Y	Dept Dependent	D	Y	Dept Dependent	I	Y	Dept Dependent
PSCI 240 Intro to Internat'l Relations										
ECON 305 Internat'l Economics & Globalization	GE-D									
OR ECON 306 Economics of the Developing World	DCG-n & GE-D									
LANGUAGE REQUIREMENT		N/A	N/A	N/A	D	Y	Assessed by foreign partner	N/A	N/A	N/A
STUDY ABROAD		N/A	N/A	N/A	D	Y	As above	N/A	N/A	N/A
METHODOLOGY Choose 1:		D	Y	Dept Dependent	D	Y	Dept Dependent	N/A	N/A	N/A
HIST 210 Historical Method **ANTH 318** Ethnography **GEOG 311-** Geographic Research & Writing **PSCI 295-** Political Research & Analysis **CRGS 390** Theory & Methods in Ethnic Studies (DCG-n)										
CONCENTRATION (5 courses + 15 units)		D/M	Y	Dept Dependent	D	Y	Dept Dependent	N/A	N/A	N/A

II.B.

Spreadsheet Mapping Course Outcomes to Program Outcomes

In Fall 2013, instead of reporting on results of assessment activity, programs will complete a spreadsheet that connects assessable learning outcomes for each required course to assessable program learning outcomes, using the spreadsheet templates posted below. The shift in focus will enable each program to function as a reflective learning community as it develops its curriculum map. This approach will allow program faculty to envision the curriculum as a cohesive whole rather than as a collection of discrete courses, providing the foundation for an assessment process that is both less burdensome and more meaningful. More importantly, it will also help us develop stronger, more effective programs that graduate well-educated students on time.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 10/31/2013
Assigned User: None

Narrative

Humboldt State University
Academic Outcome Assessment Data Analysis & Report for AY 2012-13
Due October 31, 2013

College:
Department:
BA or BS Major/Credential/Masters:
Report prepared by:
Report Date:

This report is due October 31 for each program offering a BA or BS, a credential, and/or a Master's degree.
1) Attach your program's "Mapping Course Outcomes to Program Outcomes Spreadsheet" or paste text in the spreadsheet below.
2) Briefly discuss how completing this mapping exercise changed your program's curriculum and/or goals.

In Fall, 2013, the associate deans and the Director of Educational Effectiveness will conference to review and provide feedback to the final reports.

II.C.

Other Program Assessment

Additional program assessments may address key program features including, but not limited to:

- Academic Advising
- Supplemental Instruction
- Courses with large service components or other purposes
- Graduate School and/or Employment placements
- Discipline specific accreditation standards
- Alumni surveys
- Activity in response to discipline specific accreditation requirements

If your program conducted an additional program assessment in the past year, such as those listed above, summarize what was assessed, what data was gathered, and what was learned.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 10/31/2013

Assigned User: None

Narrative

III.

Diversity and Inclusive Excellence

***The Goal**: Ensuring academic excellence and educational equity for traditionally under-represented students in the areas of student access, persistence, and graduation by embracing diversity as central to the educational process for all HSU students.*

The annual diversity and inclusive excellence portion of the program review process focuses on *evaluating your program's progress and success in implementing your departmental diversity plan*.* This process focuses on addressing areas of **disproportional impact**** at the program and course level.

During this annual process, program faculty review, discuss and evaluate initiatives undertaken during this past year to address areas of disproportional impact within the program. Programs are asked to submit a brief report (see template below) that asks program faculty to summarize the implementation of their diversity plan during the prior year, and outline steps that will be undertaken during the year to come.

*** Each program should already have a "departmental diversity plan" on file that outlines strategies to be implemented and tracked over a multi-year period. If your program has not yet established a diversity plan, please contact Radha Webley in the Office of Diversity and Inclusion for assistance with the process of developing a diversity plan for your program (x4502, Radha.Webley@humboldt.edu).*

**** Disproportional impact,"** *in this instance, refers to observable inequities in educational outcomes – specifically, the difference between outcomes for under-represented and non-under-represented students. For example, a clear case of disproportional impact is evident at HSU in the gap between the 6-year graduation rate for under-represented students and the 6-year graduation rate for White & Asian-American students.*

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 1/31/2014
Assigned User: None

Narrative

Please see two attached documents. The IS response to last year's comments and this year's report in answer to specific questions raised.

Reviewer's Comments

International Studies

Re: International Studies Diversity & Inclusive Excellence report for AY 13/14

Dear Alison,

Thank you for submitting your program's diversity and inclusive excellence update for 13/14, and for all of the work that your program has dedicated to addressing inclusivity and equity issues in your program and courses, and to supporting student success in your program overall. This year, feedback on your inclusive excellence report is coming jointly from your Associate Dean Scott Paynton and Diversity & Inclusion

Director Radha Webley. We're hoping that this joint review and feedback will help streamline and clarify the feedback you receive. After meeting to review your report, we collaboratively prepared the following suggestions and comments on your report:

- ✓ The program's report did not include a plan for going forward. As soon as a new tenure-track hire is in place, the expectation is that there will be a full diversity plan drafted, and ongoing follow-through on that plan year to year.

We are both available to answer any questions you might have about this process, and to support your work in this area in any way that we can. Please feel free to contact either or both of us if there is any way that we can assist your department in this process.

Radha Webley
Scott Paynton

1 April 2014

Sources

- 2013 HSU Diversity Reports
- IS 2014 Diversity Report
- IS last year's report response
- IS Major Survey May 2012
- IS major survey May 2013
- Program Planning Diversity and Inclusive Excellence Template 2013-14

HSU Departmental Diversity & Inclusive Excellence Report for AY 2013-14
Due: January 31, 2014

College:	**CAHSS**
Department/Program:	**Interdisciplinary Studies/International Studies**
Report prepared by:	**Alison Holmes, Program Leader**
Report date:	**2013**

1. **Referencing your Diversity and Inclusive Excellence reports from previous years, what are the areas of disproportional impact that you are currently observing in your program**?
    - **Program enrollment** (for example, low enrollment of particular groups of students – by race/ethnicity and/or gender – relative to the HSU student population overall).
    -
    - ***In comparison to HSU population overall, the 12/13 figures for IS reveal it is currently graduating significantly more Asians and those of 'two or more' races, slightly more unknowns and whites while we have fewer American Indians, Latinos and Pacific Islanders than the rest of campus. In terms of participation the percentages have not be calculated, but will be investigated in future.***

2. **Briefly summarize the initiatives undertaken by your program <u>in the past year</u> to address the issues described in Point #1, above**. As a point of reference, some examples of ways that HSU programs are addressing these issues include:

    - ***See the International Studies response to last year's report for short-medium and long term initiatives.***

3. **Summarize the effectiveness and/or results of each of these initiatives in addressing the areas of disproportional impact outlined above**. (Note: if you have not yet evaluated the effectiveness of these initiatives, please outline your plans for doing so.)

    - ***Most, if not all of our initiatives have only been going for 1 year (see attached for the summary of our 2 student surveys, our only alumni survey and the International Education Week survey conducted by IS - other documentation available on request eg alumni letter, newsletter etc). These are both our tools for improvements and our means to assessing our progress.***

    - ***In terms of longer terms initiatives, INTL 100 (critical thinking globalization) has now been approved by the ICC and the Capstone Journal. Doubtless when the tenure track faculty is appointed, they will be revisited with a view to their effectiveness.***

4. **Based on this assessment of your department's current work to address areas of disproportional impact – and responding to any feedback on your previous year's report, either from your Dean, the Diversity and Inclusion Office, or an external reviewer – outline the steps you will take as a program <u>in the coming year</u> to continue to address the areas of concern that you have identified.** If, based on this review, your department chooses to completely re-write your working diversity plan, please upload that new plan below (under "Document Directory Sources") and make a note of that change here.

    - ***As indicated in the Response document and elsewhere, a full diversity plan is, for the moment, most sensibly left to a tenure track appointment.***

5. **How could the Office of Diversity and Inclusion support your efforts outlined in Point #4, above?**

    - ***I am sure the ODI will be more than helpful when the time comes to undertake our full plan. In the meantime, activities continue in the area listed towards the goal of increasing diversity.***

6. **How *often* have you – as program faculty – collectively discussed the above plan, during the past year?**

    - ***As an interdisciplinary committee, International Studies only meets 3 times per semester. Often the longer term agenda items are pushed out by other, more urgent matters. There is some thought to create an IS annual 'retreat' to ensure longer term issues are more fully addressed, but for now, committee organization and structure must be left to the new tenure track faculty member. That said, we have discussed the diversity/participation/graduation and retention numbers twice ie once a year in anticipation of this report.***

The link to the program data sheets is:

http://pine.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=pindex_U.out

International Studies: Response to Office of Diversity 2012 Comments
January 2014

College:	**CAHSS**
Department/Program:	**Interdisciplinary Studies/International Studies**
Report prepared by:	**Alison Holmes, Program Leader**
Report date:	**2014**

As 2012 was the first time International Studies reported separately from the World Languages and Cultures, some issues pertaining to the ODI comments should be highlighted.

The first and perhaps the most basic, is that International Studies is not a Department. We remain administratively housed within WLC, but have only just begun the process of establishing a more independent presence in various administrative capacities. While we are now on the University and CSU Master list for consideration for full Major status, we continue to operate with one 3 unit release Program Leader. Our future departmental home is, as yet, undetermined, and will remain so until we have a tenure track appointment in place.

The most relevant ramification of this fact is that the language of 'department' is misleading in terms of how and who implements any International Studies plan for diversity (or any other evaluation/assessment we undertake) because, despite the dedication of our committee of IS advisers, they all have departmental homes and consequent responsibilities.

We are pleased the ODI report notes that we graduate IS students in proportion to our enrollment and that we have no obvious 'bottlenecks' in our INTL courses, albeit small in number. It was not our intention to focus unduly on Humboldt County demographic data at the expense of other, potentially more relevant, information, but merely, as our first report, to look across all the available information and note where we stand in relation to all of the communities we serve.

We also note the exhortation to complete and file a Diversity Plan for the International Studies Program, but suggest that such a report would be premature in light of the fact the tenure track hiring process is currently underway and recommend that it would make more sense to leave this until that person is in place and able to be assured of taking it forward in the long term.

Though not noted or asked, we have observed the fact that while our female to male ratio remains high, the make-up of our female population seems to be shifting towards URMs. The same is not exactly true of the male URM population, but there was a slight decrease in non URMs, and rise in URMs that is now holding steady. At the same time, our retention rates seem to be generally steady, though one should always note when making comments on such trends, that any 'directionality' is prone to fast shifts given the numbers overall are so small - though it is a trend that would indicate we are building towards the main recommendation of the ODI report in that we are bringing in a more diverse student population.

Student Focused Diversity Initiatives

That said, International Studies has, and continues to undertake initiatives to strengthen the Program and serve all of its students. With a particular view to exploring the question of our gender/ethnic identity, we have a number of plans that we hope will enhance our ability to attract a range of students.

Short Term Activities

Admissions Team. IS has already made a presentation to the Admission team regarding the recent changes in the Program, but we will revisit this conversation with a view to developing a plan as to what might encourage more male and/or URM students to the Program.

Campus Outreach. In addition to Admission and using the new INTL course, we will investigate other ways to recruit students to the IS major. International Studies has hosted two events at IEW - together with CIP - to open a dialogue as to what 'international' means to students here at HSU. We will expand this effort to explain more about the IS program and encourage students to explore the major. We will also extend the IS/CIP survey undertaken at IEW to encourage more interest.

To date, we have not used the Dialogue on Race or the Multi-cultural Festival in the Spring for IS purposes, but we will investigate possibilities for doing so in the future.

Annual Student Survey. We have now undertaken a student survey two years in a row, but will look at our survey questions for ways to improve our diversity.

Website. As part of our work last year we created a new International Studies website and will now continue to work on ensuring that it reflects the widest possible range of our students, but that it also encourages students of all backgrounds.

Annual Newsletter. Having created the first newsletter last year, we will now work to use this to communicate our diversity to all of our stakeholders.

Alumni Communication. Finally, no communication plan is complete without attempting to include our alums and having set up the first list of IS alum mailing, we will endeavor to use this as another recruitment tool.

Medium Term Activities

INTL 100: Critical Thinking - Globalization. International Studies has proposed a critical thinking class that, we hope, will not only provide a useful addition to this part of the University's curriculum, but will also become a 'gateway' course for the IS Major. As part of that plan, we would aim to use this course to highlight issues and areas that would attract the broadest range of students and encourage their participation in our Program.

Capstone Journal. IS is planning to create a capstone online journal and will endeavor to work on our outreach both for potential majors and content from the journal in due course.

Study Abroad. As part of the International Education Week Survey (conducted by IS in conjunction with the CIP) we have identified the cost of study abroad as a potential issue for students both in terms of going abroad as part of their degree, and specifically in relation to IS as a potential major. We are now exploring this further with a view to discovering whether this has a gender/ethnic component and how we might be able to address this issue through fundraising/development money or scholarships of some kind.

Longer Term Activities

International Studies will endeavor to produce a 'Diversity Plan' for the Program as and when we have a tenure track faculty member in place.

To: **IS Advisory Committee**
From: **Alison Holmes, Program Leader**

Re: **International Studies Major Survey May 2012**

IS Moodle Community
A Moodle site for International Studies Majors was established in April 2012 with four goals:

1) Provide a place for the posting of important information that would remain accessible (even if students delete the email from their own Inbox);
2) Create an IS 'space' where majors could post questions (and answers) and share more general information eg I recently suggested the site to a student who wanted to make an announcement to fellow students;
3) Enable the International Center to have a 'window' to and from majors (this may be particularly useful in light of comments on Study Abroad office access); and,
4) A place we could get feedback from the students on a more regular basis.

The site is intended to be a small, ongoing part of a more general effort to create community-building initiatives for the major. The initial posting to the site was an announcement of the new Program Leader with a link to Survey Monkey, results summarized here. The message was well received, with several students contacting me directly.

IS Survey
The survey attached to the Moodle announcement was based largely on one recently used by the Politics Department. For International Studies this was the first of its kind, the only other survey being a longer, written vs online exit survey of Majors and Minors done by Michael Eldridge in 2009.

Within three days of the announcement, 25 students had responded. A reminder was sent out two weeks later and a final deadline set for the week after finals. At closing, 42 students had replied. While this number compares well with similar exercises, there is an important caveat. It would seem that, as well as being the most prompt, the first group was more likely to respond to all questions. Despite the rising number of responses in later weeks, the number of students skipping questions also significantly increased. For a number of questions the 'skip rate' was nearly half.

It is interesting to speculate as to why the students would take the trouble to enter the survey and click all the way through and not answer. It may have been curiosity as to what was being asked; interest but no time to answer longer questions given the timing of the survey; or a desire to look helpful, but not able/wanting to participate fully. There is no way to tell, but perhaps we can take it as a hopeful sign that they made at least some effort to see what was going on.

Survey Format
The survey was divided into four sections. The first was basic information about the students and when/why they decided to become IS majors. The second part included specifics such as the resources available/ faculty/ assignments etc, the most important thing they felt they have learned and their most valuable experience (so far) as well as questions as to when they took 210 and 310 in relation to their other upper division courses and what they would do to improve the program. The third part asked about region /issue of concentration, language background and study abroad. The final questions ask

about other activities on campus and present career goals and, for those graduating, advice they would give to someone entering the program.

Note: Numbers in ( ) indicates the relevant survey question # - attached at the end of this summary. Indicative or sample quotes are also provided.

Survey Participants

(1)The group was, not surprisingly, much more heavily weighted to upper classmen: nearly 20% Super seniors, 30% seniors, 27% juniors and about 25% sophomores and freshman.

(2,3,4) The major seems to be nearly evenly divided between those who transfer into HSU and those who begin their college career here. The major is overwhelmingly white and female. There is an interesting question as to why women may find it a 'better fit' than politics or economics and something we might want to explore further at later date.

(5) It is not a major of many first generation students with only 4 of the 42 having less than a High School education, 12 GED or High School Diploma while 15 have some college and 22 have College and/or Graduate school.

(6) The students seem evenly divided as to when they decide to come into IS as a major with nearly half deciding before they arrive at HSU while the other half not deciding until much later ('When They First Arrive' received only 8 answers).

(7) Their answers to why they decided to major in IS fall into three broad categories:

1. Course content/inter-disciplinary/globalization/specific professor (16)
   'It is a newish major that examines issues in a unique multi-disciplinary way that I find more applicable to the problem at all levels today'
2. A desire to travel/learn a language as part of their degree(12)
   'After getting the travel bug at 16 there was no turning back'
3. Some other major didn't work/relative flexibility of course allowed them to graduate sooner (9)
   'I was interested in Anthropology but wanted more foreign language background'

Note: It is at this point that the survey begins to have a high 'skip' rate. This may warrant a review of the questions for clarity/smooth-ness of the survey/ease of reply.

(8,9) Course content was overwhelmingly identified as helpful, with faculty/teaching not far behind and assignments/expectations third.

Content: 'Balance between theory and real world'/'Flexibility and breadth'/'Courses taught suit the interdisciplinary nature of the major'
Faculty: 'Availability to give in-depth analysis'/'Enthusiasm'/'Knowledgeable'/'Faculty are amazing' (with a number of specific faculty being mentioned).
Assignments: 'Enjoyed research papers with multiple-part due dates'/'Policy papers interesting'/'Presentations helped my communication skills'/'Getting me prepared for the real world'

When the question was reversed in terms of what hindered them, faculty came in at the top of the list - but with more emphasis on issues of advising. Course content and assignments were tied.

Note: It may be that these questions should be reexamined in future for clarity and to separate out different issues.

Faculty: 'Bureaucratic policies'/'Making advising required helps'. Two were also comments as to Study abroad advising and the need to have more people available at key times.
Content: 'More facilitations about real world'/'More methodology'/'Range of classes makes it hard to focus'/'Class availability was poor'
Assignments: 'Expectations too low'/'Faculty not clear about expectations'/'More policy papers'

(10) A question about the 'most important ideas' might be expected to produce as many answers as respondents. However, an overwhelming number of students spoke of the 'interconnectedness' of the world's issues and the importance of communication in a culturally diverse world. Eg 'I have learned that my generation will inherit some of the most complex issues within the most complex economic, social and political systems'.

(11) Similarly, answers to the question as to their 'most valuable experience' was even more clearly weighted to a single answer: study abroad. Model UN also had a number of mentions and a scattering of other specific classes/areas of content.

(12) 90% were satisfied with the resources (technical, library etc) with several taking time to make suggestions about adding study groups, tutoring, and scholarships for study abroad.

(13) More diverse answers were offered under the idea of a change to the program with three broad themes: study abroad advising, career advice and support and those that could be summarized as suggestions about community development either in terms of meeting others in the major, others interested in their concentration, others going to/coming back from the same country. One person even suggested that the program should have its own department so as to create the kind of connection they were looking for. A related suggestion was the creation of more connection between 210 and 310 (as well as making both 4 unit classes).

(14) As might have been predicted when asking about the timing of students taking the core courses, INTL 210 was evenly divided between *before* or *at the same time* as their upper division electives while INTL 310 was more heavily weighted to *at the same time* and *after*. Interestingly, quite a few had not taken 210 and even more had not taken 310 at all. This should be watched to see if offering 210 and 310 Fall and Spring makes a difference.

(15,16) Most of those answering were concentrating in 'Globalization' with 'China' second then 'Culture' then 'Germany'. It is interesting to contrast this to the language questions where Spanish was in the lead then Chinese, with French and German nearly even.

(17,18,19) The question as to whether they took this language before they enrolled at HSU was evenly divided, although just under half said they took another language while here and just over half said they did not, posing further questions that may be explored in the next survey. Nearly a third were planning to take a second major.

(20,21,22,23) Latin America and China stand out as the most common destinations and the good news is that students seemed to feel that it fit in with their program of study. Most felt they had enough

information, though there were a number of people who would like to see more connection between academic and study abroad advisers and financial support for studying abroad.

Note: the question as to when they went abroad will need to be redrafted so as to make it clear it is about which year/semester in their own program - not just a year.

(24) It is interesting to see that IS students are more likely to be involved in sports than other types of associations such as language groups, 'global' issues, multi-cultural activities etc.

(25) Career choices are dominated by non-profits and NGOs with government and teaching jobs (particularly teaching English) close behind. Only one stated graduate school as an option.

(26) The final question, designed for seniors, but open to anyone answering the survey, produced a fairly consistent range of answers, but with a slightly more downbeat tone. The idea of 'not giving up' or not allowing themselves to get 'too depressed' by the world's problems was the way most stated their advice - though many also concluded with the idea that, despite all the problems, 'don't stop working and thinking for change'.

IS Major Survey Questions May 2012

1. Year you just completed at HSU?
2. Did you start at HSU as a: *First year student/Transfer Student*
3. Race/Ethnicity
4. Gender
5. Parents' Highest Level of Education
6. When did you decide to major in IS? *Before I arrived/When I first arrived/Later*
7. What led you to decide to major in IS?
   ==
8. The International Studies Program is exploring changes to help promote the success of all students. Thinking about your experience, please identity ways in which faculty, teaching or advising, course content, or assignments and expectations helped you achieve your goals?
9. Thinking again about your experience, please identity ways in which faculty, teaching or advising, course content, or assignments and expectations limited or hindered your ability to achieve your goals?
10. What are one or two of the most important ideas you have learned (so far) in the IS Program?
11. What has been (so far) your most valuable experience in the IS Program?
12. Do you feel that you have the facilities and access to resources (eg computers, technology, databases, library) necessary for successful completion of requirements for the IS Program?
13. What would be the most important change you would suggest to the IS Program?
14. When did you take the core courses (INTL 210 Introduction to International Studies, INTL 310 International Political Economy)? *Before/At Same Time/After - upper division electives*
    ==
15. Which region/issue is the focus of your IS major?
16. Which language have you focused on for your degree?
17. Did you study this language before you enrolled at HSU?
18. Did you study another language while at HSU?
19. Are you planning to take or have you completed a second major while doing the IS Program?
20. Which study abroad will/did you participate in for your major?
21. In which year did/do you plan to study abroad?
22. Did it fit into your program of study?
23. Did you have all the information you needed as to which program you went on?
    ==
24. What activities did /are you involved in on campus?
25. What are your present career goals?
26. If you are graduating this year, what advice would you give to someone just entering?

To: **IS Advisory Committee**
From: **Alison Holmes, Program Leader**

Re: **International Studies Major Survey May 2013**

2013 was our second International Studies survey and while we used largely the same questions, some were changed in light of a few confused results last year.

Survey Format
The survey was divided into four sections. The first was basic information about the students and when/why they decided to become IS majors. The second part included specifics such as the resources available/ faculty/ assignments etc, the most important thing they felt they have learned and their most valuable experience (so far) as well as questions as to when they took 210 and 310/410 in relation to their other upper division courses, the IS Moodle and the Career workshop. The third part asked about region /issue of concentration, language background and study abroad. The final questions ask about other activities on campus and present career goals and, for those graduating, advice they would give to someone entering the program.

Overall
The response rate was down from last year (from 42 to 24) though it could be considered positive that while the overall response rate was lower, the 'skip rate' was significantly lower ie of the 24 responses we had relatively few unanswered questions this year. There was also an interesting shift in terms of who replied. There was a gap amongst sophomores while freshmen were up and a third were seniors. This shift is also reflected in the fact that there was an increase in the number of students who started at HSU as freshmen and a decline in transfers.

In terms of gender the pool reflects the fact we are more female than male and on the issue of ethnicity, there was quite a spread. This is obviously a small sample, but despite being generally 'white' the respondents were 13% Black, 13% American Indian, 21% Asian and 21% Latino/a. Hopefully, we can take this as a sign that there are no groups who feel that their answers 'don't matter'.

Again a feature that may be attributable to the fact there were more freshmen in this sample, but 50% of them had decided to be IS majors before arriving at HSU, 20% upon arrival and 30% later. Given our efforts to inform the admissions office about the changes to the program and new marketing materials, hopefully this will be a trend that continues. This prediction could be supported by the fact that 65% got their information about the major from the website or 'other'. When broken down 'other' turns out to be specific people who made an impact on the student often a faculty member, though the YES house is also mentioned. For those who decided once they reached HSU there are a number of sources of information they used, although this remain a question that many students skipped.

Library/Computer Resources, IS Moodle & Majors Meetings
In terms of resources and facilities 100% said they felt they had what they needed. The IS library guide came in for specific mention, both in terms of the media page and the article search page while there were also mentions of the language lab and Rosetta Stone.

The IS Moodle site is also clearly being used and valued by students with 84% finding it helpful, 60% preferring it to a simple ListServ system and 70% using it as a resource either regularly or occasionally.

Nearly 80% say they attended a Majors Meeting and 70% found them helpful, though we may want to think about other types of events as there is interest in social events (70%) and advising events (20%).

Courses

NOTE: you may download this template from the "Document Directory Sources" below

HSU Departmental Diversity & Inclusive Excellence Report for AY 2013-14

Due: January 31, 2014

College:
Department/Program:
Report prepared by:
Report date:

For your program's annual diversity and inclusive excellence review, please comment on the following (please limit your evaluation and commentary to no more than three pages of text, including the template text below). Feel free to reference the multi-year program data provided in the "URL Sources," below, as well as the data on course success (also linked below):

1. **Referencing your Diversity and Inclusive Excellence reports from previous years, what are the areas of disproportional impact that you are currently observing in your program**? (simply write "**YES**" next to the area/s that are relevant to your program):

    - ☐ **Program enrollment** (for example, low enrollment of particular groups of students – by race/ethnicity and/or gender – relative to the HSU student population overall)
    - ☐ **Course success** (asymmetry in course success across race/ethnicity, in particular in courses that are both required for the major and have high overall low-success rates)
    - ☐ **Program retention, graduation, degrees granted** (asymmetry in these areas across race/ethnicity and/or gender)

2. **Briefly summarize the initiatives undertaken by your program <u>in the past year</u> to address the issues described in Point #1, above**. As a point of reference, some examples of ways that HSU programs are addressing these issues include:
    - ☐ *course transformation* (in terms of content and/or pedagogy)
    - ☐ *broadening curricular offerings* to deepen the diversity of perspectives
    - ☐ *augmenting program-level support for students* (in terms of individual and collective advising of students, structured peer support, add'l support for struggling students, and many other means)
    - ☐ employing surveys or other means for *gathering student input* on issues of inclusion within the program
    - ☐ implementing various methods to *support inclusivity* in the classroom and/or program (from community-building within the major to mechanisms for countering stereotype threat in the classroom)
    - ☐ and many, many more…

3. **Summarize the effectiveness and/or results of each of these initiatives in addressing the areas of disproportional impact outlined above**. (Note: if you have not yet evaluated the effectiveness of these initiatives, please outline your plans for doing so.)

4. **Based on this assessment of your department's current work to address areas of disproportional impact – and responding to any feedback on your previous year's report, either from your Dean, the Diversity and Inclusion Office, or an external reviewer – outline the steps you will take as a program <u>in the coming year</u> to continue to address the areas of concern that you have identified.** If, based on this review, your department chooses to completely re-write your working diversity plan, please upload that new plan below (under "Document Directory Sources") and make a note of that change here.

5. **How could the Office of Diversity and Inclusion support your efforts outlined in Point #4, above?**

6. **How *often* have you – as program faculty – collectively discussed the above plan, during the past year?**

Additional resources for your diversity planning process*: While this diversity planning process centers on the importance of each program developing strategies that are responsive to the needs and circumstances of the individual program,* ***program faculty are encouraged to familiarize themselves with the many initiatives that are being undertaken by programs across the HSU campus*** *– a summary of which is available here and full versions of which are linked here* ***– and also to browse HSU's Resources for Inclusive Learning and Teaching site****, available here and linked below.*

If you have any questions as you prepare your diversity and inclusive excellence report, please feel free to contact Radha Webley in the Office of Diversity and Inclusion at 826.4502 or Radha.Webley@humboldt.edu

Course Availability does not seem to be a problem as 50% 'usually' get what they want while 20% always do. No one reported that they 'never' seem to be able to get their classes or even 'serious problems'.

90% of students say they would like the Career workshop to be offered regularly with only 20% preferring their senior year and 42% opting instead for their junior year.

In terms of language, those replying were largely taking Spanish or Chinese and 55% had taken the language before arriving at HSU. 75% did not take any other language and the same number has no plans to double major.

Study Abroad
55% of these students did the full year abroad with nearly 30% doing one semester and only 16% taking up the 10-12 week option. 52% plan (or did) their study abroad in their junior year and 74% felt they had all the information they needed to make their choice.

Outside Activities
IS students are engaged in a huge range of outside activities, from YES house and cause type groups, athletics and RAMP on campus through Greek life and student government. It is a small sample, but it seems difficult to characterize their interests from the information we have.

Career Goals
Perhaps not surprising given the rage of interests, their career goals are also very diverse, although there is an interest in education - either TEFL-esque programs or K-12 - and government work of some kind. Business is not a main interest though 'running' an NGO is.

What you learned/most important experience/Advice to someone coming in
The clearest reply to these open ended questions was to the 'most important experience' with study abroad topping the list. A few mentioned specific skills (mock interviews and policy presentations) or courses (IEW, Model UN) but the value of spending time abroad was the most consistent answer by far.

Their answers to 'What you learned' and 'advice to someone coming in', like last year, were linked in various ways, but the inter-disciplinarity of the program and the breaking down of the processes of globalization seems to be getting through.

'The information I have learned as far as global politics…has been difficult at times to accept, but I'm grateful for the knowledge and perspective'

'Everything on the international level is connects and nothing can be changed independent of other factors'

'The definition of interdisciplinary/international studies as a major. Globalization is hard to truly define, but it's a phenomenon that has been happening for centuries in one form or another'

'Relationships and communication; whether the subject is politics, dance, economics, history, cross-cultural health or ethnobotany, understanding the relationships and communication between people and ideas that gives it all meaning and purpose'.

In terms of their advice to those coming into the major, taking the opportunity to study abroad for a full year was not uncommon while a constant theme was to encourage students to not give up when the material gets them down, but focus on what they can do when they are done.

IS Major Survey Questions May 2013

1. Year you just completed at HSU?
2. Did you start at HSU as a: *First year student/Transfer Student*
3. Race/Ethnicity
4. Gender
5. Parents' Highest Level of Education
6. When did you decide to major in IS?
7. If you decided to major in IS before you arrived, what types of information did you use to make your decision?
8. If you decided to major in IS after you arrived, was there a specific person, course or type of information that helped you decide?

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9. What are one or two of the most important ideas you have learned (so far) in the IS Program?
10. What has been (so far) your most valuable experience in the IS Program?

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11. Do you feel that you have the facilities and access to resources (eg computers, technology, databases, library) necessary for successful completion of requirements for the IS Program?
12. You are automatically enrolled in the IS Major Moodle site for information and updates. Do you find these emails useful?
13. Do you use the Moodle site as a source of information as well as waiting for updates?
14. Would you prefer an IS Listserv - or the Moodle system?
15. Have you attended any major meetings?
16. Did you find them helpful?
17. What other types of events would you find helpful to your experience?

    ==
18. When did you take the core courses (INTL 210 Introduction to International Studies; INTL 310/410 International Political Economy)?
19. How would you describe your ability to get the courses you want/need for your major?
20. If IS offered a regular career workshop would you be interested?
21. If yes, in which year do you think you would most value a career course?
22. Which regionalization/issue concentration is the focus of your IS Major?

    ==
23. Which language have you focused on for your degree?
24. Did you study this language before you enrolled at HSU?
25. Did you study another language while at HSU?
26. Are you planning to take or have you completed a second major while doing the IS Program?

    ==
27. Which study abroad will/did you participate in for your major?
28. How long is the program?
29. In which year did/do you plan to study abroad?
30. Did you have all the information you needed as to which program you went on?

    ==
31. What activities did /are you involved in on campus?
32. What are your present career goals?
33. If you are graduating this year, what advice would you give to someone just entering?

Note: If you would like a specific breakdown of one of these questions I am happy to share that information.

IV.A.

Program Changes and Resource Request

Enter program changes since the last report in the table below.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 3/31/2014

Assigned User: None

Narrative

Change in:	Reasons*	Resources**
Curriculum	First full year of recently consolidated program and separate Major process underway	Significant progress was made and all indications are that students (and advisers) value clarity - though there are some outstanding issues with students under previous programs getting what they need. It has also already been noted that some changes/tidying up will be required to some of the concentrations to further streamline the program
Faculty and Staff	Successful search for TT faculty for IS - start date Fall 2014	3 people brought to campus and the position offered to the current Program Leader, Dr Alison Holmes, who accepted.
Facilities	Expected shift from WLC to Politics as of Fall 2014	WLC has under gone some change of personnel over the past semester and so, since the announcement of the search, some areas have already been slowly moving across to Politics. No major new resource requirements are anticipated. However, given the fact this office already serves a number of programs and faculty, IS expects it may need a student employee for more routine tasks.
Five-Year Plan	We expect the new TT hire to begin work on a 5year plan for IS as part of the PREP process next year	The current thinking is to work on a 5 year plan, 2-3 year marketing plan and the 5 year diversity plan as part of an integrated process - starting next year.

*List reasons your program was able to make positive changes in these areas.
**List resources and strategies needed for overcoming obstacles related to lack of positive change in these areas.

Using the grid as partially filled in - here are the additions/comments/report for International Studies.

IV.B.

Departmental Activity

The program will provide a summary of activities in the department or program during the academic year and previous summer that are important to realizing its mission and goals, and/or relevant to program planning. The report should include a summary of faculty and student awards and accomplishments, faculty and student scholarship (e.g. exhibits, presentations, publications), grants and contracts, professional events, and community outreach.

Status

☐ Under Development ☑ In Review ☐ Published

Due Date: 4/30/2014

Assigned User: None

Narrative

International Studies has filled in the grid as offered by the PREP site, but added an additional narrative attached.

IS is an interdisciplinary Program with faculty across CAHSS (and into CPS) and any report is incomplete without their contributions and achievements. Please see the attached narrative for the full list for the IS committee and their relevant departments for this information. This 'grid' covers only the Program Leader.

Department and Program Activities	How activity supported mission and goals	How activity was relevant to program planning.
Faculty Awards: Holmes: Summer 2013 Fellowship: University of London Institute for the Study of the Americas	An international fellowship ensure faculty remain current not only in the academic realm of international studies, but also the cultural/political/ and social realms overseas	Continued commitment to international travel for research and scholarship
Student Awards: Unknown	It is difficult to track student awards esp as we have so many who get scholarships for study abroad that don't come through HSU. Isn't the university better placed to track this?	n/a
Faculty Scholarship (e.g. exhibits, presentations, publications): Holmes: "John W. Burton's World Society and Communication vs? Adam Watson's International Society and Dialogue: Similarities, Differences and modern diplomacy" Transatlantic Studies Association Conference, Gent, Belgium, 7/2014.	The mission is, and will remain, the support of students in their goal of learning the IS curriculum in a timely way towards productive careers after college. This implies work not only continued work on the curriculum, but other projects that support student success in the classroom and into the future.	Holmes continues to work in the areas of international relations theory and diplomacy - though she has also begun working with staff colleagues in CIP and Career Center on joint projects relevant to IS students, but from a broader perspective
Student Scholarship (e.g. exhibits, presentations, publications): Unknown	See student awards above	n/a
Grants and Contracts: None	n/a	n/a
Professional Events: Holmes: Transatlantic Studies Association: Exec Comm, 2013 - present	Serving on the boards of international journals - like international travel or conferences - ensures a	See above

Holmes: Journal of Liberal History: Editorial Board, 2007 - present	continued innovation and connection to new ideas in the field	
University Community Outreach: -Chair - International Studies Program Advisers Committee -Member - International Advisory Comm -Member - Int'l Program Review Comm -Institute for Student Success Spring 2012 and Institute Presenter Fall 2013	University service ensures an international perspective - as distinct from multi-cultural - is maintained and shared across campus. HSU is committed to creating global citizens and social justice - issues that cannot be done without applying critical thinking skill to the world outside.	Collaboration is key to an interdisciplinary program, on a small university campus, in a rural and relatively isolated campus. Without working alongside any and all of the offices, faculty and staff who support IS students, the program could not achieve its goals.

Sources

- Activity Narrative 2013-2014

Annual Assessment

Title: Annual Assessment
Description:
Program: International Studies
Start: 7/1/2014
Core Competency: Information Literacy
Student Product Type: Research papers
Source of Student Products: INTL 210 and INTL 410
Given the results, what area (one of the five criteria represented as a row on the Information Literacy VALUE Rubric) had the lowest number of successful students?: Determine the Extent of Information Needed
What plans does the program intend to make to address student preformance in this area?: As a Program we have concluded that we are now at a good place in terms of the recent consolidation of the major to pursue some of these issues directly. To that end and as a Program, we plan to examine the INTL 'suite' of courses (INTL 210, 220, 410, Capstone) with a view to:

1. Reviewing research paper instructions for consistency so that at least in INTL students are clear as to what is expected and can more easily see links between their explicitly interdisciplinary courses for the major;

2. Considering a Programmatic decision as to 'house style' so that all instructors in the Program can guide students along similar lines. The goals of such a system would be to reveal the student's research journey and regular opportunities for them to assess the credibility and particularly the variety of the sources they use;

Given the results, what area (one of the five criteria represented as a row on the Information Literacy VALUE Rubric) had the next lowest number of successful students?: Evaluate Information and its Sources Critically
What plans does the program intend to make to address student preformance in this area?: 3. Examining one or two assignments (particularly for 210 and 410 – really the core of for these kinds of activities) that would both enable us to track certain issues as well as assist students build their skills eg the Library's Research Quiz;

4. Agreeing on a shorter 'search and cite' exercise that is repeated in all INTL classes to reinforce their skills and the INTL style.

Information literacy was not assessed this year: ☐
Alternate or Additional Assessment:
Source of Student Products:
Student Product Type (Alternate or Additional Assessment):
Given the results, what 2 areas had the lowest number of successful students?:
What plans does the program intend to make to address these areas?:
Attachments:
- IS International Studies 2014 Report
- IS International Studies Results

Reviewer's Comments:
End: 6/30/2015
Results: Achieved

Responsible Roles: No Roles Selected

Items Supporting This Information Literacy Assessment

Type	Number	Name	Start Date	End Date	Provider	Progress
Program Student Learning Outcome	SLO 4	critically evaluate regional and global issues	07/01/2013	06/30/2015	International Studies	

Last modified 4/30/2015 at 3:33 PM by Alison Holmes
Created 9/26/2014 at 2:14 PM by administrator Account

International Studies Program
Fall 2014 Assessment Report

University Information Literacy has been analyzed together with Program SLO #4:

The ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues

Process and Data

The International Studies Advisers selected Profs Beth Wilson (Economics) Derek Shaw (Politics and IS) and Alison Holmes (IS, Politics and Program Leader) to assess Program SLO #4 in conjunction with the University-wide assessment of Information Literacy.

As an interdisciplinary Program, International Studies has a limited number of INTL listed courses. The advisers therefore decided to use the final research paper from both INTL 210: Introduction to International Studies and INTL 410: Global Issues Analysis for this work in an effort to chart progress over time and through the Major.

Both classes were relatively small in Spring 2013 (210 = 21, 410 = 13) and six papers from each class were chosen using a numbered, alphabetical list and a random number website. Papers were approximately 10 pages long and were intended to be formal research papers.

Given the International Studies SLO #4 combines information literacy with interdisciplinarity,

The ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues

the advisers also concluded it made sense to add a separate, short rubric geared more specifically towards interdisciplinarity to the exercise - a shortened and revised version of that found on the AAC&U website.

The full Program Committee reviewed the two rubrics at our first annual Retreat (21 August) and found two initial issues - both in relation to the information literacy rubric. The first was that the rubric asked for a four level assessment, despite most recommendations that work be deemed 'above', 'below' or simply 'meets' expectation. We worked with this issue as best we could and determined that we would reserve 'Benchmark - 1' for seriously problematic work. As a result, it is rarely used in our assessments. The second issue was that using only final products, our ability to judge the process of gathering material is difficult if not impossible. We therefore determined that we would effectively combine areas two and three (access the needed information and evaluate information and sources critically) though a similar problem also exists with the final area (ethical and legal use of information). We concluded that correct/consistent use of citations would suffice - though we recognize it is a weak proxy.

For the interdisciplinary rubric, we felt it important to not repeat areas included in information literacy and concentrate instead on the ability to find a variety of material and understanding the need for multiple perspectives. This was reduced to three areas:

1. Be able to develop and articulate an interdisciplinary thesis statement
2. Sources from a variety of disciplines
3. Ability to critically analyze a problem from multiple disciplines and perspectives

Papers anonymized, given short names and circulated to the assessment committee listed above. Each committee member read two papers from both 210 and 410 and met on the 18th September to norm the rubric.

In terms of expectations, students are encouraged to take INTL 210 as soon as they declare the major and, in the case of transfers, often in their first semester at HSU. We therefore would not necessarily expect them to be in the exemplary category but in need of more guidance and practice. INTL 410 students, on the other hand, are often, though not always, juniors and seniors. We therefore would expect a higher standard and ability in these areas and tried to take that into account as to how that was reflected in their work.

We compared our initial results, resolved the ways in which we would deal with the process vs product issues and discussed areas where our result differed.

Derek Shaw, as instructor for both of these courses, and I, as Program Leader, read and rated all of the papers. This might have raised some issues as we would are more likely to recognize a student's work despite the anonymization, but Beth Wilson provided a useful third view and check on four papers in each group. There was a great deal of consensus in the results. Our results were as follows:

University Information Rubric - 210

	Exemplary - 4	Competent - 3	Needs Work - 2	Benchmark - 1
Determine the Extent of Information Needed	3	6	7	0
Access the Needed Information	1	5	9	1
Evaluate Information and its Sources Critically	1	4	10	1
Use Information Effectively to Accomplish a Specific Purpose	2	8	6	0
Access and Use Information Ethically and Legally	2	4	8	2

University Information Rubric – 210 (%)

	Exemplary + Competent (%)	Needs Works + Benchmark (%)
Determine Information	56%	43%
Access Information	37%	62%
Evaluate Info Critically	31%	68%
Information for a Purpose	62%	37%
Information Ethically/Legally	37%	62%

Program's Interdisciplinary Rubric - 210

	Exemplary - 4	Competent - 3	Needs Work - 2	Benchmark - 1
Be able to develop and articulate an interdisciplinary thesis statement	3	9	4	0
Sources from a variety of disciplines	1	7	7	1
Ability to critically analyze a problem from multiple disciplines and perspectives	1	8	7	0

Program's Interdisciplinary Rubric – 210 (%)

	Exemplary + Competent (%)	Needs Work + Benchmark (%)
interdisciplinary thesis statement	68%	25%
Sources from a variety	50%	50%
critically analyze a problem from multiple perspectives	56%	43%

University Information Rubric - 410

	Exemplary - 4	Competent - 3	Needs Work - 2	Benchmark - 1
Determine the Extent of Information Needed	2	8	4	2
Access the Needed Information	3	6	7	0
Evaluate Information and its Sources Critically	4	5	7	0
Use Information Effectively to Accomplish a Specific Purpose	4	6	4	2
Access and Use Information Ethically and Legally	0	12	4	0

University Information Rubric – 410 (%)

	Exemplary + Competent (%)	Needs Works + Benchmark (%)
Determine Information	63%	37%
Access Information	56%	43%
Evaluate Info Critically	56%	43%
Information for a Purpose	62%	37%
Information Ethically/Legally	75%	25%

Program's Interdisciplinary Rubric - 410

	Exemplary - 4	Competent - 3	Needs Work - 2	Benchmark - 1
Be able to develop and articulate an interdisciplinary thesis statement	4	11	1	0
Sources from a variety of disciplines	4	4	8	0
Ability to critically analyze a problem from multiple disciplines and perspectives	3	8	3	2

Program's Interdisciplinary Rubric – 410 (%)

	Exemplary + Competent (%)	Needs Work + Benchmark (%)
interdisciplinary thesis statement	93.7%	6%
Sources from a variety	50%	50%
critically analyze a problem from multiple perspectives	68.7%	32%

Discussion and Steps Forward

In line with our expectations, lower division students have more issues with both information literacy and interdisciplinary research. Interestingly and on balance they are stronger in the area of interdisciplinarity and are offering a good thesis statement, but weak on evaluating those sources and are not citing them well and consistently.

Upper division students are stronger in both areas, although it is striking that they seem to have made little progress in terms of finding a variety of sources.

As a Program we have concluded that we are now at a good place in terms of the recent consolidation of the major to pursue some of these issues directly. To that end and as a Program, we plan to examine the INTL 'suite' of courses (INTL 210, 220, 410, Capstone) with a view to:

1. Reviewing research paper instructions for consistency so that at least in INTL students are clear as to what is expected and can more easily see links between their explicitly interdisciplinary courses for the major;

2. Considering a Programmatic decision as to ‘house style’ so that all instructors in the Program can guide students along similar lines. The goals of such a system would be to reveal the student’s research journey and regular opportunities for them to assess the credibility and particularly the variety of the sources they use;

3. Examining one or two assignments (particularly for 210 and 410 – really the core of for these kinds of activities) that would both enable us to track certain issues as well as assist students build their skills eg the Library’s Research Quiz;

4. Agreeing on a shorter ‘search and cite’ exercise that is repeated in all INTL classes to reinforce their skills and the INTL style.

arh 10.25.14

Information Literacy Assessment Results

Program:	Source:	Type:	Total Evaluated:
Interdisciplinary Studies: International Studies BA	INTL 210, INTL 410	Research papers	12

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Total Not meeting benckmark 0
The product shows that the student can determine the extent of information needed	5	14	11	2	0
The product shows that the student can access the needed information	4	11	16	1	0
The product shows that the student can evaluate information and its sources critically	5	9	17	1	0
The product shows that the student can use information effectively to accomplish a specific purpose	6	14	10	2	0
The product shows that the student can access and use information ethically and legally	2	16	12	2	0

Enrollment / Diversity and Inclusive Excellence Report

Title: Enrollment / Diversity and Inclusive Excellence Report
Program: International Studies
Start: 7/1/2014

Please focus on the annual data over the last 5 years when you summarize the trend for enrollment and graduation.:

Traditionally, International Studies has been a largely female non URM Program. More recently, while our overall numbers have been fairly steady over the past 5 years in terms of majors, we have seen some change in those two specific demographics. Particularly since AY11/12 we have been tracking up in terms of URM – with close to a doubling of URM students (12.2% to 22.9%) and males (19.5 to 42.9%) in this past year. We now more closely resemble levels at the College level. It should also be noted, and in line with previous reports, that IS continues to be much higher in terms of 'not known' – over twice that of the College.

The IS faculty are also increasingly concerned about two further points that, while not specifically related to the International Studies Program do affect the wider internationalization of the campus and could potentially be key parts of a wider campus mission in this area:

1. International students are, apparently, not well tracked in the system and we therefore have little information as to how well they are doing at HSU. By marking them only as 'foreign' or 'international' but not tracking them in terms of success we are missing information that becomes only more important as we move forward on plans to increase the number of four year matriculating international students.

2. We also do not track students who study abroad in terms of their progress before and after their experience away from Humboldt. As study abroad is a widely acclaimed high impact practice (and we are one of the only CSUs to require this as part of the major) it would seem valuable to understand if that finding holds at this campus and if there is a differential in terms of URM participation and performance in this area.

Please focus on the annual data over the last 3 years when you summarize the trend for non-success rates for the 3-5 courses in your program with the highest non-success rates. :

As an interdisciplinary program, we focus on courses listed under INTL as those are the courses we could have a direct impact on – while not ignoring other classes our students are required to take. On that basis there are no INTL courses currently considered to be an issue and the other courses in our core ECON 305/306 and PSCI 240 are also not on this list.

Based on summaries above, which area presents the greatest challenge for overall program effectiveness?:

Enrollment

Describe why this area was identified as a challenge for overall program effectiveness.:

This area is listed as it has been the area in most need of improvement as we seek to better reflect the community and invite/broaden our appeal to as many groups as possible because their participation in the Program strengthens our curriculum.

While the numbers seem to be improving that this point, we are conscious that with such a relatively small base for these assessments, we will continue to work on this area for the foreseeable future.

What was done to address this challenge over the last year?:

As per our plans for the past two years we have continued to work on recruitment and enrollment in the short/medium and long term.

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<u>Short Term Activities</u>

Admissions Team. IS has had various discussions with the new professional advising staff in terms of ensuring that various aspects of the IS Program are highlighted to undeclared Freshmen, but also with a view to recruiting as broad a range of students as possible.

Campus Outreach. IS hosted two events at International Education Week the 'brown bag' on international issues here at HSU together with CIP as well as a session 'So you want to Major in International Studies'. The first had about 20 students while the second about a dozen.

IS also tabled during IEW and during the AS College night and the Program Leader was invited to participate at the RAMP 'speed date' night.

This semester we plan to investigate ways to use other events such as the Multi-cultural Festival.

Annual Student Survey. IS has now established its annual student survey as well as the alumni survey (summary attached).

Website. We have continued to work on our website and other marketing material such as our display case etc to ensure they reflect the diversity of the Program and of our student body.

Medium Term Activities

INTL 100: Critical Thinking - Globalization. IS will teach this course for the first time next Fall and we hope that it will draw a broad range of students to the major in the future. We are heartened by the fact that there already seems to be interest in the course from various offices and advising staff on campus.

Capstone Journal. IS has now created its online capstone journal and students also created a more informal webzine as part of that process. This semester we will be working to attract non-capstone/major students to participate in both of these initiatives.

Study Abroad. Initiatives such as the International Education Week Survey (conducted by IS in conjunction with the CIP) continue to identify funding as a barrier to study abroad. We have now set up a fund called the 'HSU Global Ambassadors' fund in the hope we can begin to raise funds for students struggling to support this part of the Program – often URM/first Generation etc students. It may not begin to distribute funds until next year, but we continue to work on this area.

Longer Term Activities

International Studies will endeavor to produce a 'Diversity Plan' for the Program over the course of this academic year with a view to completing it AY 15/16 as well as apply for a diversity grant to enable us to work on embedding diversity in our core courses.

Where will your program focus efforts to improve in this area, specific to overall program effectiveness?: Recruitment Strategies, Curriculum Reform/Changes, Student Success Support Services (Supplemental Instruction, Learning Center, Tutoring), Advising Practices, Community Building Efforts

Describe what you will do for each focus.:

Recruitment Strategies

We will continue to build on the work listed above.

Curriculum Reform/Changes

We have plans to consider our core/INTL course content and will consider diversity as part of that process through a diversity faculty grant if possible.

Student Success Support Services (SI, Learning Center, Tutoring)

As have applied for and received MSF money designed for student mentoring. We will be working on how this enables us to do more in this area.

Advising Practices

We are working to ensure consistency of advising through a number of means – eg working with the new professional advisers, including IS in Phase Two of the roll out of this program, considering the system of advising for upper classmen in light of these changes.

Community Building

We will endeavor to host at least one student event NOT designed with advising in mind – while we will continue to have Major Meetings every semester. We are also working on social media initiatives such as Facebook and LinkedIn for both existing students and alums.

Please focus on the annual data over the last 5 years when you summarize the

See above answer

trend for enrollment and graduation, disaggregated by ethnicity and gender.:	
Please focus on the annual data over the last 3 years when you summarize the trend for non-success rates for the 3-5 courses in your program with the highest non-success rates, disaggregated by ethnicity and gender.:	See above answer as INTL has not courses considered as having a high non success or differential success rate.
Based on summaries above, which area presents the greatest challenge for diversity and inclusive excellence within your program?:	Enrollment
Describe why this area was identified as a challenge.:	See above answer
What was done to address this challenge over the past year?:	See above
Where will your program focus efforts to improve in this area specific to diversity and inclusive excellence?:	Curriculum Reform/Changes
Explain what you will do for each focus selected above.:	The IS faculty are supporting my bid for a Faculty diversity so that I can try and work on embedding diversity in the international context.
Attachments:	
End:	6/30/2015
Progress:	Achieved

Responsible Roles: No Roles Selected

Last modified 2/25/2015 at 6:43 PM by Alison Holmes
Created 12/18/2014 at 2:56 PM by administrator Account

Program Changes and Resource Request

Title: Program Changes and Resource Request
Program: International Studies
Start: 7/1/2014
Curriculum: Changes/Goals: The International Studies Program underwent significant change/consolidation in AY 2013-14 and we are now working our way through the implications of those changes. Following that significant curricular change, we also added Model UN, International Education Week and the 1 Unit Career workshop (which was also given an official course number as we had been running it as special topics but had come to the end of that possibility) to a number of options.

Now in the second year of our changes we can see that at least one of our new concentrations will need more course options given rotation etc and that we should probably take the opportunity to reevaluate all our other course options at that time. This will be a priority for next year.

We were also hoping to take up the recommendation from ODI two years ago that we not only work on only our recruitment of URMs to the major, but that we 'embed' diversity what is an already relatively diverse program in terms of content. A Diversity grant to work on INTL 210 and 410 but also 200 to create stronger links between core courses and more overt scaffolding in terms of content and learning outcomes and career planning was applied for, but turned down. It remains undecided at this point how we move forward on that task.

Curriculum: Next Steps: As indicated above, we were hoping for time to work on the connections and scaffolding particularly between our INTL courses, but that was not awarded. We are investigating other ways to undertake that work.

In other 'next steps' the INTL 100 Critical thinking class, which will be taught for the first time next Fall, has been given an Intensive Course training program and so we are looking forward to the results of that work this summer and to having a non-major/gateway/recruitment course in the stable of INTL offerings.

We are hoping this will also help to broaden our recruitment and increase our number of majors (we have been holding relatively steady, despite the fact that the consolidation also meant an increase in our unit count and other requirements producing a decrease in our number of transfers - we anticipated this and it was one of the reasons in our thinking about this INTL 100 class).

We are also considering making INTL 210 a DCG course so as to broaden its appeal (and help our students meet more than one requirement with the class) but that is also undecided at this point.

Curriculum: Resources: We are keenly aware that we have INTL students for a relatively small number of classes where we can control the content or ensure delivery of aspects of our learning outcomes. We are determined to continue to pursue this issue and would have appreciated the opportunity to do this in a consistent and considered way with the support of the grant, but there are not enough hours to take on something that requires research/coordination and consultation across an entire Program without at least some support.

Tenure-line Faculty:: This is our first year with a tenure line faculty member. We are also hopeful that the new interdisciplinary hire will be part of our advising committee and we continue to challenge our thinking as to how/why/who is on that advising committee.

Temporary Faculty:: We have had one lecturer for some time but that may change as INTL 220 becomes a course that needs help given faculty rotations/sabbaticals etc. We expect the same may be true of INTL 100 in the future.

We are also aware that we need to ensure consistency in our thinking as to what needs to be included in each of the core INTL classes and that this is conveyed to our lecturers.

Staff:: This has been our first year as an official part of the Politics/History 'franchise' and it seems to be working well. Both Peggy and Linda are beyond skilled at their jobs and while we tried the option of a work study student (and will want to continue that in the future) the specific student we had this year has not been ideal in terms of getting as much work done as we had hoped.

Faculty and Staff: Next Steps: We anticipate no big changes - we may be looking for an additional lecturer for INTL 220 and a different work study student but generally we are staffed appropriately.

Faculty and Staff: Resources: None for faculty though we expect the cost of study abroad to becoming an increasing problem and hope that the university will contribute/support a fund that will enable more students to afford study abroad.

Facilities: Improvements and Maintenance: None at this time.

Facilities: Equipment: None at this time.

Facilities: Next Steps: None at this time.

Facilities: Resources: Again the main financial goal is the Global Ambassadors Fund whereby both IS students and HSU students generally can take advantage of this opportunity.

Describe the progress made toward the five-year plan.: IS currently has no official five year plan. It is on our list of activities for the next 1-2 years.

Program Changes and Resource Request Sources:

End: 6/30/2015
Progress: Achieved

Responsible Roles: No Roles Selected

Last modified 4/2/2015 at 2:04 PM by Alison Holmes
Created 3/12/2015 at 11:00 AM by administrator Account

Annual Department Activity

Title: Annual Department Activity
Program: Politics
Start: 7/1/2014
Faculty Awards:
Student Awards:
Faculty Scholarship:
Student Scholarship:
Grants and Contracts:
Professional Events:
Community Outreach:
Significant Highlights:
Attachments:
End: 6/30/2015
Progress:

Responsible Roles: No Roles Selected

Last modified 4/15/2015 at 5:33 PM by administrator Account
Created 4/15/2015 at 5:33 PM by administrator Account

Oral Communication Sp 2015

2015-16

Name: Oral Communication Sp 2015
Program : International Studies
Start: 7/1/2015
Program SLO: SLO #5: Proficiency in formal written and oral communication
Assessment Method: Oral Communication VALUE rubric
Number of students evaluated: 4
Course catalog number: INTL 490 Capstone
Student product type: video-recorded presentations
Students' levels of performance (lowest success)): Central Message
Student's levels of performance (2nd lowest success): Organization
Does the program currently provide instruction on oral communication, other than that provided in COMM 100?: no
What steps will you take to improve student performance in these areas?: We feel confident that the international studies program does a reasonable job at providing opportunities for students to develop their oral presentations skills as demonstrated by the fact that having analyzed not only the Capstone class (given its small size) but the INTL 210 introductory course as well that none of the students in either class were deemed to be benchmark ie both groups were performing at or above the levels expected of them in class assignment assessed.
What type of consultation does the department need to help facilitate this change?:
Collaborative review process:
Attachments:
- INTL Oral Assessment Report 2011
- INTL Oral Assessment Report 2015
- INTL Oral Assessment Worksheets 210 and Capstone 2015

Reviewer's Comments:
End: 6/30/2016
Review complete:

Responsible Roles: No Roles Selected

Last modified 10/20/2015 at 5:59 PM by Alison Holmes
Created 9/4/2015 at 10:30 AM by administrator Account

International Studies Program
Fall 2015 Assessment Report on Oral Communication

For the purposes of this report **Oral Communication**, understood as: "prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitude, values, beliefs or behaviors", has been analyzed as the **International Studies Program SLOs: #5:** 'Proficiency in formal written and oral communication'.

Background

The International Studies Program assessed oral communication as recently as 2011, including both INTL 210 and INTL 310. This previous assessment looked at taped group presentations from both INTL 210 (Intro to International Studies) and INTL 310 (as it was at the time Global Issue Analysis). These were reviewed by Beth Wilson as chair of the assessment committee and an instructor of INTL 310, Alison Holmes and Radha Webley as instructors for INTL 210 and INTL 310 respectively.

The full report is attached as an appendix but in short, the report concluded two things. First that the biggest problem areas were "delivery," "content," and "supporting materials". Second that the goal would be to clarify expectations on assignments and allow for more opportunities for students to make formal presentations.

Process and Data for 2015

Since the last report, a Capstone has been added to the major so it was agreed by the committee and it would be useful to make the same longitudinal observations by assessing INTL 210 and INTL 490 Capstone (instead of what has now become INTL 410).

The committee was made up of Alison Holmes (IS Program Leader), Suzanne Pasztor (History and International Studies adviser), and Beth Wilson (Economics and International Studies adviser) who viewed tapes of group presentations from INTL 210 and individual presentations from INTL 490 Capstone. Both classes were relatively small in Spring 2015 with a total of 17 students in INTL 210 and 10 students in INTL 490. The committee viewed 7 from the first and 4 from the second.

Overall Findings

Generally the committee found that the students in both classes, while not exemplary are certainly proficient in oral communication (as interpreted as a majority in the 4 and 3 categories).

We feel reasonably confident that the international studies program does an adequate job at providing opportunities for students to develop their oral presentations skills over the course of the program as demonstrated by the fact that, having analyzed not only the Capstone class, but the INTL 210 introductory course as well, that none of the students in either class were deemed to be benchmark ie both groups were performing at or above the levels expected of them in class assignment assessed.

Assessment charts attached.

arh 16 Oct 2015

INTL 210 Intro to International Studies					
Person 1		**Exemplary - 4**	**Competent - 3**	**Needs Work - 2**	**Benchmark - 1**
	Organization	3			
	Language	3			
	Delivery	1	3		
	Supporting Material	3			
	Central Message	3			
Person 2		**Exemplary - 4**	**Competent - 3**	**Needs Work - 2**	**Benchmark - 1**
	Organization		3		
	Language		1	2	
	Delivery		3		
	Supporting Material	1	2		
	Central Message			3	
Person 1		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language		3		
	Delivery		1	2	
	Supporting Material		3		
	Central Message		3		
Person 2		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language		1	2	
	Delivery		3		
	Supporting Material	1	2		
	Central Message			3	
Person 3		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language		3		
	Delivery			3	
	Supporting Material		1	2	
	Central Message		3		
Person 4		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language		3		
	Delivery		3		
	Supporting Material		1	2	
	Central Message		1	2	
Person 5		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization	3			
	Language	2	1		
	Delivery	1	2		
	Supporting Material	2	1		
	Central Message	3			
Person 6		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization	3			
	Language	2	1		

	Delivery	1	2		
	Supporting Material		3		
	Central Message	3			
Person 7		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization	2	1		
	Language	2	1		
	Delivery	2	1		
	Supporting Material		3		
	Central Message	3			

INTL 490 Capstone Oral Assessment 2					
Person 1		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization	2	1		
	Language		3		
	Delivery	3			
	Supporting Material	1	2		
	Central Message	1	2		
Person 2		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		2	1	
	Language		2	1	
	Delivery		3		
	Supporting Material		3		
	Central Message		1	2	
Person 3		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization		3		
	Language	1	2		
	Delivery		3		
	Supporting Material	3			
	Central Message	3			
Person 4		**Capstone - 4**	**Milestones Com**	**Milestones Needs**	**Benchmark - 1**
	Organization	2	1		
	Language		3		
	Delivery		3		
	Supporting Material	1	2		
	Central Message	1	2		

Title: Enrollment / Diversity and Inclusive Excellence Report Sp 2016
Program: International Studies
Start: 7/1/2015

Please focus on the annual data over the last 5 years when you summarize the trend for enrollment and graduation.:

Like most programs in the CAHSS, International Studies major totals have been on a slow decline. This clearly has an impact on our overall numbers and tracking and more specifically, the decline seems to have reinforced our previous trends of being a relatively female/non URM major. Interestingly, and in light of our goals for targeting enrollment, there has been a shift in terms our participation by class (Freshmen are up) and our diversity in the broadest sense has spread ie Hispanic/Latino has gone down very slightly but other groups such as African American, Asian American and Two or more have gone up (though one must always bear in mind the tiny 'n'. The number of First Gen students (presumably no unrelated to the higher number of Freshmen given the higher rate of First Gen students in this cohort) has also gone up. IS Faculty remain concerned that we do not track international students well/at all and even more concerned that study abroad, as a recognized High Impact Practice, are not regularly tracked and reported. It is our hope that, given study abroad is required in this major, that we are able to contribute to the overall goal of supporting URM students in pursuit of study abroad and can attract them to the Program on that basis.

Please focus on the annual data over the last 3 years when you summarize the trend for non-success rates for the 3-5 courses in your program with the highest non-success rates. :

No INTL courses are currently deemed to be a bottleneck nor is there any indication of a differential success rate for any group of students in those courses. Nor are other courses that are listed in the INTL core eg ECON 305/306 or PSCI 240.

Based on summaries above, which area presents the greatest challenge for overall program effectiveness?:

Enrollment

Describe why this area was identified as a challenge for overall program effectiveness.:

As consistently indicated, International Studies seems to have relatively few issues in terms of retention, success rates or graduation. However, there is always room for improvement and certainly attracting a diversity of students to the program has been and remains high on our list of priorities. This has involved not only curricular issues such as the continuing revision and evolution of the relatively new Capstone course and the addition of more practical career and leadership mentorship, but working in areas well outside the program in the areas of financial aid and study abroad so as to ensure that core components of the program are not hindering students of any kind from considering the major. For example, there is a general concern that study abroad is expensive and only for 'rich white kids' – dispelling this kind of misinformation is important in terms of hoping to continue to recruit a wider range of students.

What was done to address this challenge over the last year?:

As per our plans for the past two years we have continued to work on recruitment and enrollment in the short/medium and long term.

Advising. IS has had various discussions with the new professional advising staff in terms of ensuring that various aspects of the IS Program are highlighted to undeclared Freshmen, but also with a view to recruiting as broad a range of students as possible.

Campus Outreach. IS hosted a 'brown bag' event at International Education Week on international issues here at HSU as well as tabling for the major alongside the study abroad office as we find that students interested in studying abroad are unaware that there is a major that requires this feature. .

INTL 100: Critical Thinking - Globalization. IS has now created a critical thinking class that will hopefully make students aware of the IS program and – at the very least – encourage global thinking and global citizenship in support of the university's goals. In the semester following the class, an email was sent to undeclared students who did well in the class encouraging them to think about IS as a potential major. The number of students in this category was not high, but two students did follow up on the invitation.

Where will your program focus efforts to improve in this area, specific to overall program effectiveness?:

Recruitment Strategies, Curriculum Reform/Changes, Advising Practices, Community Building Efforts

Describe what you will do for each focus.:

Recruitment Strategies

We will continue to build on the work listed above.

Curriculum Reform/Changes

We have plans to consider our core/INTL course content and will be putting in paperwork to improve both INTL 210 and INTL 410 in ways we hope will consolidate our current work in the areas of career and leadership.

Advising Practices

IS had a RAMP mentor staff member working as a 'triage' officer to the Program Leader. This seemed to help at least some students stay on track as the RAMP mentor (also an IS major) reminded and chased students about due dates, resources and opportunities..

Community Building

We will endeavor to host at least one student event NOT designed with advising in mind – while we will continue to have Major Meetings every semester. We are also working on social media initiatives such as Facebook and LinkedIn for both existing students and alums

Please focus on the annual data over the last 5 years when you summarize the trend for enrollment and graduation, disaggregated by ethnicity and gender.: See above answer.

Please focus on the annual data over the last 3 years when you summarize the trend for non-success rates for the 3-5 courses in your program with the highest non-success rates, disaggregated by ethnicity and gender.: See above answer as INTL has no courses considered as having a high non-success rate.

Based on summaries above, which area presents the greatest challenge for diversity and inclusive excellence within your program?: Enrollment

Describe why this area was identified as a challenge.: See above

What was done to address this challenge over the past year?: See above

Where will your program focus efforts to improve in this area specific to diversity and inclusive excellence?:

Explain what you will do for each focus selected above.: See above - our overall plans are identical to our specific plans as we are small enough that the plans for the whole group are the same as improving the experience of different groups.

Attachments:

End: 6/30/2016

Progress:

Responsible Roles: No Roles Selected

Last modified 3/9/2016 at 3:25 PM by Alison Holmes
Created 1/22/2016 at 11:29 AM by administrator Account

Program Changes and Resource Request

Title: Program Changes and Resource Request
Program: International Studies
Start: 7/1/2015
Curriculum: Changes/Goals:

In this academic year 2015-16, INTL is in the process of making some curricular changes to the program that, we believe, will enhance our ability to scaffolding across our own courses and delivery our student outcomes. Namely, we are adding 1 unit to both INTL 210 and INTL 410, reducing the Concentrations to 12 units and adding INTL 320 Career workshop and INTL 387 International Education Week and adding a Geography alternative to PSCI 240 to the core

Curriculum: Next Steps: The Program Change and consequent Course Change paperwork has been submitted under the priority deadline so there are no further steps unless the ICC comes back with questions etc. There are no changes planned for next year.

Curriculum: Resources: In terms of resources INTL remains an efficient and relatively inexpensive program. With one tenure line faculty member and an active and supportive advising committee we use spaces in classes that might not otherwise fill and support the viability of the language programs.

We have collaborated with the Geography and Anthropology departments in what we hope will be a long term teaching rotation for the INTL 220 class (offered only in the Fall but will now run two years with one faculty member and two years with the other). Our goal would be to have a similar tenure track rotation for INTL 410 in the future to ensure consistency and build links with other departments.

Tenure-line Faculty::

There have been no changes in INTL tenure line faculty this year – and in other faculty only the agreement with Geography and Anthropology listed above.

There will be a hire in Political Science in the area of Global Politics and we are hopeful this may resolve/support INTL as well.

Temporary Faculty:: There have been no changes in temporary faculty. We have been primarily using a single lecturer for INTL 410 and we have welcomed another temporary faculty member to INTL 210, although this is a one semester appointment that was effectively to cover the Program Leader's new faculty course release.

Staff:: There have been no permanent staff changes though we have hired a work study student as a complement to the shared office support system. This has worked relatively well and will be continued.

We also hired a RAMP mentor (who was also an INTL major) to help 'triage' advising. This worked relatively well and we are waiting to see how the college decides to proceed (or not) with a wider program rather than using MSF money.

Faculty and Staff: Next Steps: See comment on PSCI hire above. Not directly in our domain, but relevant.
Faculty and Staff: Resources: See comments re: peer mentoring/staff/ and MSF money.
Facilities: Improvements and Maintenance: n/a
Facilities: Equipment: n/a
Facilities: Next Steps: n/a
Facilities: Resources: n/a
Describe the progress made toward the five-year plan.: International Studies does not have a formal 'Five year plan'. Our first formal five year review is scheduled for 2017-2018 and we expect that to be the point at which we combine our existing materials (eg various reports, five year marketing plan, curricular changes and consolidation etc) to be put together in a single place with a view to assessing the future direction of the Program.

Program Changes and Resource Request Sources:
End: 6/30/2016
Progress: Achieved

Responsible Roles: No Roles Selected

Last modified 6/20/2016 at 11:06 AM by Alison Holmes
Created 3/22/2016 at 2:18 PM by administrator Account

Annual Department Activity

Title: Annual Department Activity
Program: Politics
Start: 7/1/2015
Faculty Awards:
Student Awards:
Faculty Scholarship:
Student Scholarship:
Grants and Contracts:
Professional Events:
Community Outreach:
Significant Highlights:
Attachments:
End: 6/30/2016
Progress:

Responsible Roles: No Roles Selected

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Appendix T - Career SLO Assessment October 2016

International Studies Program – Fall 2016
Assessment Report on Student Learning Outcome #6:
'the skills you need to build an international career'

As early as 2012, the International Studies Program has been involved in, and even leading, the campus effort on career education and continues to strive to scaffold career education throughout the Program. At this point, career education is integrated throughout the Program, beginning with the introductory/lower division coursework focusing on basic self-awareness and occupational research and leading up to a culminating experience in the INTL Capstone. As one of the only majors in the College of Arts, Humanities and Social Sciences with an explicit Student Learning Outcome concerning career development, this is the first time this SLO has been assessed. This assessment has been particularly challenging in that there are few existing rubrics and no agreed system of assessment for this area. The Program Leader, with the support of the Career Center, has therefore developed a system of assessment together with four separate rubrics (attached).

Background

Career Education in the International Studies Program began with a pilot workshop: a seven-week, 1-unit, credit/no credit course first offered as a co-listed course (with Sociology) in Spring 2013. The initial pilot made two things quite clear: despite the fact most of the students taking the class were seniors, most were ill-prepared in terms of even the most basic career materials in terms of resume, cover letter etc and none had well developed occupational research or networking skills. Clearly, a senior/spring semester course was useful, but it was far too late to fill and gaps or reconsider options that were no longer interesting or viable and therefore career education had to be earlier in the curriculum. Given the fact that well over half of the INTL students receive financial aid, this approach would also support students searching for jobs while still in college as well as helping them locate and land volunteer or internship opportunities that could lead to more professional development. Over the following four years various approaches have been used throughout the program as part of our effort to find the best combination of career interventions for our students.

INTL 210: Introduction to International Studies – Basic Skills

This course is designed to introduce students to the major and covers 5 disciplines, 5 regions of the world and three current debates that highlight the issues of interdisciplinarity. The course involves a major research project, a policy paper and various other exercises such as map quizzes, locating articles on current affairs and writing response papers to guest lectures. This range of activities meant it was not overly difficult to incorporate career exploration and some basic job-relevant research skills. The assignment, placed relatively early in the semester so that it might spark interest in an organization or issue that might be useful for their research and policy assignments as students were required to create a 'wandering map' in class to explore their passions and interests. This open-ended/creative session was followed with one on the basics of resumes/cover letters (templates of these were also provided on the INTL Library Research Guide page).

They were then asked to create a 'RIP' file – so called for the low tech version of literally tearing job ads from newspapers or magazines – of 5 jobs that interested them. These could be 'now' jobs or 'later' jobs, or even graduate school options, but they could not use Craigslist or Google jobs and sources could only be used once. They then had to create a summary sheet including the basic information for each job (requirements, location, title etc) and a resume and a cover letter for one of the jobs listed. This was handed in for review by the instructor. At some point in this process, the career center was usually asked to lead a class session on resumes, but also on good ways to find job postings. Their

presence in the class was mainly to give students a face in the career center and enable them to feel more comfortable seeking those resources. RIP files were returned and discussed in class. Students then revised their resume and cover letter and handed it in a second time, together with 5 more jobs. The work does not take much time in class, but in course evaluations and in later classes, many students have reported that this exercise was very useful. More importantly, they reported that it made them think about types of jobs to apply for, volunteering opportunities on and off campus, and course options while still in college.

INTL 210: Introduction to International Studies – Short workshop with Career Center Collaboration

In addition to the RIP file, INTL has experimented with a longer career session, but still attached to the introductory course. This exercise has been done both as a requirement for the course (with an alternative assignment for those who could not make the session outside class time) and as an option for extra credit. These sessions were also valuable in that they were run in conjunction with an introductory course in the Political Science Department and therefore students could see how careers and majors interacted in terms of the skills gained in their coursework. This arrangement also meant that faculty and staff could cover two departments with a single workshop.

The name, 'clip-on', is intended to suggest that this kind of assignment/workshop could be incorporated into many different types of classes in a range of departments as much of the work took place outside regular class time. That said, it was clear from the feedback that the overall usefulness to students was enhanced by discussing the activities in the classroom setting and by connecting two majors that have related employment areas. The first clip on workshop was offered in Spring 2013 with the goal of adding more career tools without taking any more time from class content. Preparation for both classes began with a discussion about the purpose of the career assignment on the first day of class as part of the overall discussion of the course structure and continued to be raised throughout the semester.

There are a number of general conclusions or observations as to the workshop's usefulness and effectiveness and 3 stood out as important to the process of scaffolding in the Program.

1. The staff/faulty combination added significantly to student confidence that they had not only 'first hand' knowledge of what was useful in their field of choice, but there was professional support on campus in terms of other tools, databases, guides and templates they could call on.
2. The embedded nature of the workshop within a specific class meant that there was the opportunity for both pre- and post- workshop activities that extended the life of the workshop and required them to think about their materials before the event and enabled further discussion of any questions that arose as a result of the event.
3. There are benefits and challenges in attempting to cover this much ground in a single session, but if it is to be 'clipped on' to a course, the benefits seemed to outweigh the problems. Getting students to commit to a single afternoon seems less of a logistical nightmare than many other options and it could not really be any shorter and still hope to achieve its goals.

A year later, the possibility of repeating the INTL/PSCI 'clip-on' workshop presented itself so in Fall of 2014 a slightly revised version was rolled out. Perhaps the biggest difference was that, in this instance, the workshop was not 'required', but made entirely optional. This saved some organizational time and yet the sign-up remained positive (30 of a possible 49

– 4 students were in both classes) and even though the actual attendance on the day was lower (23), it was encouraging to see how many from both classes took a Friday afternoon to be present at an entirely optional event and how many completed the feedback form (19). Other than becoming optional, we did try to hold the essentials of the assignments to be the same, though there was no employer panel as funding was scarce and it was decided that a panel in the Spring in conjunction with the full Career workshop would be sufficient.

According to the sign-in sheet and the anonymous post-workshop survey, the breakdown of attendees by major was: 12 International Studies, 10 and 1 foreign exchange student for a total of 23 while the respondents were 10 IS, 8 PSCI and 1 foreign exchange for a total of 19 while the class standing was more spread with only 2 seniors, 7 juniors and 6 sophomores and still only a few freshmen.

In terms of conclusions from this second experience there were no new observations, only additions (added in italics to last year's conclusion):

1. The staff/faulty combination added significantly to student confidence – *though we would add that, since that last workshop it has been the experience that this 'face time' with the Career Center has a noticeable impact on student willingness to take advantages of services they might not otherwise know about or pursue*.
2. The embedded nature of the workshop within a specific class meant that there was the opportunity for both pre- and post- workshop activity that extended the life of the workshop - *we would add that the optional vs required nature of the workshop may have dropped the numbers by a marginal number, but the benefits of this approach seem to remain.*
3. There are benefits and challenges to attempting to cover this much ground in a single session - *time was again a challenge, but there seems to be limited alternatives.*

INTL 480 then INTL 320 –Special Topics then Career Workshop
Intermediate to Advanced Level: 1 unit workshop
In terms of the goals of a 1-unit workshop, it's clear that it enables more in-depth student support/faculty partnership and can be built directly into a student's major plan. Students are also able to choose when to take such a workshop, which, particularly for INTL students who are required to go abroad, can be very useful. Interestingly, some students opt to take it twice; once to prepare for going away and again when they near graduation.

Despite being nearly at the point of graduation, many students had had very little guidance as to basic job search skills; nor had many reviewed their resume and cover letter with any of the available professionals on campus. They also seemed unfamiliar with, and unable to navigate, issues of professional etiquette and were unaware of various professional networking avenues open to them while still students or even the most basic requirements of the positions they claimed they had 'always' wanted to pursue. Perhaps the best example of this is the number of INTL students interested in the Peace Corps (INTL is a large feeder major into the Peace Corps – in fact, for our size, HSU is regularly in the top ten, if not top five such schools with INTL providing a significant number to that group), but had little or no relevant volunteer experience – a basic requirement.

The 1-unit workshop is also a good way to make the materials and exercises directly relevant to the major and those of interest to the student. International Studies students tend to divide fairly evenly into thirds in terms of those interested in the Peace Corps, USAID, teaching English overseas, or NGO work, those wanting to pursue graduate school,

or those who wish to look into more traditional government work (State Department) or the private sector. This means the workshop gives us time to explore all three (and some end up changing their direction as a result of learning more/discovering misconceptions/ redirecting their aspirations) including time consuming activities such as mock interviews for every student or individual editing of letters and statements.

INTL 490 – Capstone, Advanced Level
Generally speaking, the capstone would be a logical place for many aspects of career education. In terms of being a way to have a final check on student readiness, support for the actual application planning and processing, and relevant professional networking. For majors with a high unit count or no other space in the program for an additional unit, this may be ideal. However, given the needs of various student constituencies and the overall perspective of millennials generally, this may be far too late.

For the International Studies Program, the capstone class is designed to be the course where majors bring all the elements of the program together. They do a career portfolio, an academic portfolio and explore theories of leadership so they can devise their own 'leadership pledge' for the future. The core of the class is a project they design themselves that either consolidates work they have already done or positions them in relation to their post college plans. When the career workshop was only a pilot or just an elective, this was the only way to ensure that all majors had a resume, cover letter, some job research skills and the opportunity to do a mock interview. In practice, it meant that students who had not done the workshop were effectively rushed through the career aspects of the class given neither portfolio is intended to be the main work or focus of the class, but rather a stock-taking of work already don

Evaluations from the workshop and steady enrollment suggested that the workshop was becoming an important part of the program. Therefore, in 2016, the faculty took the decision to put the workshop into the core where it will be required as of 2017.

Process and Data
Without the benefit of standard rubrics and templates for career education assessment, the Program had to effectively start from scratch. The goal was to decide a process that would determine the usefulness of career education and the ability or success of scaffolding of career education.

Given the SLO was premised on 'skills' we primarily focused on career outputs or the direct products of the course activities. These outputs included a resume, cover letter and mock interview and because we sought to see how career education worked across the program we used resumes from INTL 210 as well as 320 and 490 and all three outputs from INTL 320 and 490 (INTL 210 doesn't do mock interviews).

However, as these do not speak to student confidence or sense of preparedness, proxies here for career course outcomes (the indirect benefits of career education such as GPA and retention), a short essay assignment was added to the INTL 320 class and INTL 490 Career Portfolios.

The next step was to create rubrics for each of these three outputs as well as another, revised rubric, for the outcome proxy. Using various rubrics as a starting point, three basic rubrics were developed using five characteristics and a scale of acceptable, acceptable, and exemplary for a total possible of 25 points. The exception was the essay rubric, though the

five characteristics were retained, clearly the three levels didn't apply. The hope was to create a standard assessment process.
The committee was made up of Alison Holmes (IS Program Leader) and Loren Collins (Faculty Support Coordinator for Service Learning and Career Education). As Holmes taught two of the classes involved, she has already seen and assessed the outputs so there was no opportunity to entirely norm the rubrics nor was there an opportunity to go through them all together.

Curricular Conclusions
1) It looks like the 320 is doing a better job preparing students than the 490 (perhaps not surprising as it is 7 weeks focused solely on careers) which supports our decision to put 320 in the INTL core. Clearly, and as a direct consequence of that decision, the career portfolio in the Capstone will need to be revisited.

2) The iterative process for career portfolios materials is crucial. This clearly comes through in the data for the 'before and after' in 320 and suggests we need to understand that while students may say they have a resume, it's clear that when asked to work through their initial draft they are able to make significant improvements. This suggests that we need to build in more time for two or even three drafts of the resume and consider spending more time on the cover letter as well (though this is difficult as many are not actually applying for a specific job at the time and this piece needs to be very focused on a particular job).

3) As a Program, we have consistently done assessment not only at the senior level but across the curriculum. This SLO assessment has followed suit so, while we do not have longitudinal data, we do see a large improvement from 210 to the 320/490 and are encouraged by this cross-section of students.

4) In terms of areas that require work, it would seem that our students tend to fall down on "greeting/first impression" for the mock interviews. This supports our anecdotal sense that our casual campus atmosphere leads them to believe that there is little need to 'look the part' and that students tend to see the benefit of the mock interview more after the fact. I feel confident that if we had the time to give them a second round of interviews they would rise to the occasion. Slightly more worrying is the fact that the content areas of the cover letter are somewhat lacking, though again, that could be a matter of the vague, non-specific nature of these letters especially as there is no comparable problem for the resumes.

There is little in the way of systemic assessment of career development courses anywhere that we can find. However, given our research and our work with students over the past four years, we feel reasonably confident that the international studies program is going in a positive direction. We look forward to learning from other majors and programs on campus as well as other universities as more and more begin to undertake the kind of work we are doing and will review our approach and our rubrics accordingly. In the meantime, Holmes in partnership with Collins has submitted two papers for publication based on the work going on here at HSU in the hope of stimulating a broader conversation both in our own community and further afield.

arh 2016

Appendix T - Career SLO Assessment October 2016

RESUME Scoring Rubric Name: _____

Elements	Not Acceptable = 1 pt	Acceptable = 3 pts	Exemplary = 5 pts	Comments
Aesthetics	Confusing layout; inconsistent formatting; mistakes in spelling, grammar etc; too much or too little space	Generally able to be understood; information and descriptions generally clear but raises some new questions or not fully explained	Good use of space; appropriate use of graphics and fonts; key information easily located	
Composition	Too many/not enough/unclear headings; Spelling and grammar errors; no form or reason to statements or bullet points	Generally able to follow organization and flow; very few mistakes in spelling and grammar; some use of resume statements or bullets but not well developed	Clear organization; clean and consistent layout; free of grammar, spelling errors; effective use of "resume" sentence/ phrasing	
Content	No flow of narrative; not enough/too much information in key areas; background, education and experience not fully explained; more questions raised than answered	There is some sense of narrative but not consistent; statements or bullets not fully explained; some flow but not always clear how or why one thing relates to others in the same area	Clear narrative; outlines background, education and experience fully and with specifics; fully developed statements or bullets; logical flow	
Education	Education not showcased; important skills (eg language, study abroad or social media) left out or not specified; non-academic or community work not clearly explained for non HSU audience	Education listed but not well used to highlight skills or significant/relevant areas; Activities 'undersold' by virtue of bad layout or explanation	Degrees/grades etc clear and well laid out; relevant skills gained clearly highlighted; coursework – if listed - explained succinctly; extra-curricular and community activity set out for non HSU audience;	
Experience	Experience jumbled by too many categories or not enough information; descriptions begin with the menial vs the most relevant/important skills so key aspects are lost; too little or too much information; written in first person	Positions laid out but not fully supporting the overall narrative; inconsistency in information provided leaving a 'patchy' flow; preoccupied with paid employment and not enough focus on skills and abilities; over or under selling particular aspects and lack of balance	Relevance to the position made clear; includes specifics with details and/or accomplishments; clear delineation for categories of experience; demonstrates progression of responsibility/title; supports the overall narrative of the resume and cover letter combined	
Overall Possible: **25 points**				

Appendix T - Career SLO Assessment October 2016

COVER LETTER Scoring Rubric Name: _____

Elements	Not Acceptable = 1 pt	Acceptable = 3 pts	Exemplary = 5 pts	Comments
Aesthetics	Not professional in appearance (crumpled, stained, odd margins); No clear contact or addressee information; poor formatting; too much or too little space	Letter generally looks clear and professional; contact and organization information clear and correct	Professional appearance; clear placement of contact and addressee information; clean fonts and formatting	
Composition	No flow or order to the way things are discussed; spelling and grammar errors; confusing sentences or main points and little connection between the person and the position	Generally able to follow organization and flow; very few mistakes in spelling and grammar; some connection between the narrative and the position, but not maximized	Clear organization; clean and consistent layout; free of grammar, spelling errors; overall narrative that clearly connects the resume/person to the positon	
Introduction/Opening Paragraph	May or may not cover basic information and only a tenuous or weak way into the body of the letter and establishes no link between the person and the position	Covers basic information but only a lackluster way of getting into the core content of the letter	Covers basic information but offers an engaging and gripping way into the body of the letter and clearly connects the person to the position	
Letter Body/ Content	No flow of narrative; not enough/too much information in key areas; background, education and experience not fully explained; more questions raised than answered; all assertions without foundation or specifics to support them	There is some sense of narrative but not consistent; background, education and experience laid out but not connected to the position; some unsupported assertions but also some good examples of the connections between the person and the position	Clear narrative; outlines background, education and experience fully and with specifics that connect directly to the position; is less about them per se but focused on how they fit the job and will be effective members of the organization	
Closing	Not a strong closing statement; repetitive or wandering; no clear 'final message' to the reader and how they fit the job as outlined	Has a sense of a closing statement but unenthusiastic or unconvincing; too many messages that get cluttered; no succinct final message for the organization	Strong closing statement of purpose; clearly outlines how their background, education and experience have prepared them for this specific position (without being repetitive)	
Overall Possible: 25 points				

MOCK INTERVIEW Scoring Rubric Name_____

Appendix T - Career SLO Assessment October 2016

Key Element	Not Acceptable = 1pt	Acceptable = 3 pts	Exemplary = 5 pts	Comments
Greeting/ First Impressions	Turns up late; not dressed appropriately; does not shake hands and/or greet interviewer(s); does not bring a copy of resume or is otherwise unprepared; lackluster and distracted	Turns up on time; dressed appropriately for the position; has resume/other relevant materials ready; and to hand; greeting acceptable, but not engaged or engaging	Turns up on time/early; appropriately/ professionally dressed; has resume/other material ready; Clear enthusiastic greeting and maintains direct, respectful eye contact and relaxed body language	
Poise/Voice	Posture slumped or shifting; fidgeting with feet or hands; looks at the floor or ceiling when speaking and makes no eye contact; grammar and language are not appropriate (eg "um" or "like"); voice too soft or loud/ too fast or slow	Posture generally acceptable with relatively little fidgeting; adequate eye contact that is clear on important points; language and grammar acceptable with relatively few verbal ticks; voice usually clear and consistent	Posture calm and confident; no fidgeting and excellent eye contact without staring; language, grammar and voice clear and fluid without verbal ticks and use of appropriate humor	
Interview Techniques/ Preparation	Not paying attention to what is being asked and didn't answer questions directly or completely; had not thought about how they wanted to answer key questions or what they had to offer; not prepared or knowledgeable about the organization/ position; could not clearly articulate why they were suited or their own background/ education/ or experience	Didn't answer important questions clearly or completely; had prepared some answers in advance to the point they sounded false or rehearsed; had done only basic research into the organization/position; had thought about how their background/ education/experience but were not fluid in their answers as to how that connected to the organization	Listened carefully to what was being asked and answered each question clearly and completely; had prepared answers to some questions without sounding stilted or rehearsed; Knowledgeable about organization/ position; able to promote themselves and explain their background/ education/ experience without sounding gushy, arrogant or pushy	
Self-Promoting/ General Attitude	Answers questions in generalities with no reference to personal strengths, skills and abilities; lack of interest and enthusiasm passive; or overly enthusiastic	Answers a few questions with some reference to personal strengths, skills and abilities; seems interested but could be better prepared or informed.	Answers questions with reference to strengths, skills and abilities and how they contribute to the position; interested and enthusiastic about the interview, organization and process	
Closing	Has no closing statement or questions (or only obvious/inappropriate questions); shows no interest in the position or next steps; does not shake hands or thank the interviewer	Has a weak closing statement and only relatively weak questions; shows only lukewarm interest in the position or the process; unenthusiastically thanked the interviewer and/or shook hands	Strong, enthusiastic closing/summary of their interest in the position; has a number of engaging and relevant questions that have been prepared in advance and come from the interview; engaged with the process going forward	
OVERALL possible: 25 points				

REFLECTION ESSAY Assessment Name: _____

Appendix T - Career SLO Assessment October 2016

Elements	Y	N	Student Comments/Observations	Assessor Comments/Observations
Short term plan for 3- 6 months				
Medium term plan for 6-9 months				
Long term plan for 9-12 months/post college				
Feel Better prepared for remaining time at HSU				
Feel Better prepared for career search after HSU				
Final Reflections				

Appendix U -Career Scaffolding F 2016

Career Planning and Curriculum Integration: millennials on the 'lost' coast[1]

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Assistant Professor, Politics

Loren Collins
Faculty Support Coordinator for Service Learning and Career Education

Abstract
Career preparation during college is increasingly an area of interest and concern not only for the parents, family and friends of prospective students, but administrators, politicians, and even the average taxpayer. As costs continue to rise, the 'value' of higher education is no longer based primarily on the preparation of a future generation to participate in, and to lead a democratic civil society, but on how competitive students will be in the global marketplace as a result. Humboldt State University is located approximately 300 miles north of San Francisco in a relatively isolated region known as the 'lost coast', famous for old growth redwoods and dramatic coastline. Over the past five years, it has taken seriously the challenge of connecting the ideals of a relatively small, liberal arts school to the changing goals and aspirations of an increasingly diverse student body in the context of an ever more connected world.

This paper seeks to do two things. First, to briefly outline current questions in the field of career development with a view to a better understanding of how the stated goals of the millennial generation affect their ideas of 'career' and 'success'. Second, to offer Humboldt State University as a case study by examining the way these issues have influenced the development of career education in the HSU's College of Arts, Humanities and Social Sciences (CAHSS), specifically the International Studies Program.

The argument is that while the overarching goals of millennials are not so very unusual or different from their predecessors, career education does need to adapt to meet specific needs of our students. Further, that this is best done through a strategy that combines traditional 'user activated' services with intentional 'scaffolding' designed by each college – or ideally by each department or program. The objective is to offer other and/or similar institutions a framework that includes a range of approaches to embedding career education into the academic curriculum in a way that not only meets the range of needs of our students, but also connects the liberal arts education campus to the classroom of the world.

Introduction

The résumé session was well underway and students were brainstorming headings that could or should be included, while raising formatting questions for the final product. The class, part of a pilot workshop taught by the International Studies Program with the support of the Career Center, was just one of the curricular experiments being explored on the northernmost campus of the California State system at Humboldt State University. Many of the ideas used in the class were based on those collected and generated by a college-wide committee charged with building beginning, intermediate, and advanced modules of career curriculum for the College of Arts, Humanities and Social Sciences. The resulting

[1]With heartfelt thanks to Ken Ayoob, retired Dean of the College of Arts, Humanities and Social Sciences, whose dedication to student success and to the idea of career education and development at HSU, in countless ways and throughout his tenure as Dean, ensured the space to try new things and create change. Thanks too, to the members of the CAHSS Curriculum Committee – Sara Hart, Kathleen Lee, Michele McCall-Wallace, Deidre Pike, Sarah Jaquette Ray and David Stacey – who put the 'commit' into committee work (and made it more fun than should be allowed).

website[2] is now a living repository of both initial ideas and best practices: it illustrates the constant learning curve as well as the integration of activities that have been either hits or misses with the students, and those that faculty have developed or been willing to experiment with in their classrooms.

On this occasion, one of the students seemed particularly unengaged with the process. When asked, they sighed, "You just don't *get* it. I don't *want* a '*career*'" (emphasis and air quotes included). When pressed, they struggled, and were clearly making an effort to explain something that seemed so obvious, they simply couldn't understand why it was being missed by the instructors. In the end they offered, "All this professional, 'career stuff' (again with the air quotes) just isn't for me. Maybe it worked for my parents, but the idea that what you do at *work* is *all* you do, isn't what I want. I just want to get a job, help people, and have a good life." In many ways, the student was right, and in more ways than they might have appreciated at the time. This generation of students has a different perspective on what they see as the trajectory of their parents' job histories, not only in terms of what they feel constitutes a career, but also in terms of how opportunities are spotted and achieved and what their own prospects might be in that world. To them, the class's design in terms of researching various fields, finding specific openings, and 'marketing' themselves towards those options, doubtless feels as if it works against their idea of life after college because it appears to privilege certain choices, over-professionalizing the process of finding one's way in the world.

Many students in this generation are attempting to reconcile their own critical assessment of 'the market' with the need to engage with that world on some level so as to create the positive projection of self that enables them to achieve their larger goals. As career staff and faculty attempt to guide students through that process, these questions often surface in stark and potentially painful ways as students try to deal, not only their own expectations, but also with those of their parents and peers. The task of those who would help students on this journey is to understand that, for the time being at least, some things are changing, but even more remain the same. Potential employers, regardless of sector or field, continue to look for many elements that some would call 'traditional'. At the same time, generational differences and social trends are altering the way we *all* define 'career' or pursue our 'professional' goals in the constantly shifting social context.

As Dries, Pepermans and De Kerpel recognize, a generation is defined as "an identifiable group that share birth year, age, location, and significant life events at critical development stages divided by 5-7 years into the first wave, core group, and last wave." Crucially, they go on to point out that it was "…beginning with the Silent generation, which entered the workforce in the post- World War II era…[that] the notion of 'career' was forged."[3] In other words, no one is immune from the constant change in the way we define and re-define the role of work in our lives, but 'careers' are a relatively recent phenomenon.

Closely related to basic ideas as to what constitutes a career, are the shifting definitions of 'success.' Indeed, the goal of the work by Dries et al. used above, was to explore the implications of the fact that "traditional public symbols of career (i.e. job titles referring to hierarchical positions, continuity and pace of promotions, salary) are losing relevance in the post-modern world of work, however, reference points

[2] HSU Academic and Career Advising Center. http://www2.humboldt.edu/acac/curriculum

[3] Dries, Nicky. Roland Pepermans and Evelien De Kerpel (2008) "Exploring four Generational' beliefs about career Is "satisfied" the new "successful"?" *Journal of Managerial Psychology.* Vol 23, No 8. 2008. p. 909.

for career success evaluation are disappearing, and it seems that a comprehensive understanding of what 'career' and 'career success' mean is no longer self-evident."[4]

Thus, this student's observation encapsulated many of the uncertainties, not only of their world, but also in the world of those seeking to connect the content and skills of higher education to the individual aspirations of millennial students. This is particularly true when we recall that the moniker of 'millennial' now encompasses many different groups in terms of actual age as millennials shift from generation Y to generation Z and increasingly encompass other characteristics of students entering higher education, specifically underrepresented minorities (URMs) and first generation students (FGCS).

Humboldt State University (HSU) is a relatively small, rural campus in Arcata, CA, an area many consider to be an idyllic part of the far north of California. As such, it can be all too easy to 'lose track' of the outside world, though faculty try to be conscious of that trend by carefully monitoring how we serve our progressively more diverse student population. For its part, the International Studies Program is an interdisciplinary major started in 1999 that requires not only core content in the drivers of globalization – e.g. politics, economics and culture – but also proficiency in a second language and at least one semester of study abroad (one of the only universities in the CSU system to require both). Given this determinedly outward-looking perspective, it is perhaps not surprising that the International Studies Program is one of the only majors in CAHSS to include a Student Learning Outcome (SLO) that explicitly names career preparedness as integral to its role in the shared HSU mission to "Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world."[5]

This paper will briefly offer some general trends in the development of career curriculum before turning to the way these debates have been reflected over the past five years at HSU. The work underway across campus through the Academic Advising and Career Center and the College of Arts Humanities and Social Sciences (CAHSS) career curriculum committee - as well as specifically in the International Studies Program - will provide a case study for the various models of integration of career education into the broader curriculum, as well as one way an interdisciplinary academic program can scaffold career programming throughout a student's college experience.

Broader Context: Politics of Career Development

Returning to the classroom and that student's sense of the term 'career', it is interesting to remember that career preparation, counseling and vocational guidance are, arguably, only now coming of age. Most programs of this kind, at least in terms of public school education, began in the early 1900s in cities as diverse as San Francisco and Detroit.[6] Often in the context of freshmen orientation programs, 'vocational education' could be found in colleges and universities in the United States as early as 1911. Interestingly, specific courses for women were available as early as 1921 at Barnard College, Columbia University under the title of 'Professional Occupations: Their Scope, Functions and Newer Developments'.[7] By the 1930s, Hoppock and the National Vocational Guidance Association identified 18 college career courses in many different types of locations including 2-year, liberal arts and professional colleges though, for perhaps understandable social/economic reasons, these did not expand

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[4] *Ibid*. p. 908

[5] Humboldt State University Strategic Plan 2015-2020. https://strategicplan.humboldt.edu/

[6] Durodoye, Beth and Gabrielle Bodley (1997) "Career Development issues for ethnic minority college students". *College Student Journal.* March. Vol 31 (1). p. 28.

[7] Folsom, Byron and Robert Reardon (2003) "College Career Courses: Design and Accountability". Journal of Career Assessment. November. Vol 11 (4). p. 421.

tremendously in the next decade or so: the 1952 American Council on Education identified career courses at 11 institutions taught by a range of 'placement officers,' professors and a 'dean of women.' [8] Edgar Wiley is often credited with the first career course, due to his inclusion of a unit on occupations in a contemporary civilization class in 1923 (an interesting example of embedding careers in the curriculum discussed below), but the honor of the first 'comprehensive course' is generally deemed to be a class at the University of Minnesota that had the title of 'Vocational Planning'.[9] From these early beginnings through the 1960s the growth was slow but steady, while a proliferation of courses in the 1970s is generally attributed to the tight job market and the desire on the part of higher education to support students more 'holistically.' The next two decades, from the early 80s through the late 90s, returned to a pattern of slow but consistent development in the field, with the number of schools reporting career courses holding fairly steady. Thus, from the turn of the century, rapid industrialization, World War I and professional bodies such as the National Conference on Vocational Guidance created a "broadening in the scope and depth of career development. This traditional belief of one career for life has given way to a more realistic view encompassing an ongoing process of occupational development".[10] In terms of content, most of these courses were, according to Devlin, designed to address three specific areas: 1) career choice factors; 2) career information; and, 3) job-seeking techniques.[11] Arguably, little has changed.

Thus, while a range of global, social, political and historical events have influenced the development of career education in nations across the world, the needs they sought to address have been relatively consistent and almost parallel in development in many similarly advanced countries. For example, the United Kingdom has been working on what is termed the 'employability agenda,' "conceptualised as a set of largely practical and behavioural graduate attributes, with academics under compulsion to find ways of embedding skills learning and career-orientated teaching into the curriculum."[12] Such initiatives had their 'genesis' in the *1997 Dearing Report (National Committee of Enquiry into Higher Education)*, which outlined what it called the "'core skills' of communication, numeracy, information technology and reflective learning."[13] This approach to accountability was later updated by the *2006 Leitch Review of Skills* where there was even more focus on the idea of "employability" and building what the report called the "high skills" required by global business in order to compete.[14]

These efforts in the UK also form a part of a much wider policy push across the European Union (EU) where the employability agenda was a key aspect of the *2007 Bologna Process-European Higher Education Area* and the 2008 European Commission 'New Skills for New Jobs' initiative.[15] Through these policies, the EU outlined what it saw as the need for universities to take the career prospects of its graduates more seriously.

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[8] Ibid. p. 422.
[9] *Ibid*. p. 423.
[10] *Ibid.*
[11] Devlin, T. (1974) Career Development Courses: Am important part of the counselor's repertoire". *Journal of College Placement*. 34 (4), pp. 62-68.
[12] Lee, Donna. Emma Foster and Holly Snaith (2016) "Implementing the Employability Agenda: A Critical review of Curriculum Developments in Political Science and International relations in English Universities". *Politics.* Vol 26 (1). p. 96.
[13] *Ibid.*
[14] *Ibid.*
[15] *Ibid*. p. 97

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The British government then took further action, and in 2010 required all universities to outline their strategies for delivering high skill graduates, a step that was followed in 2012 by the requirement of universities to build 'key information sets' (KIS) for each undergraduate program, including the average graduate earnings and common job types in the six months following graduation.[16] Given that scholars such as Lee, Foster and Snaith have found that some of the "lowest levels of graduate employability across university campuses" arise from the "non-vocational nature of most politics/International Relations (IR) undergraduate programmes," [17] it is clear that many programs – and this discipline in particular – face a huge challenge.

These policies may seem more prescriptive than is the more typical debate in the United States. However, given the similar questions in terms of the global economy, democratic values and the broadly shared foundation of educational achievement, these directives could also be seen as harbingers of what is to come. Such approaches may take more time to develop in the context of the decentralized system found in the United States, but the pressure to show that students are prepared for the job market upon graduation – as demonstrated through employment statistics – is on the rise, as illustrated by the College Measures debate currently going on in various US states and the question of how we use salary statistics one year or six years out to determine the value of higher education.[18]

For better or for worse in terms of outcomes and 'accountability,' the delivery mechanism for career learning outcomes in the US is commonly deemed to be the career centers and the professional staff who are often left largely on their own to uphold this aspect of the institution's objectives. The argument posed here is that, while perhaps not as widely used, other models are available for career education and, further, that such trends should be embraced by disciplinary faculty who, by embedding career curriculum in a specific major or program and more overtly connecting college skill development to post-college career planning, can also support student recruitment, retention and success and life-long learning – in college and beyond.

Human Context: Millennials – Generations Y and Z

Higher education is not alone in considering the implications of the shift in attitudes and values of what is generally known as the millennial generation, but there are some indications that the divide between student expectations and reality is widening, in terms of language if not aspiration. Students' attitudes are therefore crucial as we consider how best to prepare them for their lives after college and their career options.

Born in 1981 or later, the first-wave millennials are now in their mid-30s and are beginning to influence the workplace in their own right. The second wave is now preparing to embark on their first jobs after college while the nascent third wave is now working their way through college (See Chart 1). As Ng, Schweitzer and Lyons have observed, organizations are now in "crisis…as they strive to recruit and retain

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[16] *Ibid.*

[17] Lee, Donna. Emma Foster and Holly Snaith (2016) "Implementing the Employability Agenda: A Critical review of Curriculum Developments in Political Science and International relations in English Universities". *Politics.* Vol 26 (1) 95-111. p. 95.

[18] Bennett, Dan (2012) "All About the Money: What if lawmakers and students used starting salaries to evaluate colleges and their programs?". *Chronicle of Higher Education*. 18 September. http://chronicle.com/article/All-About-the-Money/134422. See also http://www.collegemeasures.org/.

the millennial generation, who purportedly hold values, attitudes and expectations that are significantly different from those of the generations of workers that preceded them." [19]

Chart 1: General summary of Generational Traits – specific dates, events and values do vary				
		Birth Years	**Events**	**Values**
	Silent Generation	1925-1945	Great Depression, WWII	Conformism, Loyalty, Obligation
	Baby Boomers	1946-1964	Kennedy/King assassinations, moon landing, Viet Nam, 1960s social revolution	Idealism, creativity, tolerance, challenge, workaholism, criticism
	Generation X	1965-1980	Aids, oral contraceptives, 1973 oil crisis, Cold War	Individualism, skepticism, free agency, learning
Millennials	**Generation Y**	1981-1994	Fall of Berlin wall, MTV, globalization	balance, collectivism, passion, security (not stability)
	Generation Z	1995-2007	social media, 9/11 War on Terror	Risk-adverse, loyal, compassionate, open-minded, new 'silent generation'

The authors go on to suggest that this latest millennial wave places the greatest emphasis on the "individualistic aspects of a job. They had realistic expectations of their first job and salary, but were seeking rapid advancement and the development of new skills, while also ensuring meaningful and satisfying life outside work."[20] The authors identified five themes important to this group: work/life balance, good pay and benefits, opportunities for advancement, meaningful work experiences, and a nurturing work environment.[21]

This research ties neatly back our student's question about 'careers' as well the research done by Dries, Peperman and De Kerpel who attempted to understand the perspectives of different generations in terms of what constituted 'success.' They found that careers had changed significantly over the past few decades in the face of economic globalization and an increase in service sector employment. As a result, they suggest that career patterns have moved from a traditional or linear trajectory based on "progressive steps upwards in an organizational hierarchy to positions of greater authority" towards the idea of a "boundary-less" or a "post-modern" career. However, and significantly, this shift was not necessarily the norm nor was it deemed to be a 'success' by the participants.[22] In their research, Dries et al. created the six categories of:

1. *Bounded* (traditional - working for only 1 or 2 organizations over their career);
2. *Staying* (moving between jobs, but actually longing for stability and security and expecting that their current job will work out so they can stay);
3. *Homeless* (moving around, but longing for stability even while expecting their current employer will not work out);
4. *Trapped* (working for same organization for a long time and wanting change, but unable to get out, often for home or other reasons);

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[19] Ng, Eddy S. W., Linda Schweitzer, Sean Lyons (2010) "New Generational, Great Expectations: A Field Study of the Millennial Generation". *Journal of Business Psychology.* 25:281-292. p. 281.
[20] *Ibid.*
[21] *Ibid.* p. 282.
[22] Dries, Nicky. Roland Pepermans and Evelien De Kerpel. Exploring four Generational' beliefs about career Is "satisfied" the new "successful"? *Journal of Managerial Psychology.* Vol 23, No 8 2008 pp 907-928. pp. 907-908.

5. *Released* (working for same organization and wanting change, but expecting to be able to get out and away from current employer);
6. *Boundary-less* (having multiple, transferable skills and able to manage their own careers as a portfolio).

They then used these categories to explore three questions:

1. Do people from different generations have different job types?
2. Does the importance attached to organizational security differ between people from different generations?
3. Do people from different generations evaluate career success differently?

What they found seems important to understanding the best way to approach current students about to enter the workforce as they try to assess what they judge to be success. Broadly speaking, these scholars concluded that, while the different generations do tend to take different types of jobs, the majority of participants still had relatively 'traditional' careers, though younger generations felt a larger disconnect between their job goals or preferences and their current career situation. Further, even those who were "boundary-less", still wanted some form of security. Specifically, organizational security was deemed important by the Silent Generation, but Generation Y also scored significantly higher in this concern than did the other generations, leading us to consider the possibility that a sense of security is not only generational, but may also be cyclical.

Overall, the researchers found that the "satisfaction" expressed by people about their *own* careers was enough for others to deem them to be "successful" as well, even though the traditional markers of success were not necessarily present. Yet, there were no significant differences between generations in terms of what they felt to be the reliability of self-reporting and the ability to achieve a work-life balance as the most important aspect of career success.[23]

Looking at the current teaching of career preparation and career curriculum, there seems to be clear indication that helping students think critically about what constitutes their own definition of success and perhaps, more importantly, the consequences of their decisions in terms of how they move through these categories across the span of the career options, will be crucial.

Context of Identity: One Size fits all?

Given the research devoted to millennials and generational learning overall, it is interesting that there has been relatively little consideration of career development within two specific areas of growing concern in higher education: ethnic minorities or Underrepresented Minorities (URMs) and first generation college students (FGCS). This is arguably due to two features of most career curricula. First, a career curriculum, as organized by a Career Center, provides information as to what the employers 'out there' will expect of their applicants. Framed in this way, the task can therefore seem to be an exercise that is more about how to shape the students to fill templates set by the outside world than about helping students identify their own strengths and passions and matching that to the world of work. As an approach, this clearly oversimplifies both the student and the employer, but the 'one size fits all' notion does have the benefit that finely tailored materials, training, special sessions etc. can all be avoided – along with the cost they would entail. The second factor, and one that we will return to when we examine HSU and International Studies specifically, is that career curriculum is also considered to be external to the core of the university, in that faculty are often not engaged with the development of the

[23] *Ibid.*

materials or the exercises and simulations used in the career context. The resulting generic nature of the offering not only puts the burden on students to seek out career center support, it also relies on non-academic advisers who may not be familiar with every program or able to 'convert' a specific major's skillset to life after college. This process effectively hollows out the disciplinary content and makes career planning less effective in areas that could benefit exponentially from discipline-specific knowledge such as emerging fields and issues or building professional networks. This approach is also likely to have a particularly negative impact on specific groups of students, as we shall see.

This all leads to the most significant issue in terms of the 'one size fits all' approach, which is whether or not a universalist, user-activated model for career planning is best suited to serving different populations. For example, Durodoye and Bodley suggest there has been a "lack of research on factors that influence career choices of ethnic minorities"[24]. In their view, this presents itself in the first stage as students research career options, while heavily influenced by "perception of opportunity, career planning and academic preparation and interest patterns".[25] The result, in their view, is that many ethnic minority students limit themselves even before they begin the search. The process of encouraging and guiding students to explore their goals and aspirations is delicate at the best of times. As Durodoye and Bodley point out, it involves "person's values, abilities, interests and achievements into priorities and goals set for career choice" yet "Many African Americans and Hispanics may believe that they have little choice in their career development...[and]… may need to be made aware of alternative careers" especially as many have "Parents, who may also lack information…and limit the options even more."[26] If as educators we are determined to close the 'achievement gap,' we have a responsibility to extend that determination to helping those students who may lack 'traditional' support to connect those achievements with their pursuits after college. Alternative approaches to career education, such as embedding discipline-specific career curriculum within courses ensures that these students have access to the knowledge and skills needed to choose and enter their profession, or professions, of choice.

The sensitivity required is also relevant to first generation college students where, again, there seems to be little in the way of research connecting the career agenda to the issues of this growing constituency on college campuses. Joann Olson suggests that most of the work to date has focused on early adolescence and college *entry* – rather than career preparation or *post*-college experience.[27] Her findings are particularly interesting in that, in some ways, they clearly overlap with the findings on ethnic minority students as first generation students who express "high level of self-efficacy in one area (e.g. academic achievement) but may not feel confident that this success will transfer to another domain (e.g. success on the job)."[28] However, it should be pointed out that this may also reflect differences between generations Y and Z. As indicated above, Y feels anxiety about organizational security and needs more on-the-job reassurance, whereas there is some anecdotal evidence to suggest that Z is not quite so 'needy'. Still, for many, college was *the milestone* they had to achieve, while the prospect of life beyond their primary and often sole focus in life, leaves them doubtful and uncertain. This intersection between URM and FGCS students and different waves of generational cohort may therefore produce a

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[24]Durodoye, Beth and Gabrielle Bodley (1997) "Career Development issues for ethnic minority college students". *College Student Journal.* March. Vol 31 Issue 1 27-32. p. 28

[25] *Ibid.* p. 30.

[26] *Ibid.*

[27] Olson, Joann (2014) "Opportunities, Obstacles and Options: First-Generation College Graduate and Social Cognitive Career Theory". *Journal of Career Development*. Vol 41 (3) 199-217.

[28] *Ibid.* p. 205.

variety of issues in terms of career guidance and choice. As Olson goes on to suggest, it is important for counsellors to be aware of the tendency of some FGCS to have different areas of strength and weakness and again through a lack of information or background, and to limit their choices from the outset.

Tate et al. have also looked specifically at the issues related to FGCSs as they agreed there was a "lack of empirical knowledge" in this area.[29] Their research focused on what they called the internal and external influences in terms of the career development process for first-generation students, and they found three general domains:

1) External influences that include family, lack of a professional network and support programs;
2) Understanding of the career process;
3) Self-concept as an FCGS

Interestingly, some of these overlapped directly with URM students, e.g. the influence of the family. Indeed, family played such a significant role that the researchers developed several sub-categories to capture areas such as: family support for their college experience, providing a role model for their siblings, financial issues, knowledge about college and career options, and messages about entitlement vs. earning their own way.[30]

Understanding the career process was also considered important in that some students felt themselves to be especially unprepared in specific areas, yet were aware that professional networks were a significant tool in almost any career choice. Fortunately, it was in this area where career education or support programs can make the most impact – and where they are especially enhanced with more faculty input.

This final area is interesting in that, for many career professionals and faculty, so much time is spent emphasizing the *needs* of FGCS, that many overlook their *strengths*. The idea that every student is a 'special snowflake' or needs constant reassurance, was not part of the findings of this research as many FGCS, perhaps counter-intuitively, actually feel more self-sufficient than their peers. The researchers characterize them as "Appreciative and not entitled…self-reliant and responsible…adaptable"[31] and suggest that more be done to reframe the discussion around FGCS to focus not only on areas where they are "deficient," but on their assets as well.

CASE STUDY: *HSU and its student body*

Humboldt State was founded in 1913 as a teacher's college and is now a public institution that is part of the 23-campus California State University system. In Fall, AY 2015-16, there were 8,790 students primarily made up of undergraduates (8,242) leaving graduate students in the distinct minority (550), all taught by approximately 570 faculty creating a 22:1 student-faculty ratio. Students are spread across 48 academic majors, 69 minors and 12 graduate programs in the three Colleges: College of Arts, Humanities and Social Sciences (2,116), College of Professional Studies (2,475) and the College of Natural Resources and Sciences (3,321).

The University has been growing over the past five years and intentionally working to diversify the student body. The success of that recruitment effort has resulted in the fact that, for the last three years in a row, the university has had the 'largest ever' incoming class and was granted the status of being an

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[29] Tate, Kevin, William Caperton, Dakota Kaiser, Nathan Pruitt, Heather White and Eric Hall (2015) "An Exploration of First Generational College Students' Career Development Beliefs and Experiences". *Journal of Career Development.* Vol 42 (4) 292-310. p. 295.

[30] *Ibid.*

[31] *Ibid*. p. 303-304.

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HSI (Hispanic Serving Institution) in 2013. First-generation college students now make up nearly 60% of the in-coming class, followed by low-income students at 55% (the two categories largely overlapping) (See Chart 2).

CHART 2: Fall 2015 – First Time Undergraduate Ethnicity and in-coming status[32]

Undergraduate Ethnicity				
	Female	Male	Total#	Total%
American Indian	11	2	13	1.0%
Asian	24	16	40	2.8%
Black	24	24	48	3.4%
Hispanic/Latino	412	207	619	43.6%
Non Resident Alien	6	13	19	1.3%
Pacific Islander	1	1	2	0.1%
Two or more	59	40	99	7.0%
Unknown	36	22	58	4.0%
White	306	216	522	36.8%
Totals	879	541	1420	100.0%
Other Status				
First Generation	62.3%	49.9%		57.6%
Low Income	59.4%	46.6%		54.5%

Contrary to some expectations, most students are not local or even from northern California and/or the coast, but predominantly from Los Angeles (See Chart 3).

CHART 3: Fall 2015 – First Time Undergraduates: Origin, First Generation and Low Income[33]

Undergraduate Origin			
	Female	Male	Total%
Local	6.3%	7.4%	6.7%
Northern California	8.2%	7.9%	8.1%
San Francisco Bay Area	12.7%	17.0%	14.4%
Sacramento	3.9%	2.9%	3.5%
Coast	3.5%	3.5%	3.5%
Central California	8.1%	8.7%	8.3%
Los Angeles	41.1%	34.4%	38.5%
San Diego	8.0%	8.0%	8.0%
WUE State	6.1%	4.8%	5.6%
Other State	1.7%	3.7%	2.5%
Foreign	0.3%	1.7%	0.8%
Unknown	0.1%	0.0%	0.1%

32 HSU Website. Institutional Research. http://www2.humboldt.edu/irp/fast_facts.html
33 HSU Website. Institutional Research. http://www2.humboldt.edu/irp/Dashboards/Enrollment_University.html

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CASE STUDY: ***Career Development at HSU***

The general campus climate for career education has been an 'all hands on deck' approach in that there are a range of activities in many different areas, but relatively little coordination between staff and faculty (though this has been improving in recent times). There has also been a strong move to develop initiatives to support inclusivity and close the achievement gap between different groups of students as well as efforts to support retention and time to graduation. However, there has not been much coordination between these 'success' efforts and post-college career planning. The work of the Academic and Career Advising Center and the College of Arts, Humanities, and Social Sciences is beginning to address this issue in an innovative and seemingly effective way. The Academic and Career Advising Center at HSU has effectively operated a career curriculum pyramid, including five different levels or models of engaging both students and faculty (See Chart 4).

Chart 4: Five Models of Career Curriculum at HSU = Scaffolding

The first level, as indicated above, is the most common and the most basic and simply promotes the Academic and Career Advising Center as a student resource. With materials and different tools available in the office and online, the center offers drop-in sessions, one-to-one advising, résumé support and mock interview practice. This full-service office is supplemented with job fairs of various kinds throughout the year and other outreach to colleges, majors, student centers and the library that all goes to promote campus awareness. In efforts to connect with students (and faculty) 'where they are.' Across many campuses, this is often where access and incorporation of career services begin and end.

If that is the most basic, cross-campus effort, the second level or model relies on using career services as a classroom resource and support system. These sessions include both general and specific exercises on résumés, cover letters, internships and other campus opportunities as well as more general career exploration. Up until five years ago, HSU occupied this second level of integration.

The third level steps up the faculty involvement in that it engages in-class assignments that connect professional development to a specific course. This can be as general as making it clear to students that research and writing skills, as learned in the classroom, are valued and have relevant workplace features, or as specific as conducting an informational interview with someone in a specific discipline or job.

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The fourth model moves towards the standard traditional approach in that it involves the inclusion of career content in a program's senior seminar or capstone – despite the fact this is often too late for graduate school applications and certainly too late to gain any skills or opportunities and experiences that might have been possible during college had the student considered their post-college plans sooner.

The fifth level is the notion of a discipline-related/program-led workshop. These can vary in length and HSU has experimented with short 'skill shop' workshops through the library, run by career staff; three hour workshops that are 'clipped on' to a specific course; 1-unit weekend workshops (split over two weeks to give time to do some homework); and the more common 1-unit workshop across the first seven weeks of a semester. The benefit of this approach is the involvement of faculty who not only understand the skills students have been developing in their major, but who also often have experience of the field and an awareness of networks and connections to opportunities in that area and/or to alums who have graduated and have already found jobs in the field. The more practical and direct these connections are, evidence suggests the more beneficial students feel they are.

The final option, and HSU's strategy as it has evolved over the past five years, is ideally to support and coordinate efforts on all five levels and take an 'all the above' approach with three goals in mind:

1) to ensure that all students have the opportunity to gain at least some of the skills needed transition from college to career. This means continuing to support the broadest interpretation of the career center, as a center that can be both more 'universalist' in offering a university-wide service net, and more 'specialist' as career center staff are asked to use their expertise to support specific groups. This becomes more feasible as they become more confident that some of the discipline/major-specific work is being supported in the departments;
2) to introduce career planning early in a student's tenure in college so that they are better able to take advantage of the opportunities that are often only available in a campus setting, e.g. student organizations, campus internships, study abroad etc., gaining valuable skills and networking with faculty and in the community;
3) to develop complementary activities to be used by faculty so that students see the relevance of their coursework to their future plans (thus supporting retention). We are less concerned with students repeating the work than with ensuring that all students have the opportunity to experience career planning; we see the skills as cumulative, with repetition only serving to improve performance.

CASE STUDY: ***International Studies at HSU***
Founded in AY 1999/2000 as Interdisciplinary Studies: International Studies Option, the Program evolved largely on the basis of faculty expertise and student interest as reflected through a combination of the Humanities and Social Sciences.

The INTL Committee, composed of faculty from languages and across the social sciences (Political Science, Geography, Anthropology, Economics and History) built the Program on four pillars: a core curriculum; a regional expertise; language proficiency; and a residency abroad. These pillars continue to guide the Program as the structure offers a strong and increasingly useful interdisciplinary approach to the global issues of interest to our students.

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As recently as 2013, the Committee examined its curricular goals and determined that while the basic building blocks were sound, some consolidation would provide more value and clarity to students. To that end, the core has been expanded from 4 to 6 courses so as to give students an interdisciplinary framework for understanding the cultural, political and economic forces behind the processes of globalization; offer a stronger methodological base, including the building of their interdisciplinary analytical skills through a revised and upgraded upper division course; and enable students to bring their experiences together more coherently through a new senior Capstone.

The Concentrations were limited to 3 regional areas: China, Latin America and Europe (France, Germany, Spain), and 2 'issue'-based areas: Global Culture and Third World Development, all designed to ensure students have a focus of study as well as a demonstrable expertise. The result is a hybrid that reflects the new direction of an ambitious Program while building on the strengths of the existing faculty and the University. The Program has recently been recognized system-wide, as the CSU Chancellor promoted the International Studies Program to a full and free-standing major as of 2015, a major which is reflective of our overall student population large percentages of URM and FGCS (See Chart 5), and thus serves well as a case-study for implementing a career curriculum.

Chart 5: International Studies 2015 Fall Class	Total %
URM	56%
Non URM	33%
Unknown	11%
First Generation	56%
Low Income	56%
Unknown	22%

The key part of the program in the career context is the sense that the scaffolding of skills is a constant concern and goal. By allowing and even encouraging students to get most of their degree units outside the major – and often outside the country – there is a keen sense that any course that carries the INTL moniker must be used clearly and consistently to support students as they develop the skills listed in the program's student learning outcomes:

The International Studies Option will offer you:

- the ability to analyze regional and global issues from economic, political, and cultural perspectives;
- linguistic competency in a second language;
- cultural competency in diverse international environments;
- the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues;
- proficiency in formal written and oral communication;
- the skills you need to build an international career.[34]

[34] HSU Website. http://www2.humboldt.edu/internationalstudies/about_the_major.html

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Given the potential for a lack of community or sense of class cohort in a program where students are rarely together and a world of career options stands in front of them, it became clear through advising (and if we were to deliver on the career SLO) that students needed specific support in this area. Therefore, as early as 2012, the International Studies Program has been involved in, and even leading, the campus effort on career education and continues to strive to scaffold career education throughout the program. This begins with the introductory/lower division coursework focusing on basic exploration and skills, and has included the development of a career page via our Library Research Guide (maintained by INTL faculty) as an ongoing INTL-targeted resource that students can refer to throughout their time in the Program,[35] and a culminating experience in the INTL Capstone. In terms of career education, this began with a workshop which was designed as a seven-week, 1-unit, credit/no credit course. This was first offered as a co-listed pilot (with Sociology) in Spring 2013 and then moved from a pilot to a permanent course number in 2015. By 2017 this will be a required core course for the major.

CASE STUDY: Scaffolding in INTL

Returning to the specifics of the International Studies Program, after the pilot career workshop, at least two things became clear. Students were ill prepared even for the workshop in terms of basic career/job search skills – some painfully so. Many had asserted, presumably to their parents, friends and family, that their intention was to become an 'x' after college, but had never examined the requirements for such a position or graduate/professional school option. There was more than one student whose world seemed to crumble when they realized that they did not have the coursework, experience or GPA to go into the field they had thought was 'for them.'

That experience more than suggested that a senior/spring semester course was useful, but far too late to fill gaps or reconsider options that were no longer interesting or viable. Career education had to come earlier in the curriculum, to allow for real preparation and because increasing numbers of students want and need jobs while they are in college. This means that résumés and cover letters, for both cost-covering jobs and professional development internships, are a short-term necessity, not only a post-college goal. Considering again that many of these demands may place a greater pressure on URM and FGCS to draw on a support and background information that they may not be readily available to them and building the relevant knowledge base and skills should begin as early in their college careers as possible.

Introductory level: In-class assignments

The place to begin was the Introduction to International Studies course. Designed to introduce students to the major, this lower division class covers 5 disciplines, 5 regions of the world and 3 current debates that highlight the issues of interdisciplinarity. The course involves a major research project, a policy paper and various other exercises such as map quizzes, locating articles on current affairs, and writing response papers to guest lectures. This range of activities made it relatively easy to incorporate career exploration and some basic job-relevant research skills. The assignment, placed relatively early in the course so that it might spark interest in an organization or issue that might be useful for their research and policy assignments as well, required students to create a 'wandering map' in class to explore their passions and interests. This open-ended/creative session was followed with one on the basics of résumés/cover letters (templates of these were also provided on the INTL Library Research Guide page).

Students were then asked to create a 'RIP' file – so called for the low-tech version of literally tearing job ads from newspapers or magazines – of 5 jobs that interested them. These could be 'now' jobs or 'later'

[35] HSU Website. Library Research Guide: http://libguides.humboldt.edu/content.php?pid=242211&sid=3720811

jobs, or even graduate school options, but they could not use Craigslist or Google jobs and sources could only be used once. They then had to create a summary sheet including the basic information for each job (requirements, location, title etc.) and a résumé and a cover letter for one of the jobs listed. This was handed in for review by the instructor (See Appendix 1). At some point in this process, the Academic and Career Advising Center, was usually asked to lead a class session on résumés or good ways to find job postings, but their presence in the class was mainly to give students a face in the career center and enable them to feel more comfortable seeking those resources. RIP files were returned and discussed in class. Students then revised their résumés and cover letters and handed them in a second time, together with 5 more jobs. The work does not take much time in class, but in course evaluations and in later classes, many students have reported that this exercise, and especially the repetition of the exercise, helped them to improve their materials. More importantly, they reported that it made them think about types of jobs to apply for, volunteering opportunities on and off campus and course options early in their college tenure.

Introductory level alternative: short workshop with Academic and Career Advising Center Collaboration
In addition to the RIP file, INTL has experimented with a longer career session, but still attached to the introductory course. This exercise has been done both as a requirement for the course (with an alternative assignment for those who could not make the session outside class time) and as an option for extra credit. These sessions were also valuable in that they were run in conjunction with an introductory course in the Political Science Department and therefore students could see how careers and majors interacted and overlapped in terms of the skills gained in their coursework. This arrangement also meant that faculty and staff could cover two departments with a single workshop. The name, 'clip-on', is intended to suggest that this kind of assignment/workshop could be incorporated into many different types of classes in a range of departments as much of the work took place outside regular class time. That said, it was clear from the feedback that the overall usefulness to students was enhanced by discussing the activities in the classroom setting and by connecting two majors that have related employment areas. The first clip-on workshop was offered in Spring 2013 with the goal of adding more career tools without taking any more time from class content. Preparation for both classes began with a discussion about the purpose of the career assignment on the first day of class as part of the overall discussion of the course structure and continued to be raised throughout the semester.

The career exercise has two options (Option A being the workshop and Option B for those who could not attend an outside session), but both had the common initial assignment of a basic résumé and 3 job descriptions. This first assignment was discussed a week prior to its due date, the career page was reviewed again and more attention brought to the templates and guides, and links to the Academic and Career Advising Center were pointed out, where students could get extra help outside class.

These materials were handed in the day before the Workshop so clean copies could be made, the materials could be reviewed by the instructor and a career adviser, and the types of careers students were interested in could be gauged so as to tailor the conversation to their interests. Between the two classes, 40 signed in on the day of the workshop, and while some had to arrive late/leave early for various reasons, many stayed to the end and beyond. The workshop ended with an employer/guest panel and many students stayed until well after 7:00 p.m., while the final students had to be shooed out at nearly 8:00 p.m. – despite having been there since 2:00 in the afternoon (See Appendix 2 for the full agenda).

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According to the anonymous post-workshop survey, the breakdown by major was this: 22 International Studies, 9 Political Science, 1 Economics and 1 Environmental Science Major (most of those not attending for reasons of class, work, sports events etc. were PSCI Majors), for a total of 33 responses.

The difference between sign-in and survey response is attributed to absent students on the day of the survey (which happened in class a week or so later), and to the fact the survey was optional and some students reported that they felt they had little to offer given they had not stayed the whole time. Despite being a 200 level class, the largest group was Juniors, there were as many Seniors as Sophomores, and very few Freshmen. In other words, we connected with exactly the profile of student that career education can help the most in terms of having a sense of what they want to do, but still having time to make changes or engage in new or different courses and activities.

At the first class session after the workshop, we spent time discussing the experience and any overall questions and comments. They were also asked at that point if they would like comments on their initial résumé, or if they would like to create a revised version. Both classes voted to revise their résumés and were given approximately 1 week to hand in a revised résumé. These were returned 1 week later (the timing was slightly different between the two classes as they both had intervening mid-terms). The feedback/evaluation form was given to them when their revised résumés and RIP files were handed back. These revised documents were the basis of another class discussion and general points and questions.

There are a number of general conclusions or observations as to the workshop's usefulness and effectiveness (See Appendix 3 for the feedback form), though three stood out at the time as important to the future of that type of event and to the process of scaffolding in the Program.

1. The staff/faulty combination added significantly to student confidence not only that they had first-hand knowledge of what was useful in their field of choice, but also that there was professional support on campus in terms of other tools, databases, guides and templates they could call on.

2. The embedded nature of the workshop within a specific class meant that there was the opportunity for both pre- and post- workshop activities that extended the life of the workshop and required students to think about their materials before the event and enabled further discussion of any questions that arose as a result of the event.

3. There are benefits and challenges in attempting to cover this much ground in a single session, but if it is to be 'clipped on' to a course, the benefits seemed to outweigh the problems. Getting students to commit to a single afternoon seems less of a logistical nightmare than many other options, and the session could not be any shorter and still hope to achieve its goals.

A year later, the possibility of repeating the INTL/PSCI 'clip-on' workshop presented itself, so in Fall of 2014 a slightly revised version was rolled out. Perhaps the biggest difference was that, in this instance, the workshop was not required, but made entirely optional. This saved some organizational time and yet the sign-up remained positive (30 of a possible 49 – 4 students were in both classes) and even though the actual attendance on the day was lower (23), it was encouraging to see how many from both classes took a Friday afternoon to be present at an entirely optional event and how many completed the feedback form (19). Other than making the session optional, we did try to hold the essentials of the

assignments to be the same, though there was no employer panel as funding was scarce and it was decided that a panel in the Spring in conjunction with the regular Career workshop would be sufficient.

According to the sign-in sheet and the anonymous post-workshop survey, the breakdown of attendees by major was this: 12 International Studies, 10 Politics and 1 foreign exchange student for a total of 23 while the respondents were 10 IS, 8 PSCI and 1 foreign exchange for a total of 19, while the class standing was more spread with only 2 seniors, 7 juniors, 6 sophomores and still only a few freshmen.

In terms of conclusions from this second experience there were no new observations, only additions to those made the previous year (added in italics to the previous year's conclusion):

1. The staff/faulty combination added significantly to student confidence – *though we would add that, since that last workshop it has been the experience that this 'face-time' with career staff has a noticeable impact on student willingness to take advantages of services they might not otherwise know about or pursue*.

2. The embedded nature of the workshop within a specific class meant that there was the opportunity for both pre- and post- workshop activity that extended the life of the workshop - *we would add that the optional vs. required nature of the workshop may have dropped the numbers by a marginal number, but the overall benefits seem to remain.*

3. There are benefits and challenges to attempting to cover this much ground in a single session - *time was again a challenge this year, but there seems to be limited alternatives.*

Intermediate to Advanced Level: 1 unit workshop
In terms of the goals of a 1-unit workshop, it's clear that it enables more in-depth student support/faculty partnership and can be built directly into a student's major plan. Students are also able to choose when to take such a workshop, which, particularly for INTL students who are required to go abroad, can be very useful in the sense they can do it before they go away if they are interested in pursuing career options in that other country, or upon their return when they often feel more ready to plan for life after college. Some students have taken it twice, once to prepare for going away and again when they are on the verge of graduating.

The first INTL workshop was organized not only with Sociology, but also with active involvement and support from career services. This initial class had 12 INTL students, ran for 7 weeks and concluded with an employer panel/reception. Over the course of the workshop, it became abundantly clear that despite being nearly at the point of graduation, many students had had very little guidance as to basic job search skills; neither had many reviewed their résumé and cover letter with any of the available professionals on campus. They also seemed unfamiliar with, and unable to navigate, issues of professional etiquette and were unaware of various professional networking avenues open to them while still students or even the most basic requirements of the positions they claimed they had 'always' wanted to pursue. Perhaps the best example of this is the number of INTL students who were interested in the Peace Corps (INTL is a large feeder major into the Peace Corps – in fact, for our size, HSU is regularly in the top ten, if not top five such schools with INTL providing a significant number to that group), but had little or no relevant volunteer experience – a basic requirement.

The 1-unit workshop is also a good way to make the materials and exercises directly relevant to the major and to the interest to the student. International Studies students tend to divide fairly evenly into

thirds in terms of those interested in the Peace Corps, USAID, teaching English overseas, or NGO work; those wanting to pursue graduate school; or those who wish to look into more traditional government work (State Department) or to opportunities in the private sector. This means the workshop gives us time to explore all three (and some end up changing their direction as a result of learning more/discovering misconceptions/redirecting their aspirations higher), including time-consuming activities such as mock interviews for every student or individual editing of letters and statements.

Advanced level: Capstone

Generally speaking the capstone would be a logical place for many aspects of career education. It offers a way to have a final check on student readiness, and it also offers support for the actual application planning and processing, and relevant professional networking. For majors with a high unit count or no other space in the program for an additional unit, this may be ideal. However, given the needs of various student constituencies and the overall perspective of millennials generally, this may be far too late.
For the International Studies Program, the capstone class is designed to be the course where majors bring all the elements of the program together through the creation of a career portfolio, an academic portfolio and the exploration of leadership skills and styles so they can devise their own 'leadership pledge' for the future. However, the real core of the class is a project they design themselves that either consolidates work they have already done or positions them in relation to their post-college plans.
When the career workshop was only a pilot or just an elective, the capstone course provided the only way to ensure that all majors had a résumé, cover letter, some job research skills and the opportunity to do a mock interview. In practice, it meant that students who had not done the workshop were effectively rushed through the career aspects of the class, given that it is not intended to be the main work or focus of the class, but rather a stock-taking of work already done.

Evaluations from the workshop and steady enrollment suggested that the bespoke workshop was becoming an important part of the program. Therefore, in 2016, the faculty made the decision to put the workshop into the core, where it will be required as of 2017. It is hoped that this will enable the capstone to take advantage of being an advanced course and spend more time on the issues identified in terms of efficacy and self-confidence for URMs, FGCS and generations Y and Z, rather than only hoping to cover the basic skills before students leave campus.

Conclusion: Scaffolding – a little bit of everything

Over the course of the past five years, career education has grown relatively quickly and organically at HSU. Initiatives in one area spread – often through advising staff or faculty word of mouth – to other areas. This evolved into the development of a college committee given the remit to create and gather templates for college/discipline/major-specific content. These modules were then slowly rolled out via different campus channels and career center staff leading the charge – but also through meetings of department chairs, the library, and faculty development programs (called the Institute for Student Success) that takes place each semester. Throughout the process, both 'sides' i.e. the advising staff and the faculty, felt there was a better way to help students make the bridge from the academic departments to the career center, and worked diligently to speak the language of the other.

The HSU experience, gleaned perhaps more from common sense and trial and error than from in-depth prior research, falls broadly in line with much of the scholarly work in this area (Johnson and Smouse 1993 and Folsom and Reardon 2003 among many others) in that we have concluded the career course is more effective than other types of intervention.

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We have not experimented with a three-unit course, but the results and satisfaction achieved via the 1-unit option tallies directly with the work of Osborn, Howard and Lierer (2007) who also found that, in their case, a 6 week/1 unit option had the power to help students achieve more confidence and maturity in student career decision-making. Our sense that URMs and FGCS were well served by such interventions seems to confirm the findings of Reed, Reardon, Lenz and Leierer (2001) though we would further argue that one important aspect of this latest wave of millennials indicates that they *all* need early and consistent, as well as persistent intervention, so as to encourage them to not close any option too early and to take advantage of all the opportunities a college campus has to offer. Even as the focus now inevitably turns to assessment, the goal remains the same in that we seek to connect students not simply with a job, but to enable them to make a living while pursuing their passion.

To answer that student's concern, the goal is not to create cookie-cutter employees, or force them down the path their parents followed, but to empower them, with equitability across a diverse student body, to develop the skills they need to pursue a 'career' in any field that they define for themselves. Millennials, in all their different forms and with all the different issues and challenges they face, want to *do* something with their lives. What these students often do not yet recognize, though, is that however 'success' is defined, it retains many of those 'old fashioned' features in terms of how you get there. By planting the seeds that enable them to connect student life to their professional identity, the hope is they will continue to find an organic way to grow their careers to suit their own aspirations long after they leave the place we fondly call the 'lost coast'.

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Appendix 1.

'RIP' file & Career Portfolio Assignment (x2)

Back in the day, people literally ripped job ads out of newspapers or magazines and ended up with a pile of jobs that all needed to be followed up - usually by phone or a formal letter. That's no longer the way it's done, but in some ways the Internet has made this process both easier and more difficult.

This assignment will get you started on a career portfolio including a résumé and a cover letter as well as starting a 'RIP file' of jobs that you may want to add to and build throughout college.

This assignment is done twice during the semester so we can discuss them in class and you can revise your materials as well as gather more material. The 3 goals for the assignment are to help you:

1) start researching the thousands of sites out there so you can set up alerts, join associations and start to network (even if virtually) RIGHT NOW;
2) learn how to read and decipher job descriptions; and perhaps most important,
3) plan various elements of your degree and even tailor your coursework/ extra-curricular activity etc with specific career goals in mind.

Your career search should NOT begin the semester you are due to graduate!

Due dates work well if they are either side of the midway point in the semester – but that may depend on whether there is a 'clip-on' workshop as well a single assignment.

<u>Portfolio and 'RIP' file - 4 Sections</u> (stapled in this order)

I. **Draft résumé.** This should be in the form you would give it to a potential employer. *Templates and guides are available.*

II. **'RIP' file summary cover sheet listing no fewer than 5 jobs**. This should be separate and you must include the following information for **each job**:

a) The job's title - or name of school/degree/program if relevant;
b) Where you found the posting (website, paper, word of mouth)
c) Location of the job;
d) Basic requirements (education, skills, certificates, years of experience);
e) WHY you chose it (1 paragraph).

III. **Draft cover letter.** This must be for one of the jobs listed in the file. *Templates and guides are available.*

IV. **Hard copy of the job descriptions you list.** These should be attached in the order listed them in the summary cover sheet. You may use current affairs magazines, the career office and professional body websites and websites for organizations you would like to work for some day

eg The Peace Corps or Greenpeace. You may NOT Craigslist or Google jobs and you can only use each site once.

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Appendix 2: **Agenda**

'Cip-On' Career Workshop

PSCI 240 & INTL 210

2:00		**Timing**
I.	Introduction	10
II.	Wandering Map	20
III.	Résumé	10
IV.	Swap/flip/discuss	15
V.	Regroup	5

Break

3:00		
I.	Themes	20
II.	Networking/ technology/ getting to the interview	15
III.	Cover Letter	15
IV.	Internships, study abroad summer jobs	10

Break

4:00		
I.	Possible Lives	20
II.	Job descriptions and how to read them	15
III.	Mock Interview (Pre-arranged student example)	15
IV.	Elevator pitch	10

Finish

5:30 Employer Panel and Reception

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Appendix 3: Results of Career Workshop Feedback

1 = low 2 = mod-low 3 = average 4 = mod-high 5 = high	**1**	**2**	**3**	**4**	**5**
How would you rate your confidence in relation to planning your remaining time at HSU towards your career goals?			6	17	9
How likely is it that you will use the HSU Career Center resources as a result of the workshop?		1	9	15	8
How likely is it that you would recommend this kind of workshop to a friend if it were offered again?			1	14	18

RIP File/Career Assignments

-Did the pre-assignments help you prepare for the Workshop?	YES	29	NO	4
-Was the Career Page on the Library Guide useful in the process?	YES	25	NO	4
-Did you make significant changes to your material as a result of what you learned at the workshop?	YES	29	NO	4
-Were the discussions in class before and after the workshop useful?	YES	30	NO	3

The Workshop Structure

Please Rate each section of the Workshop:

1 = low 2 = mod-low 3 = average 4 = mod-high 5 = high

Wandering Map/Career Themes/Possible Lives Exercise

1	**2**	**3**	**4**	**5**
		14	9	8

Résumé

1	**2**	**3**	**4**	**5**
		2	13	18

Career Themes exercise

1	**2**	**3**	**4**	**5**
	1	11	12	7

Networking

1	**2**	**3**	**4**	**5**
	1	7	11	13

Cover Letter

1	**2**	**3**	**4**	**5**
	1	7	9	12

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Mock Interview

1	2	3	4	5
☐	4	6	8	10

Employer Panel

1	2	3	4	5	6
☐	☐	☐	11	12	1

Thinking about this assignment as a whole - please comment on your experience, what worked well, what should we do again?

The Résumé and panel had the most comments in terms of what should be done again - often calling them a 'must'. The reviews of the mock interview were a bit more mixed and while the vast majority of students appreciated the airplane, wandering map and related exercises, there were some who felt it uncomfortable or not useful in some way.

There were some specific comments about the handouts and a personal comment that the different backgrounds of the two facilitators worked well and were 'valuable to learn from'.

Other specific comments:

'I like that it was worked into the semester coursework'

'Great exercise. I really enjoyed going over our own personal career options.'

'Amazing.'

'Really informative.'

'Panel awesome.'

'This workshop was extremely helpful. Everything was put in perspective and made me realize how fast the real work is approaching.' This final comment is particularly interesting as it is from a Freshman.

Likewise, please comment on anything you felt didn't work well or you felt should not be repeated.

In terms of what students felt didn't work as well, the mock interviews had mixed comments - though most of the negative feeling seemed to come from the sense that they missed out. The suggestions ranged from everyone getting one - to more realistic options of having a few more and spending more time discussing the 'hard' questions.

There was also some sense that swapping résumés was not productive because they felt the student looking at theirs didn't know enough to be helpful. There were various suggestions about how to re-structure the wandering map/themes/possible lives exercises - but many of these comments were really about the lack of time for them, then the exercise itself.

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Do you have any final comments about the assignment, the workshop format, the employer panel - or anything else you can think of that you would change to make this kind of project more effective or useful to students?

Many of the 'final comments' were essentially re-stating some of the various points above - either in terms of its usefulness or suggestions in various areas. One interesting and relevant comment was that 'it helped me think about how my experience look on paper' and both of the Freshmen made final comments worthy of note:

'It should be mandatory to go - especially the panel.'

'Make this a REQUIREMENT (their caps) I feel like the workshop opened up new perspectives. Not only career choices, but furthering my education.'

HUMBOLDT
STATE UNIVERSITY

Humboldt State University 2016-2017 RFY Campus Plan

Version 2.0 June 14, 2016
Contact: Alexander Enyedi (aje281@humboldt.edu)

Student Success at Humboldt State University – Enable an impactful and purposeful student experience for all students through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships. Ensure that all students are afforded the same opportunity to succeed in meeting their baccalaureate goals through a Humboldt State experience that provides purposeful and coherent integration of academics and student life.

During the 2016-2017 academic year, Humboldt State University will undertake the following initiatives/actions to facilitate "success for all students, particularly those who have historically been underserved by higher education: low income, first generation, and students of color." Humboldt State is committed to the goal of RFY to dramatically improve the quality of learning and student experience in the first year, increase retention rates, and improve student success.

HSU RFY Action Plan for AY 2016-2017:

1. Expansion of the Klamath Connection Program to serve 120 students in Fall 2016 (prematriculation program to reinforce sense of belonging and community building for 1st-year STEM students). http://www2.humboldt.edu/klamathconnection/home

2. Implementation of co-requisite remediation for mathematics (building momentum); in Fall 2016 to be coordinated with the Kalamath Connection Program and RAMP (Retention Through Academic Mentoring Program).

3. Utilization of the ALEKS-PPL mathematics software to improve 1st-year student placement into math classes (this will build momentum, instill confidence and reduce student frustration). Will be provided to small cohort (80-100 students) in Summer 2016. HSU contemplating expanded the use of ALEKS-PPL to include all incoming freshmen for Fall 2017.

4. Implementation of full-year registration (Fall and Spring semester) for 1st-year students to build momentum and commitment to HSU. Mechanism to encourage full load (15 credit unit) enrollment to support progression toward on-time graduation (i.e. in 4 years).

5. Exploration of summer school in 2017 (face-to-face and online modalities) as the basis of "Catch-Up" programs to maintain student momentum. Students who encounter academic difficulty during the first year will be provided opportunity to stay on track for timely graduation.

6. Revision of Academic Probation Letter, Disqualification Letter and Remediation Requirement Letter to provide encouragement and support to students. This will demonstrate HSU's commitment to student success.

7. Exploration of meta-majors (i.e. academic foci, affinity majors) to provide flexibility for students who migrate into new majors (maintains momentum and facilitates progress toward degree); in AY 2016-2017 HSU will consider the creation of a flexible pre-major for impacted science programs.

8. Implementation of the uDirect course planning software in Fall 2016. This will be coupled with the exploration of streamlining the 1st-year curriculum (for all majors) to reduce registration choices in the first year and improve flexibility for students moving to new majors after the 1st year.

9. Implementation of a "mindset/belongingness" intervention component (online module) in the Early Start Program (ESP) online courses in writing and in mathematics.

10. Initiation of an intentional communication plan informing students, staff, and faculty that HSU is an RFY campus – keeping community/stakeholders aware of the numerous actions being taken to support student success on the HSU campus. This effort will include visual intentionality for 1st generation students, particularly in the first few weeks of the Fall semester. Posters of 1st generation faculty and staff will be displayed in student housing and dining areas; production of short videos of 1st generation students speaking on how to strive and thrive at HSU. Venues for the videos to include dining & residence facilities, orientation sessions and/or part of online modules.

11. Articulation of RFY contributions to the broader student-success efforts at the heart of HSU's strategic plan implementation (particularly Goal 1 of the 2015-2020 HSU Strategic Plan).

12. Implementation of our new model for academic advising with the over-arching goal to provide all freshmen (and sophomores) access to professional advising. In Fall 2016 HSU will undertake a focused assessment of academic advising to help to guide further steps/actions necessary for the new model.

13. Revise new faculty orientation program (both on-line pre-orientation and in-person orientation)to take advantage of educating the new faculty coming to HSU in Fall 2016 and the projected hires for Fall 2017. HSU is reviewing the current new faculty orientation process and will reconsider the two-day on campus orientation offered for new faculty. Like our new freshmen and transfers, we want to ensure that the two-day experience addresses what is most prevalent in the minds and hearts of the new faculty. HSU intends to work with Staff Council to develop a new staff orientation program connected and aligned with the RFY effort.

14. Analysis of Gateway courses that new students are most likely to not have success that act as barriers to academic progress. Once these courses are identified, free tutoring will be made available in the residence halls to support student success in Gateway courses.

15. Explore deliberate curricular and co-curricular action items that foster a sense of belonging among new students, faculty, and staff, including:

a. Summer/Fall 2016 partner with faculty to develop "First Day of Class" activities and conversations for 100- and 200- level classes to send a welcoming and supportive message to 1st-year students.
b. Summer 2016 begin discussions with tribal representatives from the Wiyot tribe regarding participation in large-scale campus events – commencement, Humboldt Orientation Program (HOP), Fall Welcome, etc.
c. Examine during AY 2016-2017 HOP orientation and consider programming specifically dedicated to students of color and parents of students of color, involving Resident Living Coordinators intentionally.
d. Summer 2016, create Student of Color Leadership training program and retreat to build confidence, develop skills, and get students of color involved on campus to positively impact persistence.

16. Career Curriculum Integration initiative will expand to include introductory courses in all three colleges in 2016-17. This program imbeds career and professional development into the curriculum to teach students how their class assignments prepare them for their career and leads to greater commitment to the major and retention.

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HSU communicated with RFY Coordinator that it shoul d be added to: Administrative Structure, Data Analytics/Predictive Analytics, Early Alert Systems, Gateway Course Revision, Guided Pathways/Pathways, Student Engagement categories. 10.22.16

Re-Imagining the First Year (RFY) Campus Strategies

The campus plans have been coded for reoccurring themes among campus strategies. This document outlines the 20 most common themes across the campus plans. For each common theme you will find a description, example(s), resources (when possible), and list of campuses employing the strategy. The themes are listed alphabetically below.

Please note that the campus plans were very broad. Likewise, many campuses have made significant chance If you are not listed for a strategy/theme that you are undertaking, please let us know about it. Likewise, if you are listed under a theme you do not believe you are implementing please let us know. Please also note that there are very similar categories such as data analytics, predictive analytics, and early alert systems. There were enough nuisances in campus plans to code these separately. If you are looking for campuses with similar strategies you may want to look at all three themes. The same is true for faculty development and faculty incentives.

The purpose of this document is to show common practices across campuses and to begin to allow intercampus team conversations. We will need your assistance in filling out the blank sections of this document including implementation tactics, implementation challenges, overcoming implementation challenges.

Administrative Structure

Description: As part of institutional intentionality many campuses are organizing committees, creating administrative positions, and changing reporting lines to focus specifically of first year student success.

Examples: Create new upper-level administrative position to focus on student success; Link multiple student success initiatives into a unit reporting to a single academic unit head; Select and empower a RFY Advisory Council to integrate the efforts of multiple university project teams into a collaborative network focused on student learning and success for first year students

Resources: NA

RFY Campuses: Cal Poly San Luis Obispo; Cleveland State; Dixie State; Fayetteville State; Fort Hays State; Framingham State; Harris-Stowe State; IU East; Metropolitan State; North Carolina Central; Sam Houston State; St. Cloud State; Stephen F Austin State; Tarleton State; UW Whitewater; Winston-Salem State

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Advising/Intrusive Advising

Description: Intrusive advising requires advisors reach out to students. Programs utilizing proactive intrusive advising build structures that incorporate intervention strategies for students who otherwise might not seek advising. This is often used in conjunction with other strategies such as using predictive analytics.

Examples: Require two required advising sessions per semester for first-year freshman; Provide students with timely information and alerts about their progress (e.g., taking courses out of sequence, not following graduation plans, grades, choice of major, etc.) and suggestions for redirection; Implement a centralized student advising center to support intentional advising and faculty mentorship

Resources: *http://www.chronicle.com/blogs/ticker/better-advising-beats-free-tuition-for-improving-degree-completion-say-experts/108756*

RFY Campuses: Central Michigan; CSU Long Beach; Fayetteville State; Fitchburg State; Fort Hays State; Framingham State; Harris-Stowe State; Humboldt State; IU Kokomo; Mankato; IU Northwest; New Jersey City; Northern Arizona; Salisbury; Sam Houston State; Southern Oregon; St. Cloud State; Stephen F Austin; SUNY Fredonia; UA Little Rock; UW La Crosse; UW Whitewater; Utah Valley; Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Campus Communications (with students)

Description: As part of institutional intentionality many campuses have started to pay attention to their communications with students. Campus efforts include reviewing communication in the form of letters, emails, and other messaging focused on probation, inclusion, and student belonging.

Examples: Change probation and suspension letters to positive and encouraging tone; Provide support resources; inform freshmen about equity, inclusion, and diversity through academic and culturally based places and events on campus; Review all correspondence with prospective and registered students and revise with a growth mindset tone

Resources: *https://www.eurekalert.org/pub_releases/2015-12/nu-uma121415.php#.Vm__c2K724I.email*

RFY Campuses: Cal Poly San Luis Obispo; Cleveland State; CSU Long beach; CSU Monterey Bay; CSU Northridge; Fitchburg State; Framingham State; Humboldt State; IU East; IU Kokomo; Mankato; Metropolitan State; New Jersey City; Northern Arizona; Sam Houston State; Southern Oregon; SUNY Fredonia; UA Little Rock; UNT Dallas; UW La Crosse; Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Curriculum

Description: A number of campuses are re-envisioning their curriculum for first year students. This may include general education reform, creating or advising first year cohorts, or engaging faculty in the creation of curriculum that emphasizes student belonging.

Examples: Create first year interdisciplinary courses within general education; Maximize the proportion of major requirements and/or liberal studies and/or diversity credits taken in the first year; Explore solutions that will enable innovative first-year curriculum from units that are currently barred from initiating curriculum

Resources: NA

RFY Campuses: Central Michigan; Cleveland State; CSU Monterey Bay; Fort Hays State; Governors State; Harris-Stowe State; Humboldt State; IU Kokomo; IU South Bend; Mankato; Metropolitan State; New Jersey City; North Carolina Central; Northern Arizona; Stephen F. Austin; Stockton; SUNY Fredonia; Tarleton State; Washington State Vancouver; Winston-Salem State

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Data Analytics/Predictive Analytics

Description: Data analytics refer to the measurement, collection, analysis and reporting of data about students. The data can be used for the purpose of understanding and student learning and the context in which it occurs. This includes predictive analytics. See also: Early Alert Systems

Examples: Collect and analyze data regarding residency retention rates for first year students after 1st semester and 1st year; Identify data already available for determining descriptions of our students who traditionally have not progressed successfully and use data to assist students before they arrive and after they begin; Improve the timely sharing and transparency of first-year institutional research data, define baselines, and agree upon key performance indicators across academic and student affairs

Resources: *https://higherlogicdownload.s3-external-1.amazonaws.com/AASCU/HigherEdPG2_UsingDatatoImproveStudentOutcomes.pdf?AWSAccessKeyId=AKIAJH5D4I4FWRALBOUA&Expires=1474481609&Signature=69AfY9GFS9K0QYwhPzsPjv%2BHGaA%3D*

RFY Campuses: Cal Poly San Luis Obispo; CSU Northridge; Dixie State; Fayetteville State; Fort Hays State; Framingham State; IU Kokomo; IU Southeast; IU South Bend; Kennesaw State; Mankato; Metropolitan State; New Jersey City; Salisbury; Stephen F. Austin; SUNY Fredonia; Tarleton State; UA Little Rock; Utah Valley; UW La Crosse; UW Whitewater

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Early Alert Systems

Description: Early alert systems are designed to identify students experiencing difficulties in the classroom. These problems are identified by instructors at any point during the semester and they may range from such things as tardiness/absences, poor test grades, or learning difficulties. See also: Data Analytics

Examples: Promote broad campus participation in early alert functionality through system; Develop a learning-management system with early-warning capabilities and which includes

academic and non-academic elements of students' experiences; Share student success data to empower faculty to be active participants in students' pathways to success

Resources: NA

RFY Campuses: CSU Long Beach; Dixie State; IU Kokomo; Kennesaw State; New Jersey City; Northern Arizona; Southern Oregon; Stephen F. Austin; SUNY Fredonia; UA Little Rock; Utah Valley; UW Whitewater

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Faculty Development

Description: The faculty development efforts across campuses are varied. Many of the RFY campuses are providing programming for faculty/professional development related to other student success efforts such as advising, student belonging, growth mindset, grit, first year learning communities, and first year seminars. See also Faculty Incentives

Examples: Design faculty-to-faculty mentor program for new faculty, particularly in their first year, that includes learning community elements to improve student and faculty climate and the student's first year experience; Provide professional development in intrusive advising and growth mindset/sense of belonging;

Resources: NA

RFY Campuses: Cal Poly Sand Luis Obispo; Cleveland State; CSU Long Beach; CSU Monterey Bay; CSU Northridge; Dixie State; Fayetteville State; Fitchburg State; Fort Hays State; Framingham State; Governors State; Humboldt State; IU East; IU Kokomo; IU Northwest; IU South Bend; Metropolitan State; Northern Arizona; Salisbury; Sam Houston State; St. Cloud State; Stephen F. Austin; Stockton; SUNY Fredonia; Tarleton State; UA Little Rock; UNT Dallas; Utah Valley; UW La Crosse; UW Whitewater; Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Faculty Incentives

Description: A number of campuses are incentivizing faculty to join in campus wide student success efforts. These efforts include direct funding but also teaching awards, professional development opportunities, and changing tenure and promotion guidelines to include these efforts.

Examples: Create teaching enhancement award program focused on improving pedagogy in "milestone" courses; Provide funding for course redesign participation and implementation; Begin provost-led communication campaign to celebrate faculty's role in student success

Resources: NA

RFY Campuses: Cal Poly San Luis Obispo; Cleveland State; Fort Hays State; Framingham State; IU Kokomo; IU Northwest; IU South Bend; Northern Arizona; Sam Houston State; St. Cloud State; Stephen F. Austin; Stockton; UA Little Rock; Utah Valley State; Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

First Year Seminars

Description: Several campuses are either creating or retooling their freshman seminar course.

Examples: Require University 100 for all first-time freshmen; Revise the first year seminar as the link to the new meta major learning communities; Review development and current structure of freshman seminar and request any related data

Resources: *http://tech.sa.sc.edu/fye/resources/fyr/syllabi_list.php*

RFY Campuses: Cleveland State; CSU Northridge; Framingham State; Harris-Stowe State; IU East; Mankato; North Carolina Central; Salisbury; UA Little Rock; Washington State Vancouver; Winston-Salem State

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Gateway Course Revision

Description: All of the RFY campuses have been asked to identify gateway courses. Although the definitions vary slightly by campus, most include the core courses that all freshman take. A number of campuses have further limited the pool by focusing on courses that have high DFW rates. Many campuses are working with faculty to redesign these courses to include both pedagogical changes and non-cognitive components.

Examples: Use existing data to identify high DFW courses in the first year to focus mindset and sense of belonging curriculum changes; Redesign five "gateway" courses to improve student learning and success and historically high DFW rate courses; Redesign high-DWF courses and with high levels of first-year students to incorporate active learning, strengths-based pedagogy, and non-cognitive development

Resources:
http://www.upike.edu/UPike/media/UPike/Documents/Academics/Institutional%20Research/Gateway-article.pdf

RFY Campuses: Cal Poly San Luis Obispo; Dixie State; Fitchburg State; Fort Hays State; Humboldt State; IU East; IU Kokomo; IU South Bend; Jacksonville State; Kennesaw State; Metropolitan State; New Jersey City; North Carolina Central; Southern Oregon; St. Cloud State; Stephen F. Austin; SUNY Fredonia; UW Little Rock; Utah Valley University; UW La Crosse; UW Whitewater

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Growth Mindset

Description: A growth mindset a person's belief that their most basic abilities can be developed through dedication and hard work, as opposed to being fixed and unable to learn. A growth mindset leads to academic resilience. Many campuses are working to foster growth mindsets for their students.

Examples: Design and implement a growth-mindset intervention for all students, with a follow-up activity that will be delivered to all students sometime during their first year;

Resources: http://mindsetscholarsnetwork.org/

RFY Campuses: Cal Poly San Luis Obispo; CSU Long Beach; Fitchburg State; Framingham State; Humboldt State; IU East; IU Southeast; IU Kokomo; IU Northwest; IU South Bend; Mankato; Northern Arizona; Sam Houston State; SUNY Fredonia; UNT Dallas, UW La Crosse, Washington State Vancouver

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Guided Pathways/Pathways

Description: Guided pathways are coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education. Programs, support services, and instructional approaches are redesigned and re-aligned to help students clarify their goals, choose and enter pathways that will achieve those goals, stay on those pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

Examples: Identify and publish clear pathways to success in all degree programs; Identify clear pathways (degree maps) to persistence and publish for each degree plan; Streamline pre-requisites and co-requisites to provide intuitive, navigable major progressions and reduce curricular complexity

Resources:
http://www.aacu.org/sites/default/files/files/LEAP/HowToDesignAGuidedLearningPathway.pdf

RFY Campuses: CSU Northridge; Dixie State, Fayetteville State; Framingham State; Mankato; Metropolitan State; New Jersey City; Northern Arizona; Sam Houston State;

Southern Oregon; St. Cloud State; Stephen F. Austin; UA Little Rock; University of Central Florida; UNT Dallas; Utah Valley; UW La Crosse; UW Whitewater

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Meta-majors

Description: Meta-majors create sets of courses that fulfill academic requirements for a broad discipline or program grouping such as STEM, business, or health sciences. Meta-majors are a lever to help provide a foundation for undecided students' decision-making process. They are designed to guide students through the completion of their early academic requirements within their specified broad program area.

Examples: Develop meta-majors with a well-defined yearlong pattern of courses for new freshmen to prevent "choice paralysis" and encourage timely graduation; Use meta-major information in a more systematic and intentional manner to increase student interactions with faculty from a variety of disciplines; Create exploratory degree concentrations/meta-majors for students and implement block scheduling for the respective cohorts

Resources: *https://higherlogicdownload.s3-external-1.amazonaws.com/AASCU/Meta-Majors.pdf?AWSAccessKeyId=AKIAJH5D4I4FWRALBOUA&Expires=1474569663&Signature=WKtONdBYgtOD0X934gQWJSUds7U%3D*

RFY Campuses: CSU Long Beach; CSU Northridge; Dixie State; Fitchburg State; Governors State; Harris-Stowe State; Humboldt State; IU South Bend; Mankato; Metropolitan State; New Jersey City; St. Cloud State; UNT Dallas; UW La Crosse

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Orientation Revision

Description: Several campuses are revising freshman orientation to start students down a path of success. This may include focusing on the high school to college transition, providing growth mindset training, or developing a first 40 days plan.

Examples: Offer a "reorientation" at week 6 and bring freshman students back in/back together to meet with a student success coach; Review and revise orientation programs to be consistent with retention, recruitment, and belonging/growth mindset principles; Redesign Welcome Week so that students come to campus earlier and have more time to get a schedule finalized

Resources: NA

RFY Campuses: CSU Long Beach; CSU Monterey Bay; CSU Northridge; Dixie State; Fayetteville State; Fort Hays State; Humboldt State; IU East; IU Northwest; Sam Houston State; SUNY Fredonia; UW La Crosse

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Policy/Policy Change

Description: Many campuses are reviewing current policies to ensure they align with student success goals.

Examples: Rethink placement testing; Audit current student policies and office practices which apply to first-year students and where applicable to achieve consistency and coherence, propose amendments to those whose impact on first-year student success is significant; Develop a 30 credit review process to ensure first year students are on track

Resources: NA

RFY Campuses: Cal Poly San Luis Obispo; Cleveland State; CSU Northridge; Fayetteville State; Fort Hays State; Framingham State; IU Kokomo; IU Southeast; IU South Bend; New Jersey City; SUNY Fredonia; UNT Dallas; UW La Crosse; Washington State Vancouver; Winston-Salem State

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Remediation/Co-requisite Remediation

Description: Co-requisite developmental education enrolls students in remedial and college-level courses in the same subject at the same time. Students receive targeted support to help boost their understanding and learning of the college-level course material.

Examples: Allow students to complete MTH 87 (developmental) and MTH 116 (college level quantitative reasoning) in one term; Create non-remedial approach to learning that targets high-risk courses rather than high-risk students

Resources:
https://www.insidehighered.com/sites/default/server_files/files/TBR%20CoRequisite%20Study%20-%20Update%20Spring%202016%20(1).pdf

RFY Campuses: Cleveland State; CSU Long Beach; Fort Hays State; Governors State; Humboldt State; IU Southeast; IU South Bend; Stephen F. Austin; Stockton; UA Little Rock; UW La Crosse; UW Whitewater

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Scheduling

Description: Many campuses are reconsidering the way that they do scheduling with the goal of helping students complete their coursework in a timely manner.

Examples: Implement block scheduling (potentially using a cohort model) of core classes for freshmen through entire first year; Offer multiple semester registration; Implement earlier, multi-term enrollment process to facilitate students enrollment in needed courses

Resources: NA

RFY Campuses: Cal Poly San Luis Obispo; Humboldt State; IU Kokomo; New Jersey City; Northern Arizona; Salisbury; Sam Houston; Stephen F. Austin; SUNY Fredonia; UNT Dallas; Utah Valley

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Student Belonging

Description: The term belonging refers to students' subjective perception of being accepted and respected in their particular school setting. Many of our campuses are working on increasing students' sense of belonging through belonging interventions.

Examples: Strengthen students' self-efficacy and sense of belonging through advising practices and growth mindset; Conduct focus groups with students on perceptions and experiences regarding a "sense of belonging" and their first year experiences; Organize informal meetings between members of the faculty and groups of first-year students

Resources: https://www.stcloudstate.edu/teaching/documents/Belonging_Workshop.pdf

RFY Campuses: Cal Poly San Luis Obispo; Cleveland State; CSU Long Beach; CSU Monterey Bay; CSU Northridge; Fitchburg State; Framingham State; Governors State; Humboldt State; IU East; IU Kokomo; IU Northwest; IU South Bend; Jacksonville State; Mankato; Metropolitan State; New Jersey City; Northern Arizona; Southern Oregon; SUNY Fredonia; UNT Dallas

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Student Engagement

Description: Students that are connected to the campus community are more likely to persist.

Examples: Use social media and co-curricular tech portals to recruit and track student involvement in co-curricular clubs and events; Increase communication with students regarding the opportunities for curricular and extra-curricular activities and services that are aligned with student interest and eligibility; Expand service learning opportunities for first year students

Resources: http://agb.org/trusteeship/2016/januaryfebruary/using-student-engagement-results-to-oversee-educational-quality

RFY Campuses: CSU Long Beach; CSU Monterey Bay; Dixie State; Fayetteville State; Fitchburg State; Governors State; IU Northwest; IU South Bend; Kennesaw State; Sam Houston State; Southern Oregon; St. Cloud State; Stephen F. Austin; Stockton; U of Central Florida; UW La Crosse; Winston-Salem State

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Teaching/Pedagogy

Description: A number of campuses are focusing on innovations in the classroom.

Examples: Promote pedagogy that highlights diversity awareness and cultural competence and levels the playing field for all students/promote teaching environment that fosters "inclusive excellence"; Promote growth-mindset and grit pedagogies in faculty teaching and learning communities; Ensure all first and second-year courses are designed with

engaged pedagogies through the review of courses as programs go through academic program review

Resources: *NA*

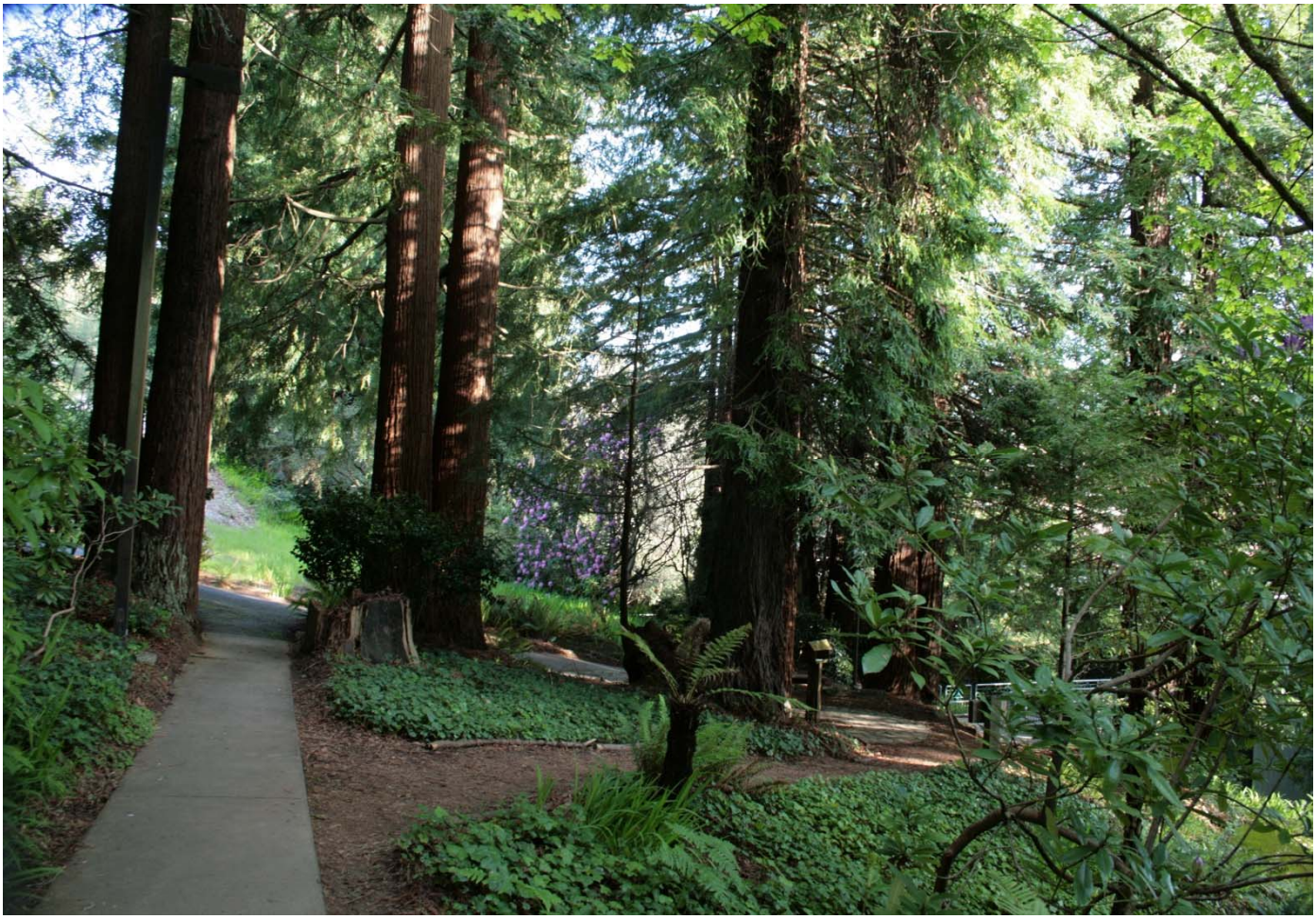
RFY Campuses: Cal Poly San Luis Obispo; CSU Long Beach; CSU Northridge; Dixie State; Fort Hays State. Framingham State; Jacksonville State; New Jersey City; Northern Arizona; Sam Houston State; U of Central Florida

To be filled in by campuses

Implementation Tactics	Implementation Challenges	Overcoming Challenges	Additional Comments

Appendix W - NCHA_ExecutiveSummary_IE

The National College Health Assessment (NCHA): Survey Results Analysis Conducted by the Office of Institutional Effectiveness EXECUTIVE SUMMARY



Executive Summary

In Spring 2016, Humboldt State University (HSU) participated in a California State University system-wide initiative to gain insight and a better understanding of student health at California State Universities. Using the National College Health Assessment-Second Edition (NCHA-II; 2008), this initiative was instigated by the Chancellors Office, in partnership with the CSU Student Mental Health Services Advisory Committee and this research effort was further supported by the Student Affairs Council. The NCHA is a nationally recognized survey tool for assessing various health topics in college students. These topics include: alcohol, tobacco and other drugs; sexual and reproductive health; weight, nutrition, and exercise; mental health; personal safety and violence; general health. The research agenda outlined four specific research goals for the CSU system. Goals one and four are in bold below because they are of particular interest to this report and survey analysis.

1- Identify health-related behavior risks for all students, as well as by target populations

2-Prioritize programs goals and objectives, as well how to invest operation/personnel resources

3- Develop compelling funding proposals; demonstrate need to extramural grant applications

4- Assess the impacts of health behaviors on students' academic and personal success

These research goals were accompanied by three more objectives for the entire CSU system and include; a) Develop a reliable database on student's health related knowledge, attitudes and behaviors; b) Link data to important student outcomes, including student engagement, student learning and student retention; and c) Compare data between campuses as well as benchmark against a national sample. By the end of the fall semester, the Chancellor's Office will provide each university a system-wide summary of survey results and comparisons between institutions within the CSU system.

Every semester, the American College Health Association (ACHA) provides survey data and results summaries on all of the data from every campus who administered the instrument during that semester. This huge group of survey respondents serve as a national reference sample that colleges can

benchmark against and see how their students compare to a large representative and national sample. This report used the national reference sample from Spring 2015 (one year before). This sample was comprised of over 74,000 survey respondents and included over 100 post-secondary education institutions. Group differences were examined to assess if HSU students have similar experiences and/or identify risk areas for specific groups of students. HSU plans to administer the NCHA to students every other year and Spring 2016 is being used as a baseline to measure against for the future. Highlighted here is a summary of survey results, but can be found in greater detail in the full report.

Humboldt State University

Overall, 75.8% of HSU students reported being in good, very good or excellent health. The survey showed there is a substantial difference in what health related resources are provided to students versus what students are actually interested in. The biggest finding for HSU students as a whole was the very large differences between what students think the "typical HSU student" does in regards to substance use and behaviors versus what students are actually doing. For example, 81% of students think the "typical HSU student" uses marijuana 10 or more days out of every month. The actual number of HSU students who reported using at least 10 days out of the month was only 26%. This same trend was present for cigarettes and alcohol use. This trend was present for the total sample and at every group aggregation (gender, URM status, and housing type).

HSU students reported that they practice a variety of protective behavioral strategies to try and prevent negative consequences related to drinking alcohol. Although the majority of students practice at least one of these protective strategies, one third of HSU students reported at least one negative consequence directly related to alcohol consumption: 36.4% did something they later regretted, 29.6% forgot where they were or what they did (aka Blacked Out) and 28.3% had unprotected sex. Another finding of interest to the institution is how safe or unsafe students feel on campus and in the

community. Only 12% of students reported feeling very safe in the community at night and 31% reported feeling safe on campus during nighttime hours.

Humboldt State vs NCHA Reference Sample

Compared to the national reference sample, HSU students reported higher rates in multiple areas. First, academics were negatively impacted by the same factors as the national reference sample, but the percentage of HSU students who reported negative academic impacts were higher on all possible factors compared to those of the national sample. Stress (40.9%) and anxiety (32.4%) were cited as the most common factors having negative impacts on academics at HSU. Second, HSU students reported using marijuana more than the national sample. In fact, HSU student rates for marijuana use were higher than any other statistics found using government websites and higher education/college periodicals or magazines. Forty-seven percent of HSU students reported using marijuana at least once in the last 30 days compared to the national sample of 19%. Humboldt State students reported higher rates of mental health issues on all eleven mental health factors and more difficult to handle or traumatic situations compared to the national sample. HSU students also reported higher rates of disabilities, either diagnosed or treated. Although HSU scored higher than the national reference sample in multiple areas, this is not the case in all areas. For example, HSU students reported getting more physical exercise than the national sample in all three areas: moderate cardiovascular exercises, intense cardiovascular exercise and strength training.

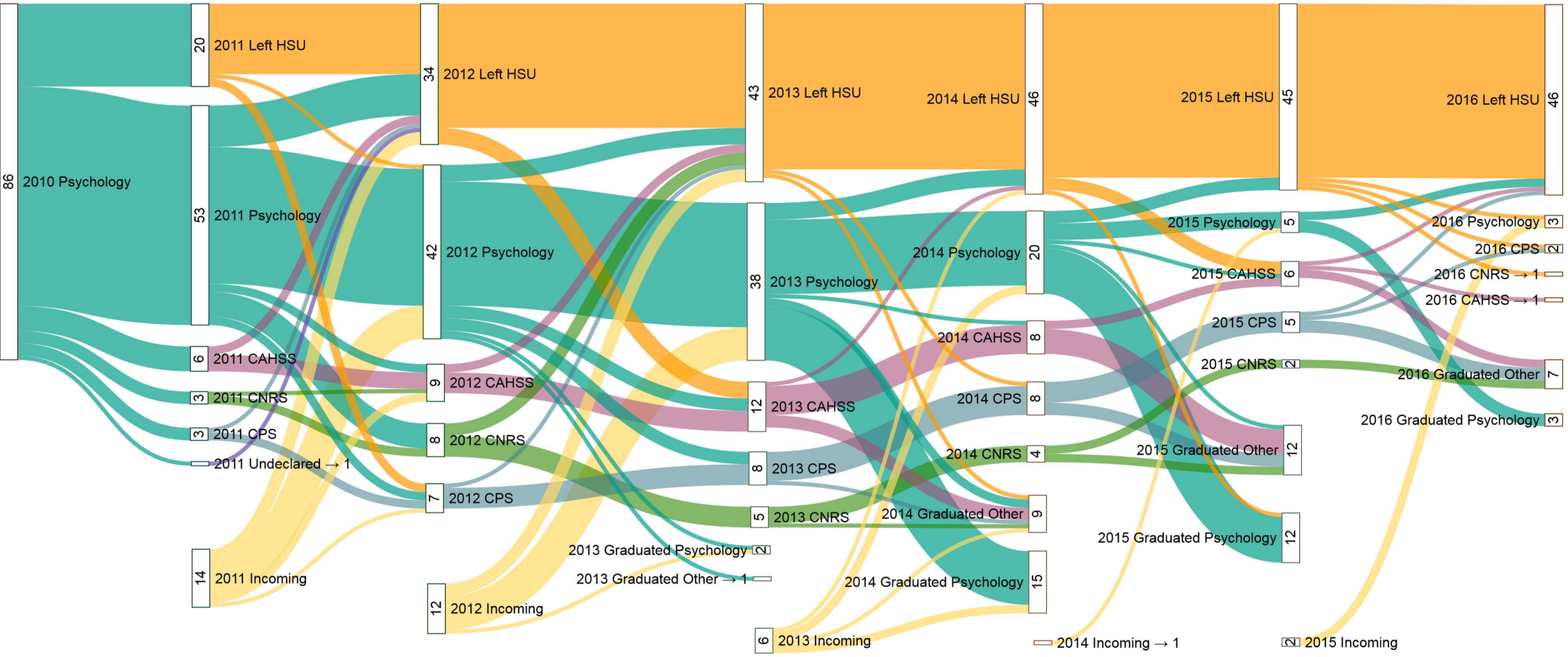
Gender differences. Results revealed a few areas where there are significant gender differences. First, males reported feeling safer both on campus and in the community, during both the daytime and nighttime compared to female students. Males also reported more frequent marijuana use during the last month compared to females. Males had more physical attack/physical assault instances than females, but females reported higher rates on all sexual assault items in the last 12 months at almost 3 times the rate of males. Females also reported higher instances of difficult to handle/traumatic

situations, higher instances of mental health diagnoses and a greater desire to lose weight compared to their male counterparts.

URM differences. There were not many sections where URM differences exist. One finding was that students who identified as URM reported that they never wore a helmet (52%) more than any other group and had the lowest number of students who reported that they always wore their helmet (19%) when riding a bicycle. These rates were based on the sample of students who reported riding a bike within the last 12 months. There were also a couple of differences in the academic impediment section but there wasn't a single or uniform trend. For example, more URM students reported that stress negatively impacted their academics compared to NURM or unknown/other students, but reported lower levels of anxiety than the other two groups (see page 30 in full report).

Housing differences. A few survey sections revealed differences in experiences depending on whether students live on campus or off campus. Students living off campus reported higher rates on all academic impediment factors. Students living off campus reported more problems with finances, career related issues, death of family member or friend and intimate relationships while students living on campus reported higher rates of overwhelming emotional trauma (feeling very lonely, sad and hopeless).

It is hoped that HSU will use this information about its students as an opportunity to make positive changes for the university and its students. These changes can take many different forms and range from passive interventions (provide students with social norm national data on substance abuse) to more active and direct interventions (various safety initiatives). And lastly, HSU differed from the national reference sample in multiple subject areas. Some of these areas highlight the potential need for further investigation due to the focus of these areas: student academic outcomes, mental health issues, and thoughts/behaviors surrounding substance use.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Appendix Y - PPR Anthropology

HUMBOLDT STATE UNIVERSITY
Integrated Curriculum Committee

May 5, 2017

To: Professor Marisol Cortes-Rincon, Chair
Department of Anthropology

From: Professor Dale Oliver, Chair
Subcommittee on Peer Program Review
Integrated Curriculum Committee (ICC)

Dear Dr. Cortes-Rincon,

The purpose of this letter is to provide collegial feedback on the five-year program review document that you submitted this past March. Your program was one of four program reviews that were read, discussed, and reviewed by the four members of the ICC subcommittee on Peer Program Review, which included Librarian Sarah Fay Philips, Professor Anne Paulet (History), Professor Sheila Alicea (Kinesiology and Recreation Administration) and Professor Dale Oliver (Mathematics). Please let me know if you have questions, comments, or concerns, as our work this spring has been the pilot of what we expect to be a standard component of the campus program review process.

Our review addresses section II (Assessment and Student Success), III (Diversity and Inclusion), and IV (Strengths and Challenges). Below are comments and suggestions relative to each section, followed by a summary and suggestions for future program planning.

Assessment and Student Success

Your department is to be commended for its consistent assessment practices. In particular, we are encouraged by how the data from passed assessments appears to inform curriculum development at the course and program levels. It appears to us that your faculty are willing to invest their time and energy in a cycle of continuous improvement for the benefit of students.

We note that some of your BA program learning outcomes are stated in ways that might make assessments and interpretations of those assessments challenging. For example, in SLO's #1 and #3, how is "understanding" measured? In SLO #4, how is "solid grasp" measured? You may find that revisiting these SLO's, or providing examples of what you might observe in a student who is achieving success relative to these outcomes, can help your department clarify expectations across the program.

Appendix Y - PPR Anthropology

HUMBOLDT STATE UNIVERSITY
Integrated Curriculum Committee

Diversity and Inclusion

We are encouraged by your departmental efforts of the past year to address inclusive excellence through faculty-led forums and an anonymous community concern survey. These both seem like good practices for you to continue. It would be helpful to outline the assessment plan for these and other community-building efforts, to see if either they are positively affecting retention, or positively influencing student's perceptions of community.

The course redesign for ANTH 104 holds promise for improving academic success for all students. We applaud you for your efforts in improving the design of ANTH 104, and for your intention to an ongoing study of the effects of the re-design on student success.

Of particular interest to our committee is the work that is planned for designing a peer mentoring program in the department. We encourage the faculty who are involved to include a multi-year implementation plan that extends beyond the fall 2018 pilot. Specifically, we recommend adding an assessment plan and a resource/faculty plan that will allow for a sustainable program.

Strengths and Challenges

The identified strengths of the program are consonant with HSU's institutional goals for student engagement. Your faculty is doing exciting work on behalf of your students. The identified challenges, particularly relative to too few tenure-track faculty and too little space for student and faculty scholarship, are common concerns across campus. We noted a particular concern related to "increasing demands of research" for your faculty. In general, disciplinary-specific expectations for faculty scholarship are defined by the department faculty, and aligned with appendix J of the HSU faculty handbook. Your faculty might consider re-examining their RTP criteria and standards if the demands for faculty scholarship are not reasonable in light of the teaching workload of our institution, or if pursuing and being awarded grant funding for scholarship is not sufficiently incentivized. We understand that your situation is also challenged by balancing the needs of both your undergraduate and graduate programs.

Summary and Suggestions

Your program review provides evidence that your faculty are engaging in continuous improvement of your undergraduate and graduate programs. We are encouraged by your current and planned efforts to support inclusive student success. We look forward to learning about the outcomes of the planned mentoring program in your next five-year program review.

HUMBOLDT STATE UNIVERSITY
Integrated Curriculum Committee

We are encouraged by your regular assessment practices, and we look forward to learning abou the effect that your re-design of ANTH 104 has on student success.

We understand that achieving some of the goals of your five-year action plan may require additional resources from the university. Given the current fiscal context, we hope that you can find strategies that leverage existing resources or that utilized shared resources to make progress on these goals. We recommend that your five-year plan include such strategies.

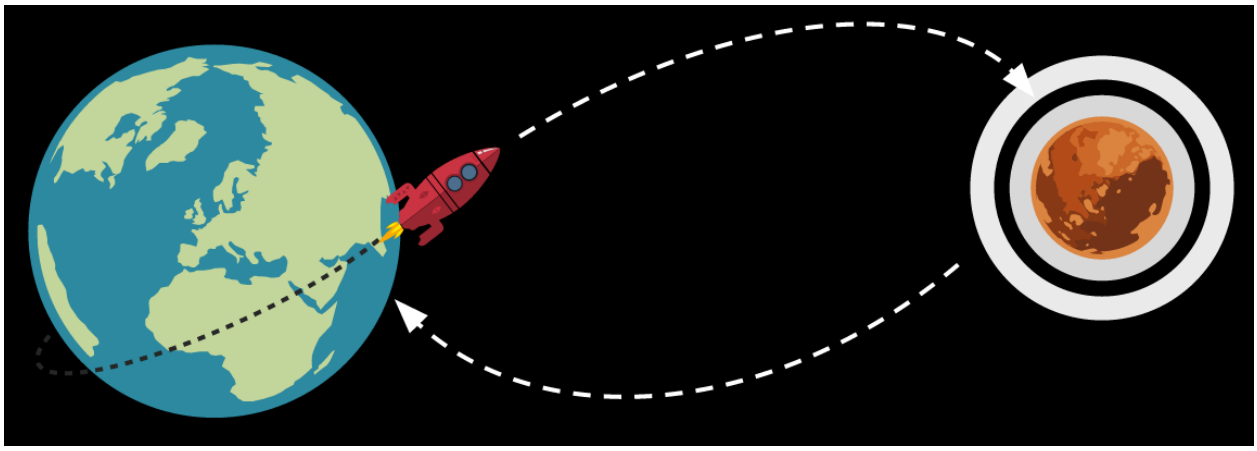
Cc: Mary Glenn, Interim Vice Provost for Academic Affairs
Noah Zerbe, Interim Dean, CAHSS
Kris Patzlaff, Interim Associate Dean, CAHSS

Appendix Z - Academic Program Assessment Self-Study

Academic Programs Assessment

Self-Study Report

Humboldt State University



Report Prepared by

Alex Gradine

Office of Academic Programs & Undergraduate/Graduate Studies

February 9, 2017

Acknowledgements

Humboldt State University's Five-year Program Review Workgroup

This report largely reflects the insights gleaned and suggestions made by the Five-year Program Review Workgroup at Humboldt State University. This group had the monumental task of not only critiquing the current structure of assessment in place but of creating a new model, with buy-in from all corners of campus, to address concerns related to assessment at this university.

Mary Glenn, Interim Vice Provost and Dean of Undergraduate and Graduate Studies

Lisa Castellino, Associate Vice President of the Office of Institutional Effectiveness

Dale Oliver, Professor in the Department of Mathematics and Chair of the Integrated Curriculum Committee

Rock Braithwaite, Chair and Professor in the Department of Kinesiology & Recreation Administration

Rick Zechman, Associate Dean of the College of Natural Resources and Sciences

Kris Patzlaff, Professor of Art

Alex Gradine, Administrative Support in Office of Academic Programs & Undergraduate/Graduate Studies

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Executive Summary

Humboldt State University (HSU) is an institution that strongly reflects its deeply held values, as exemplified by our first-in-the-nation Graduation Pledge of Social & Environmental Responsibility (http://www.graduationpledge.org/about/history/). Over the past eight years, however, the reporting and tracking of student learning assessment has not been among the highest priorities on campus. There have been notable exceptions to this pattern, which include efforts made these past two years to reorganize and revitalize the assessment process among academic programs.

The current annual assessment and program review processes were put in place with the addition of *Compliance Assist!* software suite in the 2011-12 AY. However, the process has suffered from low participation by academic programs and the administration. While most academic programs have made some small attempts to connect assessment or program review with continuous improvement at the program level, follow-through on these attempts, as well as continuous improvement efforts at the institutional-level, have failed to gain much traction due to campus cultural intransigence, personnel turnover, and a lack of institutional support. In short, it was clear that the assessment of student learning was not an institutional priority. In the 2010 WASC Commission Letter to HSU, general education assessment was described as "nascent." In spite of the best efforts of the General Education and All-University Requirements committee (GEAR), however, there has been no meaningful assessment of GE outcomes since 2001.

In Fall 2016, Interim Vice Provost and Dean of Undergraduate/Graduate Studies, Dr. Mary Glenn, acknowledged the lack of institutional progress in assessment. Recognizing the need to make student learning assessment an institutional priority, she convened a group of stakeholders from across the division of Academic Affairs to review the current state of assessment at HSU and propose a new plan to address the scarcity of meaningful assessment at HSU. This group, which became known as the Five-year Program Review Working Group, clarified the process of program review to re-engage the campus community's approach to assessment and continuous improvement.

In Fall 2016, the General Education & All-University Requirements (GEAR) committee also took up the charge to design an assessment framework for general education, beginning with an effort to completely overhaul and streamline the student learning outcomes of that program. While these efforts remain "nascent," it is our intention to re-align the priorities of the institution to include assessment for continuous improvement at all levels.

This report contains a summary of the Five-year Program Review Working Group's recommendations for addressing concerns and barriers to establishing a culture of assessment at HSU, and a plan that details a sustainable cycle of continuous improvement for all academic programs.

Assessing the Assessment Process

Our new assessment process will, in turn, need its own assessment. By Fall 2017 we will have hired a new Academic Assessment Coordinator whose role it will be to engage with stakeholders in helping define their roles and track the effectiveness of our process as a whole. Participation will be the easiest concern to track within the first year, but it will be the least indicator of a new culture of assessment. The first Five-year Action Plans that will be generated from this process will be approved and put in place by the end of Spring 2018, and tracking progress towards those will be a five-year process until the next program review. However, each intervening annual assessment should provide evidence that programs are making progress towards the goals they and their deans have agreed upon.

Part I: The Current State of Assessment at HSU

Currently, assessment is a portion of two related processes at HSU: Annual Review and Five-year Program Review. The annual review process has taken several different formats over the past five or six years. The rapid development of new formats (which seem to change every two years) has been a huge factor in why they have been so difficult to produce anything useful for programs; before we're able to consistently generate enough data over a long enough period of time to make informed decisions about how to improve our programs, we completely change direction.

Annual Assessment

Annual Reviews in the first two years (AYs 2011-12 and 2012-13) were submitted using the *Compliance Assist!* Platform, but it was a long and cumbersome process that was designed to be a shorter version Five-year Program Review. The assessment of program student learning outcomes (PSLOs) consisted only a small part of the review. Departments selected one or more of their PSLOs and then selected a course and assignment with which to test their outcomes. These assessments received feedback from the deans, as well as occasional external peer review.

While the process in place seemed to be well-suited to gather the data necessary for continuous improvement, there were definite flaws in the system. Primarily, there was no standardization of program student learning outcomes. PSLOs were often broad, overarching, and compound outcomes, not lending themselves well to simple or direct measurement. Assessment data collection was cross-sectional, but not longitudinal. Perhaps even more problematic, course-specific learning outcomes did not always adequately represent the program's SLOs.

Dr. Edward Nuhfer, the Director of Educational Effectiveness, directed all programs to postpone all Five-year Program Reviews for the 13-14 AY and instead to map course-specific learning outcomes to PSLOs, which were themselves encouraged to be geared towards measuring the learning of the WASC Core Competencies: Information Literacy, Oral Communication, Written Communication, Critical Thinking, and Quantitative Reasoning.

Following this process, programs would be asked to assess one of their PSLOs by way of the Association of American Colleges & Universities (AAC&U) Value Rubrics associated with the specific core competency. In fall 2014, programs assessed Information Literacy and in fall 2015 they assessed Oral Communication. And while these assessments did take place, they were neither given the support nor the follow-up or follow-through that had been promised. Dr. Nuhfer left the university in February 2014, and with him went the main responsible party for coordinating this process. Programs were already skeptical of the process, and Dr. Nuhfer's departure left his position unfilled to this day, further underscoring the lack of priority, continuity, or interest in assessment from the administrative level. In addition, starting fall 2014 the annual review process was moved from the Program Review platform in *Compliance Assist!* to the Planning platform, a cumbersome and frustrating change that further alienated program leaders from connecting with the work they were doing.

Participation

In fall 2014, 48 academic programs underwent Annual Review and were thus required to assess the Information Literacy skills of their students through one of their PSLOs. Only 30 completed this assessment, a participation rate of 62.5%. Although discussions of the results followed in college-level meetings of the dean and department chairs, their engagement in the annual assessment process was limited during this time. To make matters worse, responsibility for tracking and administration of the annual review process (and really, all academic assessment processes) fell from the now-empty Director of Educational Effectiveness position to an Administrative Support Assistant in the Office of Academic Programs, a role with little context and less authority to handle such a monumental undertaking. By fall 2015, when 38 programs (there was a larger-than-usual cohort undergoing Five-year Program Review that academic year) were required to assess the Oral Communication skills of their students through their PSLOs, only 18 programs did so, a response rate of only 47.4%. There were two other required reports in the Annual Review process; the Enrollment/Diversity & Inclusive Excellence Report and the Annual Department Activity Report; participation rates in these reports were lower than in the Annual Assessment Reports.

The Five-year Review process was only slightly improved over the annual report participation. In the 2014-15 AY, nine academic programs underwent their five-year review; only six completed the assessment of student learning outcomes required; the other three did not complete this nor any other section of their review (66.7% participation). In 2015-16 academic year, 19 programs were up for review, and 15 programs completed their assessment of student learning outcomes (78.9% participation). However, one of those programs did not also complete their Five-Year Action Plan, and only two programs over the course of both years completed a Memorandum of Understanding (7.1% participation). Deans were rarely providing any comments, and while the Five-year Program Review states:

> "The Dean, College Council of Chairs, ICC [Integrated Curriculum Committee], and Provost work with program faculty to create a memorandum of understanding that contextualizes the five-year plan for the academic program within the priorities of the college and university."

few of the stakeholders listed ever participated directly in the process.

Access

Prior to the 2014-15 academic year, all review and assessment processes (annual and five-year program reviews) were conducted using the *Compliance Assist!* platform's Program Review module. This cumbersome module split reports into multiple templates, each one requiring a series of menu navigations in order to get to a point where one can post anything. Starting with the 2014-15 academic year, all annual review processes (including annual assessment) were moved to the *Compliance Assist!* Planning module, a module that was only slightly-more user-friendly, but now required program leaders to learn how to navigate two very differently formatted modules. This complicated process was rolled out without a Director of Educational Effectiveness to support it or to provide context for why it was best to separate the two processes between two different modules, and minimal technical support was provided to departments. Over the past three years we have heard about work that was completed with regards to either annual reviews or five-year program reviews that were not reflected in the data available on either the Planning or Program Review sites. It was clear that there was a barrier not only in accessing report data, but in *sharing* such data in the first place.

The other downside to moving the process to the *Compliance Assist!* Planning module is the lack of a structure for feedback from deans. In previous years there were built-in templates

for deans to comment and respond to both annual reviews and program reviews. These templates were not carried over to the annual reviews in the Planning module; it is unclear what if any interaction deans were having with their departments regarding their annual assessments from this point forward.

A nominal effort was made to provide an archive of past annual reviews and five-year program reviews. However, until a concentrated effort in December 2016 to update those archives, the most recent reviews available were from the 2013-14 academic year. These archives contain exported PDFs created from the *Compliance Assist!* modules. However, these modules do not auto-detect the proper orientation of the page, leading to some wider data tables being cut off in archived reports. Secondly, uploaded attachments are not attached to these created files, but are instead listed as links that one would need the proper access to the report in order to view (thus negating the idea behind a broadly accessible archive).

Responsibility

The HSU 2013 WASC Interim Report detailed a major plan for improving the assessment of student learning at every level, including the assessment of GEAR outcomes and the development and improvement of teaching and learning at HSU. But the plan failed to fully take shape, and for one simple reason: the position responsible for nearly every aspect of the plan, the Director of Educational Effectiveness, was vacated shortly after the beginning of the second semester of the plan's implementation and remains unfilled now, three years later. No other administrator stepped up to take on this responsibility, and so the process lay fallow. Beginning in fall 2014, program-level assessment was still being done, but was being reported at less-than-ideal rates. There was no Director of Educational Effectiveness to coordinate responses with the associate deans of the colleges, who did not follow through either. Part of this problem can be attributed to the extraordinary level of turnover at the academic administration level. As of fall 2016, there was an interim vice-=provost and Dean of Undergraduate/Graduate Studies, two of three academic colleges had interim deans, one interim college associate dean, and one vacant college associate dean position. The remaining college dean was beginning their first full academic year in the position, as was the Provost and Vice President of Academic Affairs. This is not to say that every effort was put on hold while an

almost entirely new administration gained the lay of the land, but it is clear that administrative support for the assessment of student learning was a temporary casualty of the changing administration. We will see later that new personnel have crafted their own plans for assessment and breathed new life into this process, and one of their first tasks was to clearly define the responsibilities of every group involved in the process.

Closing the Loop

This issue ties directly into the previous issue. Where once administrators (an Office of Academic Affairs administrator whose role was specifically tied to assessment, as well as each college's associate dean) were generating feedback for each department performing annual review tasks, past the 2013-14 academic year these responses simply stopped. Memorandums of Understanding that were supposed to be generated by the college deans and the departments were no longer being created, or if created, were not reviewed or tracked by the various stakeholders. Similarly, no one was tracking progress on Five-year Action Plans, in particular because the Annual Review process was not tied directly into that tracking.

Administrative support for programs was limited to data generation and technical support. Plans to address issues such as the improvement of teaching and learning failed to materialize. One of the most common questions that we heard from faculty was regarding the data showing the URM (underrepresented minority) student achievement gaps in some of their classes, or in their program's overall student retention and graduation rates. Faculty wanted to know what they could do to help close those gaps. Unfortunately, there was no one who could help them answer that question.

Conclusion

A review of the current state of assessment at HSU uncovered the four key issues with assessment process as it stands as of the end of the 2016-17 academic year: (1) the participation in assessment activities by academic programs was on the decline; (2) access to needed data and other necessary materials is difficult at both the beginning and the end of each assessment cycle; (3) few positions have clearly defined roles and responsibilities in the process, and the most important clearly defined role to coordinate assessment efforts has remained unfilled for three years; and (4) the lack of clearly defined roles, administrative turnover, and the

disjointed nature between annual and five-year reviews have prevented key decision-makers from closing the loop and providing the follow-through that make assessment activities a worthwhile endeavor for academic programs to participate in. As each of these issues are interrelated, it was determined to produce a new strategy and process for improvement that addresses each one of these issues.

Part II: A Revised Assessment System for HSU

In the 2016-17 academic year the Five Year Program Review Workgroup developed a revision to the HSU program of assessment. The purpose was not to re-invent the wheel; creating yet another new assessment structure would only create more confusion and frustration. By better utilizing the model that currently exists, the workgroup determined that a few changes to the review prompts would help clarify the purpose and meaning of assessment activities and emphasize the cycle of continuous improvement to our academic programs. More importantly, the workgroup set out to revise the structure *surrounding* the review process. Some of these tasks were already underway by Academic Affairs units and divisions as the workgroup conducted their study; others were suggestions from the workgroup themselves. In order to address the four key issues uncovered in the self-study of assessment, the workgroup produced four major recommendations: (1) incentivize participation of academic programs not only by tying needs evidenced in assessment and review activities to academic program requests, but also by providing exemplars that demonstrate the power of assessment in improving student success; (2) create ease of access for information by developing interactive data dashboards that provide easy data visualization, as well as provide more technical assistance for the *Compliance Assist!* platforms, and creating a more user-friendly, reliable and accessible archive of past review/report documents; (3) adopting a RACI model to clearly define and delineate the roles and responsibilities of various stakeholders across the university community with regards to the assessment and review process; and (4) closing the loop by directly involving administration in the support of not only creating and sharing assessment and review reports but providing support to track programs progress and providing opportunities to improve teaching and learning for faculty members.

Annual Assessment & Program Review

Participation

It was initially believed that the first key step in turning around the system of assessment at HSU has been to solve the issue of participation. Stakeholders discussed ways to create the proper incentives for academic programs to engage with the process of assessment. The first suggestion was to tie the approval of curricular changes or new tenure track faculty hires to

compliance with assessment and review activities. This strategy of holding academic programs accountable, not only for participating in assessment and review activities, but also being able to point to evidence already provided to prove a need for new lines or curricular changes, makes a great deal of sense in a system in which the former (assessment & review activities) are clearly linked to the latter (program changes & resource requests). However, our current process for assessment and review activities has never reached that point, and we have not yet had the opportunity to demonstrate how our plans for the new process will bear improvements. Ultimately it was decided to not move forward with that policy change in order to preserve efforts to gain buy-in from the faculty chairs and program leaders and maintain a positive outlook regarding the new process for assessment activities and program reviews. Building a culture of evidence means that we also need to provide evidence that we will continue to build support for this new process, and provide evidence that engaging in the process of continuous improvement is a worthwhile process regardless of any additional consequences (positive or negative) that might be attach to those efforts. Compelling participation through coercive methods is not productive in our academic setting.

So what would be an appropriate first step? To provide a definitive answer to the question: Why do assessment? Why put the time and effort in to compile a five year program review? And that answer has to be something more than simple compliance. The answer has to be one that has obvious and inherent benefits to the academic programs engaged in these activities. The best way to demonstrate the benefits of assessment is to embrace the culture of assessment from the top-down: receive and incorporate feedback in ways that ease burdens on academic programs without reducing the efficacy of their activity; prove that administrative support of, and expectations for assessment activities will be enduring and responsive; and provide incentives for exemplar programs who demonstrate the efficacy of assessment and program review activities (such as the curricular changes to CHEM 109). These actions will help develop the culture of assessment within programs that will lead to higher rates of participation. Once a new culture of evidence has proven enduring throughout the vast majority of the university should we begin to consider compliance policies to encourage full participation.

As mentioned previously, the Fall 2014 & Fall 2015 The Vice Provost asked programs to assess their Program SLOs utilizing student products in one of their courses and the AAC&U VALUE rubrics for one of two WASC Core Competencies (Information Literacy & Oral Communication). Because these activities were not tied directly to a process of continuous improvement, the feeling was that this was an onerous requirement serving no other purpose than compliance, and participation suffered. For the Fall 2016 semester, a new assessment activity was created, called the Assessment Process Based on Ongoing Curriculum/Pedagogy Report. This perspective on assessment hinged on the pretext that participation could be increased by tying assessment activity to self-improvement processes that academic programs were already engaged in. This new report asked programs to describe the curricular or pedagogical changes in their departments and asked them to provide data informing these changes and subsequently, the evidence that the changes had their desired effect. There were initial challenges in this process as programs struggled to understand the concept behind the report, and to report the specific evidence driving curricular change. However, increased program participation in the process was noteworthy: 29 out of required 41 programs (70.7%) submitted this report. In addition to the 8 out of 17 non-required programs that also participated, this represented over a 50% increase in participation over the previous year. We will continue to refine this new assessment activity as well as more clearly define our expectations regarding them, which we expect will enhance the shift in the culture of assessment and evidence needed at HSU to continue to improve the educational experience for our students.

Access

The earliest and easiest improvements to the assessment and program review process were made to improve access to information. The first step was to reduce and remove barriers to the completion of assessment and program review activities by the way of making these activities not only simpler to create but also simpler to report and, ultimately, simpler to access for future reference. Actions in all of these areas were underway even before the Five Year Program Review Workgroup first convened, simplifying their task in identifying these projects for future support and expansion.

First, data collection needed to be made simpler and easier to access for program leaders. Prior to Fall 2016 the newly minted Office of Institutional Effectiveness created the first in a planned series of interactive data dashboards through the *Tableau Reader* software. These dashboards were designed utilizing best practices in data visualization, with data and tool sets composed specifically around helping programs answer the questions associated with the Enrollment, Diversity & Student Success Report, a portion of the annual review process. Current plans are to expand these data dashboards to encompass other reports as well, specifically the Five-year Program Review prompts in Sections II (Program Quality and Continuous Improvement) & III (Diversity & Inclusive Excellence) that will be in use beginning with the 2017-18 academic year. Feedback on these dashboards have so far been largely positive, with a few minor exceptions related to the ease of copying the data visualizations from the dashboards into the reports. These dashboards will continue to be refined and expanded upon as more feedback comes in, but were intended to save countless hours of data mining and individually-made charts and graphs on behalf of the program leaders, as well as provide a common and consistent style that will ensure that comparing data across multiple reports and multiple programs is as simple as possible.

Starting in Fall 2016, the Academic Programs Office and OIE created and disseminated a number of guides to assist with reporting assessment and program review activities through the *Compliance Assist!* modules. While Word templates with review prompts were already being disseminated, we also created quick-start guides; a step-by-step PDF tutorial on how to post those reports online through the Planning or Program Review modules. Video tutorials were also created and posted on the HSU Assessment website. For data-based questions that required data not yet found in data dashboards, OIE crafted a linked guide to help point program leaders directly to the data they would need to find, rather than having to scour the OIE website to look for them. Finally, the AP office sponsored open lab workshops and face-to-face meetings with program leaders to provide personalized guidance in sharing assessment and program review documents.

The final step has come in terms of modernizing our annual review and five-year program review archives. As late as December 2016, the most recent reviews available in the

online archives were from the 2013-14 academic year. These archives are valuable for a number of reasons; first, they provide a sense of continuity and historical context for programs, especially when there is program leader turnover. As we begin to develop the annual review to better reflect its nature as a follow-up on the Five Year Plans generated by the five-year program reviews, having a current review archive will become even more vital. While it is possible to read old reviews through the *Compliance Assist!* modules, this can be a cumbersome process and it is much easier to open and read a PDF document with all the same information located in one place. Second, the archives are valuable because they provide for transparency. Access to any given report on the *Compliance Assist!* modules is fairly restricted; meanwhile anyone with an HSU log-in (student, staff or faculty) can log-in to the archives to read about the assessment and reviews programs are conducting.

In December 2016 an effort was made to update the archives, which are now up-to-date. However, there are still a few issues with the archived reports, as was mentioned in the previous chapter. Attached documents are still gated by the *Compliance Assist's* log-in restrictions, and reports defaulted to portrait orientation, meaning some content (data tables in particular) were cut-off in archived reports. This last issue was corrected in the newly posted reports (from the 2014-15 and 2015-16 academic years) but past reports still have truncated data tables, and missing attachments. Finally, compliance is not easily tracked in the archives; every program's annual review reports and five-year program review reports are listed in the archives; even if completely blank, these files are still several pages long (still listing the un-answered prompts) and posted in the archives as if they were complete. This is particularly difficult in the case of the annual review, which is made up of multiple components due at different times of the year, with varying levels and degrees of participation. In the archives, the annual review report is a single file.

A plan is in place for the Summer of 2017 to modernize the archives in line with the planned launch of a new, more accessible Academic Programs website. The intent is for these archives to accurately reflect what has, and has not, been completed by programs since the 2011-12 academic year. The annual review reports will be split into their components for easier access as well as help programs be aware of the holes in their own review activities as they seek

to catch up on compliance. Attached documents will also be available directly through the archives, and reports will be easier to read with data tables exported in landscape orientation so as to not cut off any valuable information contained therein.

Responsibility

Perhaps the biggest reason why assessment activities dwindled in the previous two years is because the previous model for assessment placed too many responsibilities on the shoulders of a position that only remained filled for half a year after that model was put in place. As that role remained unfilled, those responsibilities fell by the wayside as nobody took them up for themselves. When the Five Year Program Review Workgroup completed their work, they found they had made few changes to actual content of the review itself; some prompts were re-written and data collection simplified, but at the end of the day they knew that the bulk of their work would have to come in the form of re-envisioning the model for Program Review, and re-engaging all of the responsible stakeholders on campus to get involved in the process. While there is a plan to hire a new Academic Assessment Coordinator beginning in Fall 2017, that role will ultimately be one of coordination and support, not responsibility.

This shift in re-envisioning the five-year program review process was a deliberate one following the RACI model of the responsibility assignment matrix. The RACI model encompasses the four roles that can (or should) be a part of every project. The first two, “Responsible” and “Approver”, are mandatory to every step; the second two, “Consulted” and “Informed”, delineates who else is a part of the project. These terms are mostly self-explanatory, but a quick breakdown is that the “Responsible” role does the work; the “Approver” role has final authority when it comes to decision-making regarding the work; the “Consulted” often have information that is required to complete the work; and the “Informed” are those who need to know about the work in order to perform their own tasks.

The new Program Review Logic Model is broken up into six pieces: Launch, Program Work, External & Peer Review, Five Year Action Plan, Dean’s Review and Subsequent Annual Review.

Launch

Responsible: College Dean

Approver: Vice Provost

Consulted: Vice Provost

Informed: OIE, College Associate Deans, Program Leaders

Timeline: Spring of Previous Year

In this step, the College Deans are responsible for letting the individual academic programs know if they are going to up for a Five Year Program Review in the upcoming AY. The timeline and program review rotation schedule is set by Office of the Vice Provost, who provide the Deans with this information. OIE is responsible for crafting the data dashboards and providing PREP training and workshops for the programs as they prepare for their reviews. The College Associate Deans also need to be aware of the timeline, as they are the ones responsible for tracking progress on the review.

Program Work

Responsible: Program Leader (Dept Chair, Dept Assessment Coordinator/Committee, etc.)

Approver: College Dean

Consulted: OIE, Academic Assessment Coordinator, Program Faculty

Informed: College Associate Dean, Program Faculty

Timeline: Due February 28th

This is the step where the program completes their review report, compiling the necessary data and evidence and crafting the narrative of their self-study. While typically this work is given a single faculty member (either Department Chair or a Department Assessment Coordinator), some programs also elect to have a committee to handle the work. Whether this is an individual or group of faculty, we will refer to this role as the Program Leader. Regardless, this is a process in which all faculty within the department are consulted with and informed about, so that each faculty member has a stake in the final product of the review. Questions or issues that arise (such as waivers for certain requirements, or a postponement of the review) ultimately fall on the College Dean to approve or deny. OIE will likely continue to be consulted throughout the process as questions arise about data collection and representation. And again, the College Associate Dean is responsible for keeping track of progress towards the completion of the review.

External & Peer Review

Responsible: College Dean/Program Leader & Integrated Curriculum Committee (ICC)

Approver: Vice Provost

Consulted: N/A

Informed: Program Leader, Program Faculty

Timeline: Due April 15th

This step contains two separate but simultaneous processes. The College Dean works with the Program Leader to identify, hire and invite an external reviewer for a site visit to campus to conduct their own review of the department and the program review report they've produced. At the same time, the ICC is responsible for conducting a Peer Program Review (PPR) of the written program review report through their PPR Subcommittee. Both of these responses serve to provide an outside perspective that will help broaden the context of the final report.

Five Year Action Plan

Responsible: Program Leader

Approver: College Dean

Consulted: OIE, Center for Teaching & Learning (CTL), Program Faculty

Informed: Program Faculty, Provost, Vice Provost

Timeline: Due May 15th

The Program Leader incorporates the feedback provided by the External and Peer Reviews and finalizes their program's Five Year Action Plan. The Five Year Action Plan is meant to be a list of goals and targets for the program to achieve by the time of their next five-year program review, and should provide at least a few examples of strategies designed to help the program achieve those goals. These goals and strategies will be shared with program faculty to help collaborate on the overall direction of the program for the next five years. Ideas for improvement can be generated by the Academic Assessment Coordinator out of OIE, as well as the Director of the Center for Teaching and Learning. This action plan is to be approved by the College Dean, which are then presented to the Provost & Vice Provost to codify in the Dean's Review.

Dean's Review

Responsible: College Dean

Approver: Provost, Vice Provost

Consulted: Program Leader

Informed: Program Leader, Program Faculty

Timeline: Due September 1st

Replaces the Memorandum of Understanding. In this final step of the five year program review, the College Dean meets with the Provost & Vice Provost, presents the review documents, and together they craft a Dean's Review for the program that finalizes the program's Five Year Action Plan for the following review cycle, as well as provide additional recommendations for how to achieve the targets established therein.

Subsequent Annual Reviews

Responsible: Program Leader

Approver: College Dean

Consulted: OIE, Academic Assessment Coordinator, Program Faculty

Informed: College Associate Dean, Program Faculty

Timeline: Due October 31st

Each program conducts a new annual review for each of the four years between five year program reviews. Each annual assessment activity should reflect measurement of progress towards the goals and targets established in the previous cycle's Five Year Action Plan. These assessments should speak to challenges, opportunities and weaknesses as they relate to these targets, providing real-time evidence to support minor strategic adjustments in the five year action plan. Once again, this should be done in collaboration with the program faculty, data dashboards are provided by OIE, and the College Associate Dean is responsible for keeping track of progress.

As you can see, this model has been designed so that every step of the way the main Responsible parties are either the Program Leader or the College Dean, and that these two roles are deeply involved at every step of the process. The Academic Assessment Coordinator is at no

point responsible for the work nor are they the final approving authority; they serve to support and coordinate the process and while that help is extremely valuable, it is no longer essential for the continued functioning of the process. There are two other key additions to this process, thanks to the RACI model. The first is the new Center for Teaching and Learning, which will open in Fall 2017 and provide a wealth of information and support for the continuous program improvement process. The second key piece is that it clearly delineates that the program faculty are to be Consulted AND Informed at nearly every step of the process. In years past it has been typical for the work not only be the sole responsibility of a single faculty member (either Chair or Assessment Coordinator), but neither the work nor the results (such as they were) tended to be shared with the faculty at large in those departments. By clearly established that all faculty have a major role to play in the process, throughout the process, we hope to garner buy-in from the entire faculty. Rather than leave program review an onerous task left to fall on a single individual, we hope to turn it into a process in which all faculty feel like they have an opportunity to shape and steer the direction of their department.

Closing the Loop

This issue is itself mostly resolved through the new model that clearly defines roles and responsibilities (RACI). However, it does bear repeating how important closing the loop is. Past examples of administrative nonresponsiveness are a major reason why many academic programs are skeptical about assessment and program review activities. Clearly establishing these activities as an institutional priority by consistently and efficiently closing the loop will be the most important step in rebuilding that trust and thus a culture of assessment at HSU. The establishment of the Center for Teaching & Learning allows for the strengthening of faculty development and program improvement as a part of this continuous improvement cycle. By emphasizing the development of Five Year Action Plans and following up with those plans through annual assessment activities, we give a clear indicator that this is a process we believe strongly in, and our expectations for the programs' roles in this process are clear, attainable, and are focused specifically and entirely on the improvement of the success of our students.

Part III: Other Assessment Activities

GEAR (General Education & All-University Requirements)

As stated earlier, the assessment of student learning outcomes in the GEAR program has been nearly non-existent. The GEAR sub-committee of the Integrated Curriculum Committee has spent the 2016-17 academic year seeking a way to develop an appropriate assessment of GEAR SLOs. The largest hurdle seemed to be the GEAR Area Specific SLOs; there were 39 distinct SLOs, broken up and distributed among the various GEAR sub-areas. Assessment of the effectiveness of GEAR courses mainly fell on the departments and programs that offered them. These issues, combined with the GEAR subcommittee's lack of authority and inability to oversee the program, has left the GEAR program a series of disparate requirements rather than a single, cohesive program.

In response to this issue, GEAR has begun its work by reforming the program's SLOs, creating a smaller subset of overarching GEAR Program SLOs that not only represented a cohesive and coherent vision for GEAR as a whole, but also provided easily measurable outcomes for assessment. These outcomes tie directly to the WASC Core Competencies (written & oral communication, information literacy, quantitative reasoning and critical thinking). As the GEAR Program SLOs proposal made its way through the approval process in the Academic Senate, the GEAR subcommittee also began developing a pilot assessment plan to propose for approval in Fall 2017.

The proposed pilot begins by identifying a group of GE faculty who would in turn identify a handful of lower division GE courses from which to assess these outcomes. The instructors of those courses would then identify a representative assignment, exam or project and make numerical evaluations for each student using the appropriate AAC&U VALUE rubric. The GEAR subcommittee would, alongside the Academic Assessment Coordinator, then serve as an advisory body to this process. As a long-term goal, a repeated assessment of these outcomes would occur later in the students' academic careers, which could be done either in upper division GE courses or in a capstone course within the student's major program. In this way, we can chart the effectiveness of the GEAR program in providing our students with learning in the core competencies.

The GEAR Program SLOs proposal gained final approval from the Academic Senate in Spring 2017. The GEAR pilot assessment proposal will continue development in Fall 2017.

WAC (Writing Across the Curriculum)

HSU is also beginning to review its approach to the assessment of written communication for its students, and specifically its Graduation Writing Assessment Requirement (GWAR). Currently, HSU is one of three remaining CSU campuses still utilizing a timed essay examination as the sole measurement for

this assessment requirement. In Spring 2017, a new proposal was put forward to replace this timed written examination with a contextual and/or disciplinary approach to assessing writing through a Writing Across the Curriculum (WAC) initiative. The goal of this new program is to develop Writing Intensive (WI) courses in each major program and course of study to satisfy the GWAR, and thus ultimately phase out the Graduation Writing Proficiency Exam (GWPE). This five-year plan is summarized below:

Year One (AY 17-18)

- Form a WAC Advisory Committee
- Conduct a search for a faculty WAC Director
- Determine the criteria for what constitutions a WI course.
- Work with faculty to identify, convert or develop five WI courses across the three academic colleges.

Year Two (AY 18-19)

- Expansion of Year One pilot; double the number of WI courses across the university.
- In conjunction with the Center of Teaching & Learning, establish WI/WAC workshops for programs looking to develop their own WI courses.
- In conjunction with the Academic Assessment Coordinator, develop assessment measures for student writing in WI courses.

Year Three & Four (AY 19-20 & 20-21)

- Assess and report the Year Two WAC Pilot.
- Continue to expand on the Year Two initiatives (double WI courses each year, continue to host workshops through CTL, continue to develop assessment measures).
- Conduct a search for a faculty Assistant WAC Coordinator.

Year Five (AY 21-22)

- University-wide implementation of upper division WI courses in major programs of study to meet GWAR (GWPE is no longer offered).
- Assess and report findings from Years One-Four.
- Continue to develop and revise workshops and assessment measures.

This proposal includes additional recommendations for the addition of a second-year GEAR WI course, or the development of an e-portfolio tool to allow the assessment of the student's writing portfolio as a function of the student's major-specific WI capstone.

Conclusion

A culture of evidence (and thus, a culture of assessment) is a critical component of any continuous improvement process. In many ways, building that culture of evidence has presented itself as a herculean effort at HSU. The status quo is a powerful force that impacts all levels of campus, a force that any amount of institutional change or progress must overcome in order to be successful. Specifically, the culture of assessment at HSU has failed to flourish due to four unique but interrelated issues: a lack of meaningful incentives to participate in assessment and review activities, the degree of difficulty in accessing and reporting information, the lack of clarity in roles and responsibilities throughout the process, and the inability of the university administration to effectively close the loop on these activities. The work of the Five Year Program Review Workgroup has been to identify these issues and develop a new plan that addresses each of them. To that end, the Workgroup developed a new plan that delineates responsibilities across the university and places an emphasis on feedback and review to promote buy-in from the faculty at-large. The addition of a new Academic Assessment Coordinator will allow for a greater degree of guidance for these new activities, and the development of a new Center for Teaching and Learning will allow for faculty development and program improvement to play a role in this new process. A culture of assessment at HSU cannot be accomplished simply through the vision of a workgroup, however, exemplars of evidence-based improvement, such as the restructuring of CHEM 109 or the development of placed-based learning cohorts such as the Klamath Connection, have inspired efforts across the university to develop and refine the role of assessment at HSU. Proposals regarding the assessment of GEAR outcomes and the Graduate Writing Assessment Requirement show that the culture of assessment is growing at HSU. Time will tell just how much positive change these efforts will bear, but the future of assessment and program review at HSU is as bright as it has ever been.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution Approving Program Student Learning Outcome for General Education and All-University Requirement (GEAR)

13-16/17-GEAR – April 25, 2017 – Second Reading

RESOLVED: Approval of an overarching GEAR Program SLO, as presented below and applied to the GEAR program in satisfaction of EO 1061[1] & 1100[2] in addition to the unique Diversity and Common Ground (DCG) requirements at HSU.

[1]EO 1061: Graduation Requirements in United States History, Constitution and American Ideals
[2]EO 1100: General Education Breadth Requirements

Proposed GEAR Program SLO

The General Education and All-University Requirements Program at Humboldt State University is designed, in concert with the major, to ensure that all graduates have attained the knowledge, skills, experiences, and perspectives necessary to achieve the HSU Baccalaureate Student Learning Outcomes.

Upon completion of the General Education and All-University Requirements Program students will be able to:

- Communicate effectively through oral, written, and quantitative methods.
- Demonstrate the ability to locate, assess, and employ information relevant to a specific discipline, approach, or method.
- Demonstrate basic knowledge of United States history and politics.

They will apply these skills to:

- Critically evaluate information through methods of thoughtful inquiry.
- Analyze and consider diverse, multicultural, interdisciplinary, and global perspectives.
- Apply knowledge to principled action and professionalism across disciplines.

The diversity of thought fostered by the General Education and All-University Requirements Program enhances the knowledge and abilities developed within the major program to assure graduates have made noteworthy progress towards becoming truly educated persons.

RESOLVED: A charge be given to the GEAR committee regarding the development of detailed assessment plans, crafted in collaboration with GE faculty and members of ICC.

RESOLVED: This GEAR reform and adoption of an overarching GEAR SLO would transpire without forcing current GEAR courses to go through a re-certification process through the ICC, which is in accordance with the Strategic Plan on better coordination and integration of academics.

RATIONALE: General Education and All-University Requirement outcomes are too numerous (currently 39 in total) to allow for meaningful ongoing assessment. Therefore, the GEAR committee was formed in order to provide a forum in which general education assessment, planning, and general oversight could be discussed and managed in a consistent manner. The primary task of the committee included the clarification and revision of HSU's GEAR student learning outcomes (SLO) and the assessment of student learning. Committee members strived to streamline the SLOs so faculty and students could universally apply them to a broad array of discipline specific content.[1,2] The committee also sought to identify a central component of student learning that all GEAR courses could support and enhance. The result was the **GEAR Program SLO,** seen above.

The purpose of the proposed GEAR Program SLO is to facilitate assessment of GEAR as a program at the university level. The content of the area-specific SLO would not be assessed at the university level as the GEAR committee recommends assessment of this content at the department level or instructor level. The GEAR committee proposes, with input from faculty, we use the American Association of Colleges and Universities Valid Assessment of Learning in Undergraduate Education (AACU VALUE) rubrics and LEAP learning outcomes as templates to create appropriate assessment tools for the HSU GEAR program.

Section I: Program Goals & Student Learning Outcomes

I.A.

Program Goals

Based on the previous review cycle, summarize the goals and targets your program has been striving to reach since your last Program Review.

Due Date: 2/28/2018

Narrative

I.B.

Program Student Learning Outcomes

List your program student learning outcomes, and describe and explain any updates or changes you've made to them since your last Program Review.

Due Date: 2/28/2018

Narrative

Section II: Program Quality & Continuous Improvement

II.A.

Program Quality

Using evidence (e.g., student assessment data, student success data, demand for your program, demand for your graduates, external review or accreditation, etc.) discuss the actions you have taken to maintain and/or improve the quality of your degree program(s). Present evidence to justify the need for such actions and, where possible, present evidence demonstrating their results. Include in this discussion any of the following that have occurred over the past five years:

- Assessment of Program Student Learning Outcomes
- Changes in curriculum or pedagogy
- Implementation of Expansion or High Impact Practices (e.g., undergraduate research)
- Purposeful faculty professional development
- Specific student support (e.g., supplemental instruction)

Due Date: 2/28/2018

Narrative

II.B.
Continuous Improvement

Discuss the questions that will direct your program's next five-year cycle of continuous improvement. What will you be tracking and/or assessing over the next five years to ensure your program continues to improve?

Due Date: 2/28/2018

Narrative

Section III: Diversity & Inclusive Excellence

III.A.

Enrollment/Diversity/Student Success Data

Tableau Data Dashboards Instructions

The data dashboards provided by the Office of Institutional Effectiveness contain information on enrollment numbers, retention & graduation rates, diversity and demographics information, and URG gaps in individual courses.

Please reproduce relevant and/or significant data for your program in the narrative below.

Comment on one or more of the following topics:

1. If part of the recent data has changed significantly from prior years, provide an explanation of the changes.
2. If part of the data is not reflected in the data dashboards, please specify why.
3. If part of the data is misleading, explain how so that reviewers can better understand the real situation.
4. Analyze trends in the data over the last five years.

Due Date: 2/28/2018

Narrative

III.B.

Diversity and Inclusive Excellence Goals

In the space below, please answer the following questions:

1. What were your enrollment/diversity/student success goals from your previous Five-year Action Plan, MOU or Dean's Review?

2. Provide an update on those goals. Are they still relevant? If so, what actions have you taken in the past five years to achieve them? What progress has been made towards those goals?

3. If those goals have been met, or are no longer relevant, what would be appropriate alternative goals for your program for the next five-year review cycle?

Due Date: 2/28/2018

Narrative

Section IV. Reviewer Comments

IV.A

External Review

The purpose for the external review is to assist faculty in improving program quality by providing a new comparative and broader perspective on the program and student learning.

External Reviewers: Please provide a commentary on each of the sections listed below. Under each is a set of suggested questions to address in your commentary. [Enter text in the narrative section below.]

Due Date: 4/15/2018

Narrative

I. Goals and Program Student Learning Outcomes (≤ 1 page)

a) What are the strengths and weaknesses of the curriculum?

b) What is unique about the curriculum?

c) Can the department achieve its mission, goals, and student learning outcomes with the program curriculum it has?

II. Program Quality & Continuous Improvement (≤ 1 page)

a) What are strengths and weaknesses of the assessment plan that has been carried out over the past five years?

b) In what ways has the assessment process enabled faculty to make decisions to improve student learning?

c) How might the assessment plan for the next five years be improved so that program faculty and administration make better use of the opportunities imbedded in conducting annual assessments?

III. Diversity and Inclusive Excellence (≤ 1 page)

a) What are strengths and weaknesses of the diversity & inclusive student success plan that has been carried out over the past five years?

b) In what ways has the practice of focusing on diversity enabled faculty to make decisions to improve student learning?

c) How might the diversity & inclusive student success plan for the next five years be improved so that program faculty and administration make better use of the opportunities imbedded in annual actions and reflections surrounding diversity?

IV.B

ICC Peer Program Review

The Integrated Curriculum Committee's (ICC) Peer Program Review (PPR) sub-committee is made up of faculty from each college as well as a representative from the HSU Library and the Academic Assessment Coordinator. Their purpose is to provide peer feedback with a focus on institutional & curricular contexts.

External Reviewers: Please provide a commentary on each of the sections listed below. Under each is a set of suggested questions to address in your commentary. [Enter text in the narrative section below.]

Due Date: 4/15/2018

Narrative

I. Goals and Program Student Learning Outcomes (≤ 1 page)

a) Are the program's mission and goals aligned with the university's mission and goals?

b) Are the program's Student Learning Outcomes **s**pecific, **m**easurable, **a**ttainable, **r**esults-focused, and **t**ailored specifically to the program? (**SMART**)

c) What aspects of the program curriculum should be examined so that achievement of the mission, goals, and student learning outcomes of the program can improve?

II. Program Quality & Continuous Improvement (≤ 1 page)

a) Has the program conducted assessment of its program learning outcomes over the previous five years?

b) Has the program's assessment process enabled its faculty to enact change to improve student learning and student success?

c) How might the assessment plan for the next five years be improved so that program faculty curriculum proposals are evidence-based?

III. Diversity and Inclusive Excellence (≤ 1 page)

a) Has the program's disaggregated enrollment, retention/graduation, and student success data been examined and discussed by program faculty over the past 5 years?

b) Is there a clear and comprehensive program diversity plan in place to address areas of concern in the disaggregated enrollment, retention/graduation, and student success data, and have steps been taken to implement that plan?

c) How might the program diversity plan for the next five years be improved to address areas of concern more effectively?

IV. Conclusion (≤ 1 page)

a) Has the program identified challenges can be addressed and resolved within the next five years?

b) How might the program better build from its strengths to meet the identified challenges most effectively, especially related to improving student success?

Section V. Action Plan

V.A.
Five Year Action Plan

Based on Sections I through IV, recommend a 5-year plan of action to improve the program. [Paste text in the narrative section below.]

Due Date: 5/15/2018

Narrative

V.B.
Dean's Review

The Dean, Vice Provost, and Provost work with program faculty to craft a Dean's Review that contextualizes the five-year plan for the academic program within the priorities of the college and university.

Due Date: 09/01/2018

Narrative

WASC Senior College and University Commission

Inventory of Educational Effectiveness Indicators (IEEI) Form

The IEEI requests brief narrative information for each degree program, for general education (if applicable), and for the institution as a whole. The IEEI provides a comprehensive overview of the institution's assessment processes that teams, the Commission, and the institution itself may use to evaluate educational effectiveness.

*The relevant definition of "program" as presented in the glossary of the *2013 Handbook* is "a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field."

How can institutions use this exhibit? Institutions will want to be explicit about expectations for student learning and to ensure that every degree program has in place a quality assurance system for assessing, tracking, and improving the learning of its students. This exhibit can assist institutions in determining the extent to which they have assessment systems in place, and what additional components or processes they may need to develop. Institutions may draw upon or reference this document in preparing institutional reports.

Why is WSCUC interested in this information? An institution committed to student achievement and educational effectiveness will have in place a system for collecting and using evidence to set standards of student performance and to improve learning. The indicators asked for in this exhibit reflect how an institution approaches quality assurance and improvement systematically. Institutions submit the IEEI to WSCUC as follows:

- **Reaffirmation and Seeking Initial Accreditation:** The evaluation team will review the institution's IEEI to help understand how comprehensively and successfully the institution addresses both the quality of its students' learning and the quality of the learning and assessment infrastructure. Teams and institutions are encouraged to treat this exhibit as a developmental document: the institution can indicate what activities it already engages in and what remains to be done.
- **Mid-Cycle Review:** Institutions submit an update of their IEEI with the Annual Report in the year of the institution's Mid-Cycle Review as a set of indicators related to educational effectiveness and student achievement.
- **Interim Reports:** Institutions submitting Interim Reports concerned with educational effectiveness submit an updated IEEI with their report when requested by the Commission.

What 2013 Standards are addressed by this exhibit?

The indicators listed in this exhibit collectively demonstrate an institution's commitment to quality assurance and improvement of educational results over time (CFRs 4.1, 4.3, and 4.4). Specific standards related to academic quality and effectiveness are addressed by the IEEI as follows:

- Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved (CFR 1.2)
- All degrees have clearly defined levels of student achievement (CFR 2.2)
- Undergraduate programs ensure the development of core competencies (CFR 2.2.a)
- Graduate programs establish clearly stated objectives (CFR 2.2.b)
- Student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level (CFR 2.3)
- Learning outcomes and standards of performance are developed by faculty, who take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards (CFR 2.4)
- The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance (CFR 2.6)
- All programs offered by the institution undergo systematic program review, which includes analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations (CFR 2.7).

Inventory of Educational Effectiveness Indicators

Category	(1) Have formal learning outcomes been developed? *Yes/No*	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
At the institutional level: Baccalaureate Outcomes	**Yes**	• University Catalog • Course Syllabi • Academic Programs Website	The Graduation Writing Proficiency Exam (GWPE) is required to be passed by all graduating seniors. There are plans to replace this exam with a Writing Across the Curriculum (WAC) plan, which will include 2-3 courses in English and other discipline-specific writing courses, which will measure writing proficiency for all students. No meaningful plan has been put into place as of yet to assess other Baccalaureate Outcomes, though a new Academic Assessment Coordinator (Fall '17) and a faculty member participating in the WSCUC Assessment Leadership Academy will collaborate to develop and enact an institution-wide assessment process, including all Baccalaureate Outcomes.	Faculty in the English department assess the GWPE results and are coordinating the rollout of the new WAC pilot and assessment plan. Once the Academic Assessment Coordinator role is filled, that person will collaborate with the Office of Academic Programs, Office of Institutional Effectiveness, and faculty members across campus to assess institutional Baccalaureate Outcomes and interpret results.	Currently, a passing grade (14 out of 24 points) on the GWPE is required for graduation and the exam can be retaken as many times as necessary. Literature, best practices, and our own findings led us to develop the WAC plan to replace the GWPE with more discipline-specific writing outcomes. In the future and based on Baccalaureate Outcomes assessment results, the Academic Assessment Coordinator, in consultation with the Office of Academic Programs, Office of Institutional Effectiveness, and faculty across campus, will develop and recommend curricular and pedagogical improvements through the Integrated Curriculum Committee and Center for Teaching and Learning.	**N/A**

For general education if an undergraduate institution: General Education and All-University Requirements (GEAR)	**Yes**	GEAR Program SLOs have recently been developed and approved. Once finalized, they will appear in: • University Catalog • GE Course Syllabi • Academic Programs Website	Assessment of GEAR outcomes has been sparse, as there has no charge for the university GEAR committee to conduct such assessment. Other academic programs have often been charged to assess their own program SLOs in their own courses. GEAR's new Program SLOs, as well as planned revisions to the Area Specific SLOs for each GE Area (A, B, C, D, E, American Institutions & Diversity and Common Ground), will inform newly developed assessment strategies.	A committee of faculty teaching GEAR courses will assess student output in GEAR courses and interpret the results.	Faculty on the GEAR Committee, in collaboration with the newly appointed Academic Assessment Coordinator, faculty across campus, and the Center for Teaching and Learning, will develop and recommend curricular and pedagogical improvements based on GEAR Program and Area Specific Outcomes assessment results.	**N/A**
List each degree program:						
1. Anthropology B.A. M.A.	**Yes**	• University Catalog • Course Syllabi • University Catalog • Course Syllabi • Program Website	Assessed student output in 100, 300, and 400 level major courses, including major capstone, and using custom rubrics Assessed student output from second-year graduate courses, including thesis products, and using a common rubric.	Department faculty score student output based on rubrics designed to fit specific outcomes. Interpretation is conducted by program leadership. Same as above; though a common rubric was designed to fit all graduate level SLOs.	Curricular and program changes, including developing archaeology and bio-anthropology labs, establishing an internship course, and developing an undergraduate research symposium Program was reorganized to allow earlier thesis development plans; faculty collaborated on unified rubrics and standards.	**2017**
2. Art B.A	**Yes**	• University Catalog • Course Syllabi	Assessed student output in capstone courses related to professional practices (Studio Art), writing and presentation skills (Art History) and service learning (Art Education).	Faculty teaching capstone courses provide assessment and interpretation of student output, in addition to faculty accreditation report authors.	Focus is on developing improved curriculum. One example is the redesign of the Introduction to Art History from a western to a global perspective.	**2015**

3. Biology B.S. M.S.	**Yes**	• University Catalog • Course Syllabi • Program Website • University Catalog • Course Syllabi • Program Website	Assessed student output in major coursework related to program SLOs and WASC Core Competencies (Information Literacy and Oral Communication) in undergraduate and graduate classes by applying AAC&U Value rubrics.	Faculty teaching courses assess the rubrics, while faculty leaders consult with associate college dean to interpret results.	Curricular and pedagogical changes based on the proliferation of program SLOs and assessment results. Examples include: introducing more coverage in Biological Sciences' three-course introductory series and making pedagogical changes to address low assessment results in the critical evaluation of sources and addressing language use in oral presentations.	**2016**
4. Botany	**Yes**	• University Catalog • Course Syllabi • Program Website	Assessed student output in major coursework related to program SLOs and WASC Core Competencies (Information Literacy and Oral Communication) by applying AAC&U Value Rubrics.	Faculty teaching courses assess the rubrics, while faculty leaders consult with associate college dean to interpret results.	Curricular and pedagogical changes based on the proliferation of program SLOs and assessment results. Examples include: introducing more coverage in Biological Sciences' three-course introductory series and making pedagogical changes to address low assessment results in the critical evaluation of sources and addressing language use in oral presentations.	**2016**
5. Business Administration B.S. M.B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Assessment Report) • University Catalog • Course Syllabi • Program Website (Assessment Report)	Business Assessment Test, as well as an internally developed exam for undergraduate and graduate students.	Department faculty assess and interpret results.	The worst results were among students in quantitative reasoning courses. Department faculty are collaborating with the Mathematics department to redesign quantitative courses to better facilitate finance and accounting skills in business students.	**2015**

6. Chemistry B.S.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output in 300 and 400 level courses (including capstone) assessed using AAC&U VALUE rubrics for Oral and Written Communication. Student output also assessed in 100 level General Chemistry series for discipline literacy using standardized tests and compared to national norms.	Faculty teaching courses score rubrics while faculty leadership in department interpret results.	Curricular changes in the General Chemistry series have yielded positive results. Alternative pedagogy is encouraged by the department to address deficiencies uncovered in other core competency assessment.	**2017**
7. Communication B.A	**Yes**	• University Catalog • Course Syllabi • Program Website (Student Handbook)	Student output (speeches and annotated bibliographies) assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication.	Department faculty assessed and interpreted results in consultation with major students (for Oral Communication)	The Department is currently seeking ways to incorporate more oral communication skills later in the program for majors.	**2016**
8. Computer Science B.S.	**Yes**	• University Catalog • Course Syllabi	Standardized Educational Testing Service Major Field Test, a comprehensive exam, required for all graduating seniors.	Outcomes assessed and interpreted by department faculty.	Department faculty are developing a more intensive assessment plan that will better inform curricular and pedagogical changes.	**2015**
9. Criminology & Justice Studies B.A.	**Yes**	• University Catalog • Course Syllabi	This is a pilot program that was part of the Sociology program. Program faculty are developing an assessment plan with embedded assessment in core courses. Previous assessment of student output from a capstone course shared with the Sociology program used the AAC&U VALUE rubric for Oral Communication.	Outcomes assessed and interpreted by Sociology department faculty.	Department faculty are developing a more intensive assessment plan that will better inform curricular and pedagogical changes.	**2017**
10. Critical Race, Gender & Sexuality Studies B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output (speeches and literature reviews) assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication.	Outcomes assessed by faculty teaching courses and interpreted by department faculty leaders.	Pedagogical changes have been made to address deficiencies in critical evaluation of sources and oral communication.	**2012**

11. Economics B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website	Student output in courses (including capstone and exit exam) assessed using AAC&U VALUE rubrics for Oral Communication, Written Communication, and Information Literacy.	Outcomes assessed and interpreted by department faculty.	Several pedagogical changes were made to address core competency deficiencies, including better aligning assignments and skills development with outcomes expectations.	**2016**
12. Education M.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Grad Student Handbook)	Culminating project or thesis.	Outcomes assessed by graduate committee chairs and interpreted by department faculty leadership.	Program faculty will determine the need to better incorporate the assessment of student learning into their curriculum.	**2013**
13. English B.A. M.A.	**Yes**	• University Catalog • Course Syllabi • Course Syllabi	Student output (speeches and literature reviews) assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. No meaningful assessment of master's program SLOs has been reported since this program re-wrote SLOs in 2013.	Outcomes assessed by faculty teaching courses, as well as other faculty scorers. Outcomes are interpreted by faculty assessment leadership. N/A	Pedagogical changes in undergraduate coursework to better address deficiencies in core competencies, including more time and energy spent developing oral delivery and topic synthesis skills. N/A	**2013**
14. Environmental Resources Engineering B.S.	**Yes**	• University Catalog • Course Syllabi • Program Website	Student output in courses at all levels assessed using AAC&U VALUE rubric for Information Literacy.	Outcomes assessed by faculty teaching courses and interpreted by faculty Design Skills Theme Committee whose recommendations are review by department faculty.	Pedagogical changes in courses throughout the major with assignments embedded to improve student Information Literacy skills.	**2011**
15. Environmental Science & Management B.S.	**Yes**	• University Catalog • Course Syllabi • Program Website	Student output in 400 level course assessed using AAC&U VALUE rubric for Information Literacy.	Outcomes assessed by faculty teaching course and interpreted by faculty assessment leadership.	Pedagogical changes recommended in lower-level program courses to improve citation and reference skills in students.	**2015**
16. Environmental Studies B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website	Pilot program. Faculty developing an assessment process based on curricular and pedagogical design.	N/A	Faculty working on an assessment process that will inform curricular and/or pedagogical improvements.	**2017**
17. Environmental Systems M.S.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy; Geology Option Only)	No meaningful assessment of master's program SLOs has been reported since this program re-wrote SLOs in 2013.	N/A	N/A	**2011**

18. Film B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website	Student output at multiple levels assessed using custom rubrics.	Outcomes assessed by faculty teaching course and interpreted by faculty assessment leadership.	The lack of standardization has left faculty leadership skeptical of past assessment results. Faculty have developed a new SLO Assessment Calendar that should provide greater information to inform curricular and/or pedagogical improvements.	**2016**
19. Fisheries Biology B.S.	**Yes**	• University Catalog • Course Syllabi	Student output at multiple levels using AAC&U VALUE rubrics for Information Literacy and Oral Communication, as well as standardized testing (Science Literacy Concept Inventory)	Outcomes for student output assessed by faculty teaching courses and outcomes interpreted by department faculty leadership.	Minor pedagogical and student outreach changes reported by program. Faculty are developing new assessment tools to better track assessment outcomes and inform curricular and/or pedagogical improvements.	**2015**
20. Forestry & Wildland Resources B.S.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output in capstone course using AAC&U VALUE rubrics for Information Literacy and Oral Communication and custom rubric for Written Communication.	Outcomes for student output assessed and interpreted by department faculty assessment committee.	Several pedagogical improvement recommendations were developed by department's faculty assessment committee for early career major courses.	**2010**
21. French & Francophone Studies B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website	Student output in 100 and 300 level courses assessing French writing competency based on standards by the American Council on the Teaching of Foreign Language.	Outcomes for student output assessed and interpreted by department faculty.	Assessment activities are planned for capstone courses to complete the program level assessment of writing skills. Assessment activities of other SLOs are also in development, as is a strategy to incorporate assessment results into program-level curricular improvements.	**2017**
22. Geography B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output across all levels (research papers, oral presentations, and group projects) using a mix of AAC&U VALUE rubrics and custom-made rubrics assessing written communication, oral communication, and information literacy.	Outcomes for student output assessed and interpreted by department faculty.	Recommendations developed to introduce information literacy skills earlier and more effectively in the major curriculum.	**2017**

23. Geology B.S.	**Yes**	• University Catalog • Course Syllabi • Program Website	Student output (research poster and oral presentation) in capstone course, assessed using the AAC&U VALUE rubrics for Information Literacy and Oral Communication.	Student output assessed by faculty teaching capstone course and interpreted by department faculty leadership.	Recommendations developed to introduce required skills in earlier courses.	**2012**
24. History B.A.	**Yes**	• University Catalog • Course Syllabi	Student output (oral presentation of capstone senior research papers) in on-campus History Conference coursework.	Student output assessed by department faculty and interpreted by department faculty leadership.	Peer mentorship program developed for earlier bottleneck research course has shown promising preliminary results.	**2012**
25. Interdisciplinary Studies: Dance Studies B.A.	**Yes**	• University Catalog • Course Syllabi	No meaningful assessment of program student learning outcomes has been reported since major curricular overhaul in 2015.	N/A	Major curricular overhaul in 2015 has delayed most recent program review and assessment of the impact of curricular changes is still ongoing.	**2012**
26. International Studies B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website	Student output across all levels assessed using custom rubrics for career education.	Student output assessed and interpreted by department faculty.	Recommendations for curricular and pedagogical improvements in career building skills developed throughout pilot program process.	**2012**
27. Journalism & Mass Communication B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output in 100 and 300 level courses assessed using AAC&U VALUE rubrics to assess Information Literacy, Oral Communication, and Written Communication.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Most recent curricular and pedagogical changes have addressed issues of classroom size and space limitations. Faculty leadership is developing strategies to better incorporate assessment results in curricula and pedagogical improvement planning.	**2016**

28. Kinesiology B.S. M.S.	**Yes**	• University Catalog • Course Syllabi • University Catalog • Course Syllabi	Student exit examination in capstone course measuring knowledge of key concepts throughout major upper-division curriculum. In addition, student output assessed using AAC&U VALUE rubrics for Information Literacy, Oral Communication, and Written Communication. No meaningful assessment of master's program SLOs has been reported since this program re-wrote SLOs in 2013.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Program leadership is developing assessment processes to track student learning across several student outcomes in both undergraduate and graduate programs, including the development of longitudinal measures. These new processes will help to better inform curricular and pedagogical improvements in both programs.	**2017**
29. Liberal Studies: Child Development B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output at all levels assessed using AAC&U VALUE rubrics for Information Literacy, as well as mapping outcomes to national accreditation standards such as the Teaching Early Childhood Track on the California Early Childhood Educator Competencies, and the Infant Family Early Childhood Mental Health Certificate.	Student output and outcomes mapping assessed and interpreted by department faculty leadership.	Outcomes assessment led to pedagogical improvements in information literacy skills building and better outcomes tracking was developed through Canvas LMS. National accreditation standards have also led to plans to develop a new major program in collaboration with the Education Department.	**2017**
30. Liberal Studies: Elementary Education B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Student Handbook)	Student output in capstone course assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Minor pedagogical improvements were suggested to improve greater awareness of expectations regarding research ethics and research strategies.	**2013**
31. Liberal Studies: Recreation Administration B.A.	**Yes**	• University Catalog • Course Syllabi	Student output was assessed using AAC&U VALUE rubrics for Information Literacy, Oral Communication, and Written Communication.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Program leadership is developing assessment processes to track student learning across several student outcomes, including the development of longitudinal measures. These new processes will help to better inform curricular and pedagogical improvements.	**2017**

32. Mathematics B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output in 300 level courses (poster and research paper) assessed using AAC&U VALUE rubric for Information Literacy.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Minor pedagogical improvements were suggested to improve greater skill building and awareness of expectations regarding discipline-specific citation and introduction/conclusion conventions.	**2013**
33. Music B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output in 300 level courses (oral presentation and research paper) were assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Music faculty leadership determined that no curricular or pedagogical changes were necessary to address either Core Competency assessed. Instead, they requested clarification on exactly how GEAR courses are providing students the skills necessary to succeed in upper division courses where they may be required.	**2011**
34. Native American Studies B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website	Program SLOs assessment mentioned in 2017 Program Review, but neither the process nor the results of the assessment were shared through standard Annual Assessment reporting protocols.	By the department's own admission, assessment of student outcomes has been a low priority over the past five years. Outcomes results have been gathered, but not shared or interpreted by department faculty.	The program has not made any specific curricular or pedagogical improvements as a result of its outcomes assessment. The program recognizes this deficiency and is working on developing a new plan for the assessment of its outcomes, beginning with re-writing its outcomes to better reflect WSCUC Core Competencies, and plans to incorporate outcomes assessment results in future program planning and evaluation.	**2017**
35. Natural Resources M.S.	**Yes**	• Course Syllabi	Assessment of student written thesis, as well as oral thesis defense using custom rubrics that track communication and research skills.	Student output assessed by student graduate committee members and interpreted by program faculty leadership.	Minor pedagogical improvements were suggested to reinforce strengths demonstrated in student output.	**2016**

36. Oceanography B.S.	**Yes**	• University Catalog • Course Syllabi	Student output in 300 level course (lab report) assessed using AAC&U VALUE rubric for Information Literacy.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Department faculty reported deficiencies in several areas of Information Literacy, though were not expecting skill mastery from 300 level students. Faculty are considering introducing more discipline-specific research skills in lower level major core courses, as well as plan to assess outcomes progress along multiple levels.	**2010**
37. Philosophy B.A.	**Yes**	• University Catalog • Course Syllabi	Student output in upper division courses were assessed using the AAC&U VALUE rubric and a custom rubric Information Literacy.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Pedagogical improvements in providing more research opportunities to students throughout the curriculum have been recommended by department faculty.	**2013**
38. Physics B.A. & B.S.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output in capstone courses (research and oral presentation) were assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Pedagogical improvements in providing more research and speech opportunities to students throughout the curriculum were recommended by department faculty.	**2013**
39. Political Science B.A.	**Yes**	• University Catalog • Course Syllabi	Student output in capstone courses (research papers and recorded oral defenses) were assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication.	Student output assessed and interpreted by department faculty assessment committee.	Major curricular revisions were developed, including restructuring and re-sequencing courses to provide students better opportunities to gain skills needed to achieve and demonstrate mastery of student learning outcomes by the capstone.	**2017**
40. Psychology B.A. M.A.	**Yes** **No (Counseling Option Yes)**	• University Catalog • Course Syllabi • Program Website • University Catalog (Counseling Option only) • Course Syllabi	Student output at all levels was assessed using AAC&U VALUE rubrics for Oral Communication, as well as custom rubrics for multiple PSLOs. No meaningful assessment of master's program SLOs has been reported; SLOs not re-written or mapped in 2013.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Minor pedagogical revisions developed and enacted as a result of outcomes assessment made by individual faculty teaching courses. Major curricular revisions to increase basic research skills while providing more advancing quantitative research skills for students considering graduate school.	**2012**

41. Rangeland Resource Science B.S.	**Yes**	• Course Syllabi	Student output in 200 level course and capstone (literature review, presentation, and senior research paper) were assessed using AAC&U VALUE rubrics for Information Literacy, Oral Communication, and Written Communication.	Student output assessed by faculty teaching courses and interpreted by department faculty leadership.	Minor pedagogical improvements were recommended to provide students more opportunities to test skills and receive feedback in earlier major coursework.	**2014**
42. Religious Studies B.A.	**Yes**	• University Catalog • Course Syllabi	Student output in 100 level course and capstone (research paper and senior paper presentation) assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication.	Student output assessed by faculty teaching courses and interpreted by department faculty.	Minor pedagogical improvements were recommended to provide students more opportunities to gain research and speech skills in 100 level major coursework.	**2016**
43. Social Science: Environment & Community M.A.	**Yes**	• University Catalog • Course Syllabi • Program Website	Graduate theses assessed for program SLOs using custom rubrics.	Student output assessed by student graduate committee members and interpreted by program faculty leadership.	Curricular changes to incorporate more professional skill-building in proseminar course.	**2017**
44. Social Work B.A. M.S.W.	**Yes**	• University Catalog • Course Syllabi • Program Website (Student Handbook) • University Catalog • Course Syllabi • Program Website (Grad Student Handbook)	Outcomes assessment incorporates five assessments: faculty assessment, field placement supervisor assessment, student self-assessment, alumni self-assessment, and employer assessment.	Assessment data aggregated and interpreted by department faculty leadership.	Curricular changes suggested by assessment data results have included revisions and clarifications of course sequencing. No curricular or pedagogical changes have been recommended on the basis of outcomes assessment at this time.	**2016**

45. Sociology B.A. M.A.	**Yes**	• University Catalog • Course Syllabi • University Catalog • Course Syllabi	Student output in capstone (senior research paper and oral presentation) were assessed using AAC&U VALUE rubrics for Information Literacy and Oral Communication. Student output in graduate quantitative research course.	Outcomes assessed and interpreted by department faculty.	Minor pedagogical improvements were recommended to provide students more opportunities to test skills and receive feedback in earlier major coursework. Pedagogical and curricular redesign and re-sequencing of graduate research methods courses.	**2013**
46. Spanish B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website	Student output upper division and capstone courses assessing Spanish writing competency based on standards by the American Council on the Teaching of Foreign Language.	Outcomes assessed and interpreted by department faculty.	No curricular or pedagogical changes have been recommended on the basis of outcomes assessment at this time. Faculty are working on developing more assessment tools to better inform curricular and/or pedagogical improvements in the future.	**2017**
47. Theatre Arts. B.A.	**Yes**	• University Catalog • Course Syllabi • Program Website (Catalog Copy)	Student output across all levels has been assessed utilizing custom rubrics for script/project analysis and theatre vocabulary and history.	Outcomes assessed and interpreted by department faculty.	No curricular or pedagogical changes have been recommended on the basis of outcomes assessment at this time. Faculty are working on developing more assessment tools to better inform curricular and/or pedagogical improvements in the future.	**2016**
48. Wildlife Management B.S.	**Yes**	• University Catalog • Course Syllabi	Student output across all levels has been assessed utilizing custom rubrics for scientific literacy and written communication.	Outcomes assessed and interpreted by department faculty.	Minor pedagogical improvements were recommended to provide students more opportunities to test skills and receive feedback in earlier major coursework.	**Review Pending**

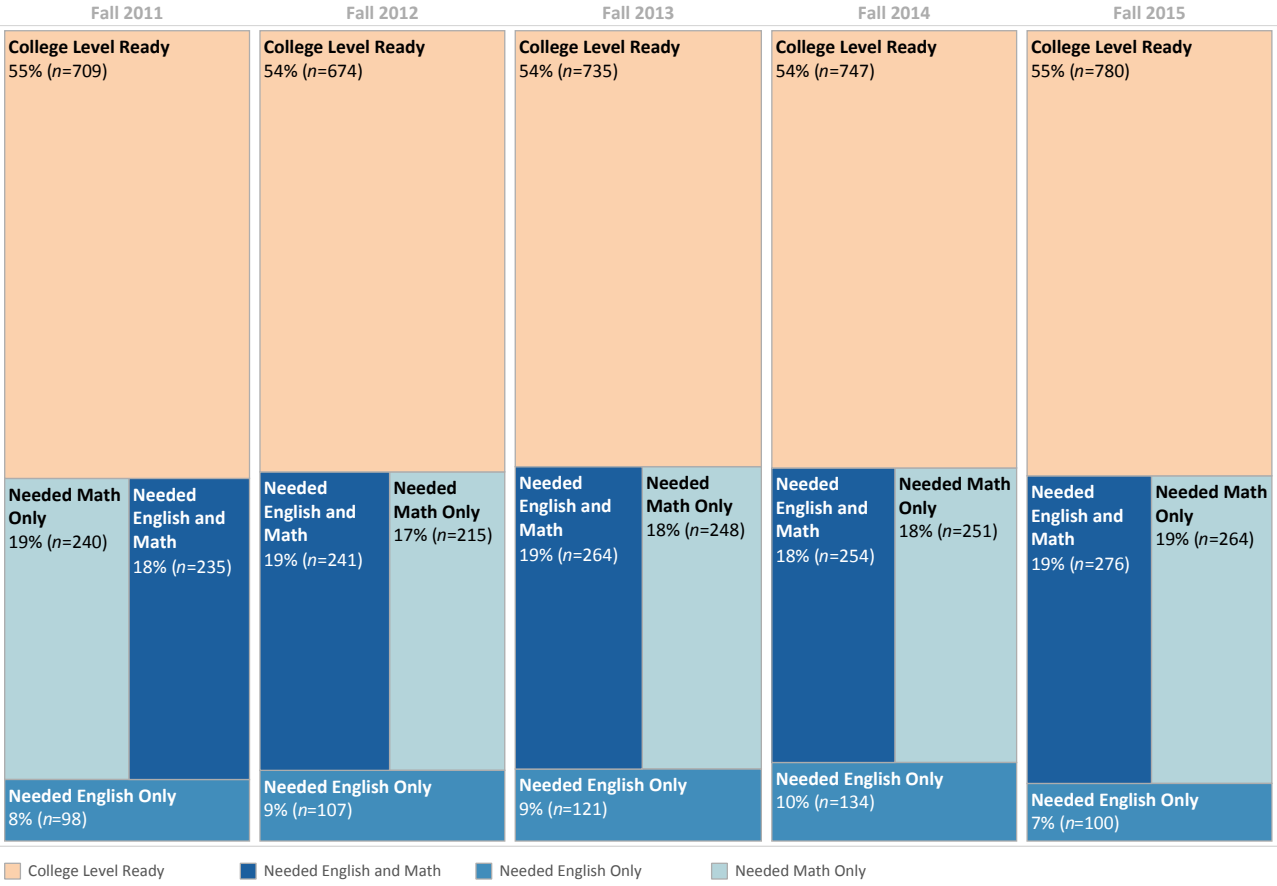
49. Zoology B.S.	**Yes**	• University Catalog • Course Syllabi • Program Website	Assessed student output in major coursework related to program SLOs and WASC Core Competencies (Information Literacy and Oral Communication) by applying AAC&U Value rubrics.	Faculty teaching courses assess the rubrics, while faculty leaders consult with associate college dean to interpret results.	Curricular and pedagogical changes based on proliferation of program SLOs and assessment results. Examples include introducing more coverage in Biological Sciences three-course introductory series, and making pedagogical changes to address low assessment results in critical evaluation of sources, or addressing language use in oral presentations.	**2016**

Institutional Effectiveness

Program Review: Diversity/Enrollment/Student Success Questions

QUESTION 2. Describe trends in the composition of your majors (such as diversity, level of college preparedness, time to degree etc.). Please highlight any significant findings or unique outliers.

College Preparedness of First-time Undergraduate Students



+	AU
Arts, Hum & Soc Sci	ANTH
	ART
	COMM
	CRGS
	EC
	ENGL
	ENST
	GEOG
	HIST
	HS
	INTL
	JMC
	MUS
	NAS
	PHIL
	POLI
	RS
	SOC
	THEA
	WLC
Natural Resources & Sci	BIOL
	CHEM
	CS
	ENGR
	ESM
	FISH
	FWM
	GEOL
	MATH
	NS
	OCN
	PHYX
	WLDF
Professional Studies	AT
	BUS
	CD
	ECON
	EDUC
	KRA
	LSEE
	NURS
	PSYC
	SW

QUESTION 3. Describe trends in overall course success rates for service courses as well as major courses. Please highlight any notable findings or opportunities for improvement you see in the coming year. If trends have been stable over time, to what do you attribute that stability?

Course Success: URM Achievement Gap Explorer

Course	Course ID	Course Title	URM	
ANTH 104	012868	Cultural Anthropology	Not URM	73% (*n*=801)
			URM	69% (*n*=585)
			Unknown	78% (*n*=167)
ANTH 105	012869	Archaeology & World Prehistory	Not URM	91% (*n*=429)
			URM	80% (*n*=263)
			Unknown	92% (*n*=52)
ANTH 113	012872	Anthro Skills Development	Not URM	94% (*n*=32)
			URM	83% (*n*=24)
			Unknown	67% (*n*=6)
ANTH 180	016573	Cultural Anthropology Lab	Not URM	100% (*n*=9)
			URM	94% (*n*=16)
ANTH 302	012875	Anthropology of Religion	Not URM	86% (*n*=236)
			URM	82% (*n*=111)
			Unknown	86% (*n*=268)
ANTH 303	012876	Human Biology & Evolution	Not URM	92% (*n*=474)
			URM	88% (*n*=267)
			Unknown	93% (*n*=122)
ANTH 306	012878	Afghanistan and Pakistan	Not URM	100% (*n*=19)
			URM	83% (*n*=12)

Success Rate

20% 100%

Success Rate Filter

1% to 100%

Count of Students

5
10
15
≥ 20

Minimum Count

From 5

Academic Year

Institutional Effectiveness

Program Review: Diversity/Enrollment/Student Success Questions

QUESTION 3. Describe trends in overall course success rates for service courses as well as major courses. Please highlight any notable findings or opportunities for improvement you see in the coming year. If trends have been stable over time, to what do you attribute that stability?

Course Success: Instructor Level

Course	Course Title	Primary Instructor	Course ID	Success Rate
AIE 340	Instructional Practices	HNRKI	011285	87% (*n*=15)
		SZVNH	011285	100% (*n*=14)
AIE 580	Tribal Mgmt & Leadership	SOLMI	011293	100% (*n*=6)
ANTH 104	Cultural Anthropology	DXOTU	012868	76% (*n*=455)
		KISCI	012868	69% (*n*=620)
		MKLNI	012868	73% (*n*=355)
		QGOBI	012868	73% (*n*=123)
ANTH 105	Archaeology & World Prehistory	HRXCI	012869	80% (*n*=310)
		JQQGI	012869	95% (*n*=323)
		QOKCI	012869	84% (*n*=111)
ANTH 113	Anthro Skills Development	KISCI	012872	84% (*n*=19)
		MKLNI	012872	85% (*n*=33)
		QGOBI	012872	100% (*n*=10)
ANTH 180	Cultural Anthropology Lab	KISCI	016573	92% (*n*=13)
		MKLNI	016573	100% (*n*=14)
ANTH 302	Anthropology of Religion	KISCI	012875	83% (*n*=205)
		QGOBI	012875	86% (*n*=410)
ANTH 303	Human Biology & Evolution	DZGWF	012876	79% (*n*=170)
		FFRTH	012876	98% (*n*=162)
		HRXCI	012876	87% (*n*=241)
		JQQGI	012876	98% (*n*=290)
ANTH 306	Afghanistan and Pakistan	CPNBI	012878	94% (*n*=36)
	Ancient Empires: Egypt & M.E.	QOKCI	012878	83% (*n*=42)
	Ancient Mediterranean Cultu..	QOKCI	012878	88% (*n*=76)
	California & the Far West	QVBAH	012878	92% (*n*=130)
	Contemporary China	AGLQF	012878	90% (*n*=105)
	Costa Rican Cultures	DZGWF	012878	100% (*n*=25)
	Cultures of Belize	LEZNT	012878	100% (*n*=44)
	Cultures of the Far West U.S.	JQQGI	012878	93% (*n*=46)

Success Rate
20% 100%

Success Rate Filter
1% to 100%

Count of Students
5
10
15
≥ 20

Minimum Count
From 5

Academic Year
All

Course
All

Course ID
All

Primary Instructor

+ AU

Arts, Hum & Soc Sci: ANTH, ART, COMM, CRGS, EC, ENGL, ENST, GEOG, HIST, HS, INTL, JMC, MUS, NAS, PHIL, POLI, RS, SOC, THEA, WLC

Natural Resources & Sci: BIOL, CHEM, CS, ENGR, ESM, FISH, FWM, GEOL, MATH, NS, OCN, PHYX, WLDF

Professional Studies: AT, BUS, CD, ECON, EDUC, KRA, LSEE, NURS, PSYC, SW

Institutional Effectiveness

Program Review: Diversity/Enrollment/Student Success Questions

QUESTION 3. Describe trends in overall course success rates for service courses as well as major courses. Please highlight any notable findings or opportunities for improvement you see in the coming year. If trends have been stable over time, to what do you attribute that stability?

Course Success: URM Achievement Gap Explorer

Course	Course ID	Course Title	URM	
ANTH 104	012868	Cultural Anthropology	Not URM	73% (*n*=801)
			URM	69% (*n*=585)
			Unknown	78% (*n*=167)

Success Rate
69% 78%

Success Rate Filter
1% to 100%

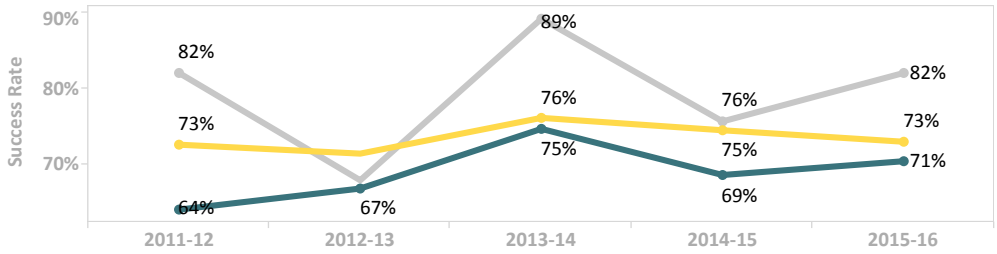
Count of Students
5
10
15
≥ 20

Minimum Count
From 5

Academic Year
All

Course
ANTH 104

Course ID
All



+ AU

Arts, Hum & Soc Sci: ANTH, ART, COMM, CRGS, EC, ENGL, ENST, GEOG, HIST, HS, INTL, JMC, MUS, NAS, PHIL, POLI, RS, SOC, THEA, WLC

Natural Resources & Sci: BIOL, CHEM, CS, ENGR, ESM, FISH, FWM, GEOL, MATH, NS, OCN, PHYX, WLDF

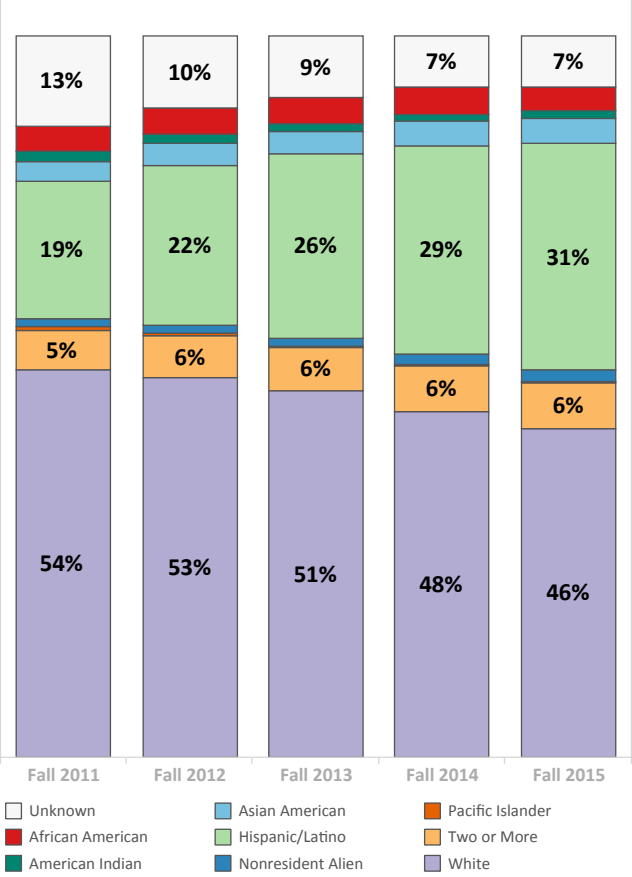
Professional Studies: AT, BUS, CD, ECON, EDUC, KRA, LSEE, NURS, PSYC, SW

Institutional Effectiveness

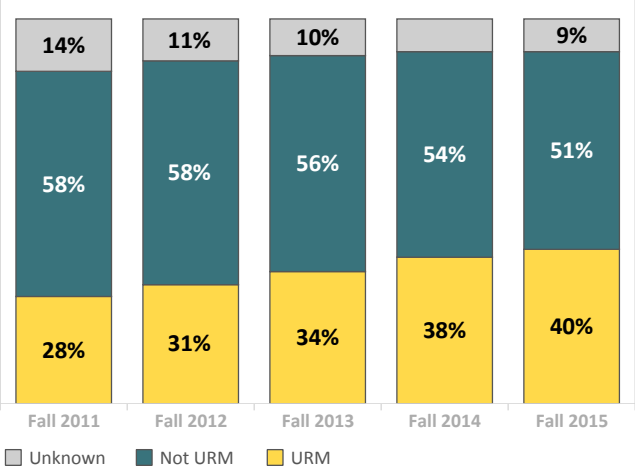
Program Review: Diversity/Enrollment/Student Success Questions

QUESTION 2. Describe trends in the composition of your majors (such as diversity, level of college preparedness, time to degree etc.). Please highlight any significant findings or unique outliers.

Ethnicity & Race (All Students)



Underrepresented Minority (All Students)



URM & Ethnicity and Race (All Students)

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Not URM	Asian American	2.8%	3.1%	3.2%	3.5%	3.4%
	Two or More	1.9%	2.2%	2.1%	2.1%	2.1%
	White	53.7%	52.6%	50.8%	48.0%	45.5%
Unknown	Unknown	12.6%	10.1%	8.6%	7.1%	7.1%
	Nonresident Alien	1.1%	1.1%	1.0%	1.4%	1.6%
URM	African American	3.5%	3.6%	3.5%	3.8%	3.3%
	American Indian	1.4%	1.4%	1.1%	1.0%	1.1%
	Hispanic/Latino	19.0%	22.2%	25.6%	28.8%	31.5%
	Pacific Islander	0.4%	0.3%	0.2%	0.2%	0.2%
	Two or More	3.6%	3.5%	3.8%	4.2%	4.2%

+	AU
Arts, Hum & Soc Sci	ANTH
	ART
	COMM
	CRGS
	EC
	ENGL
	ENST
	GEOG
	HIST
	HS
	INTL
	JMC
	MUS
	NAS
	PHIL
	POLI
	RS
	SOC
	THEA
	WLC
Natural Resources & Sci	BIOL
	CHEM
	CS
	ENGR
	ESM
	FISH
	FWM
	GEOL
	MATH
	NS
	OCN
	PHYX
	WLDF
Professional Studies	AT
	BUS
	CD
	ECON
	EDUC
	KRA
	LSEE
	NURS
	PSYC
	SW

Institutional Effectiveness

Program Review: Diversity/Enrollment/Student Success Questions

QUESTION 3. Describe trends in overall course success rates for service courses as well as major courses. Please highlight any notable findings or opportunities for improvement you see in the coming year. If trends have been stable over time, to what do you attribute that stability?

Course Success: Face-to-Face, Hybrid, and Online

Course	Face-to-face	Hybrid	Online
AHSS 150	95% (*n*=223)		
AHSS 180	100% (*n*=1,443)		
AHSS 180A	96% (*n*=27)		
AHSS 180B	84% (*n*=25)		
AHSS 481	100% (*n*=70)		
AIE 330	98% (*n*=138)		
AIE 335	99% (*n*=135)		
AIE 340	93% (*n*=29)		
AIE 580	100% (*n*=6)		
ANTH 104	70% (*n*=27)	74% (*n*=756)	70% (*n*=770)
ANTH 105	87% (*n*=744)		
ANTH 113		87% (*n*=62)	
ANTH 180	92% (*n*=13)	100% (*n*=14)	
ANTH 302	85% (*n*=92)		85% (*n*=523)
ANTH 303	91% (*n*=863)		
ANTH 306	89% (*n*=981)	85% (*n*=79)	
ANTH 310	93% (*n*=60)	89% (*n*=210)	
ANTH 315	89% (*n*=37)		
ANTH 316	83% (*n*=24)	87% (*n*=23)	67% (*n*=21)
ANTH 317		87% (*n*=38)	
ANTH 318	87% (*n*=47)	80% (*n*=122)	68% (*n*=22)
ANTH 329		83% (*n*=156)	
ANTH 331	94% (*n*=51)		
ANTH 332	88% (*n*=131)		
ANTH 333	92% (*n*=104)		
ANTH 338	95% (*n*=167)	100% (*n*=20)	
ANTH 339	96% (*n*=278)		
ANTH 340	96% (*n*=25)		
ANTH 341	95% (*n*=61)	74% (*n*=42)	

Success Rate

50% 100%

Success Rate Filter
1% to 100%

Count of Students
5
10
15
≥ 20

Minimum Count
From 5

Academic Year
All

Course
All

Primary Instructor

+ AU

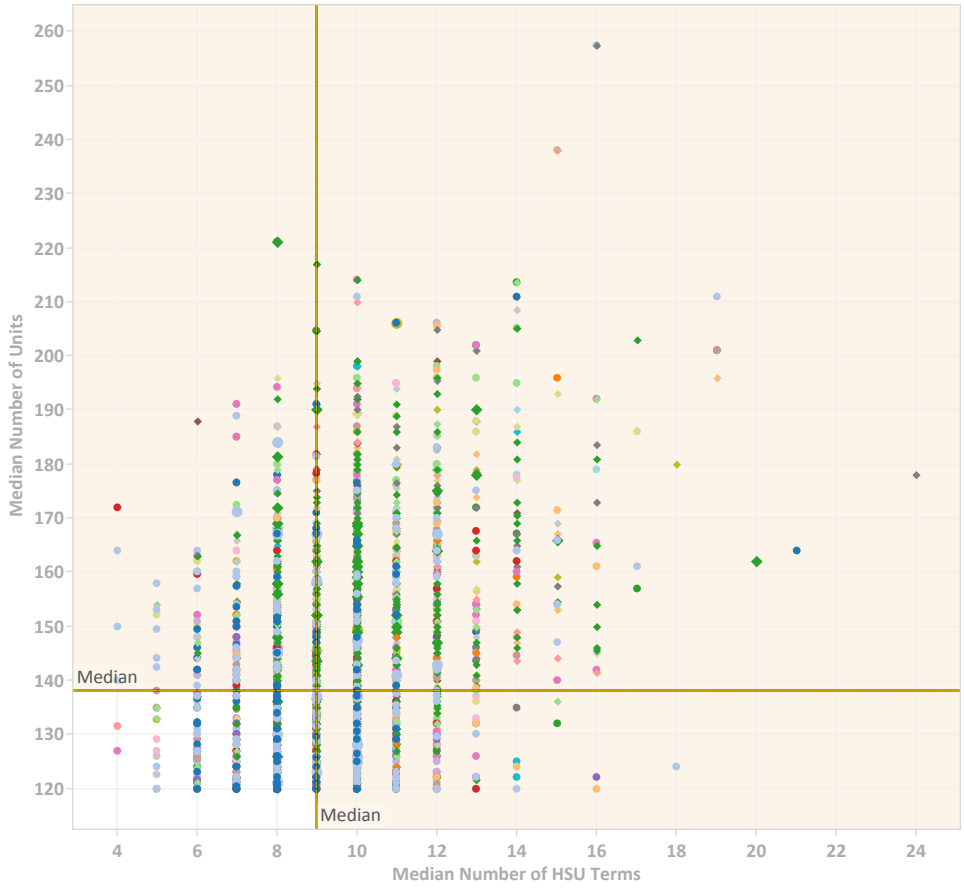
Arts, Hum & Soc Sci: ANTH, ART, COMM, CRGS, EC, ENGL, ENST, GEOG, HIST, HS, INTL, JMC, MUS, NAS, PHIL, POLI, RS, SOC, THEA, WLC

Natural Resources & Sci: BIOL, CHEM, CS, ENGR, ESM, FISH, FWM, GEOL, MATH, NS, OCN, PHYX, WLDF

Professional Studies: AT, BUS, CD, ECON, EDUC, KRA, LSEE, NURS, PSYC, SW

QUESTION 2. Describe trends in the composition of your majors (such as diversity, level of college preparedness, time to degree etc.). Please highlight any significant findings or unique outliers.

Median Units and HSU Terms to Degree for FTUG Students

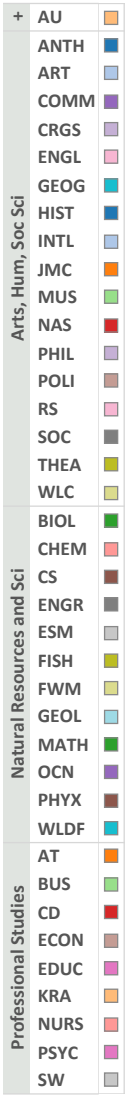


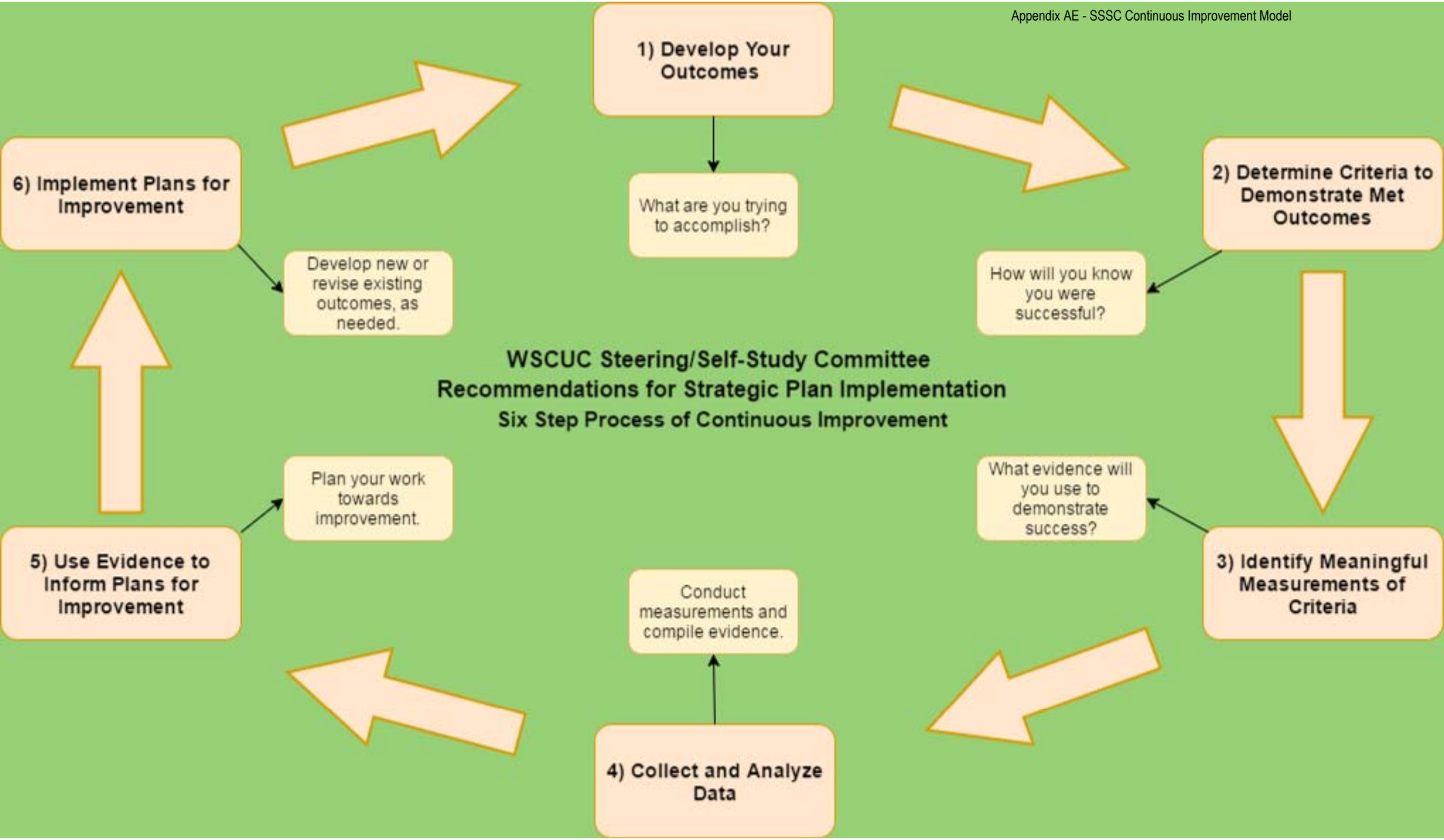
5-year Totals

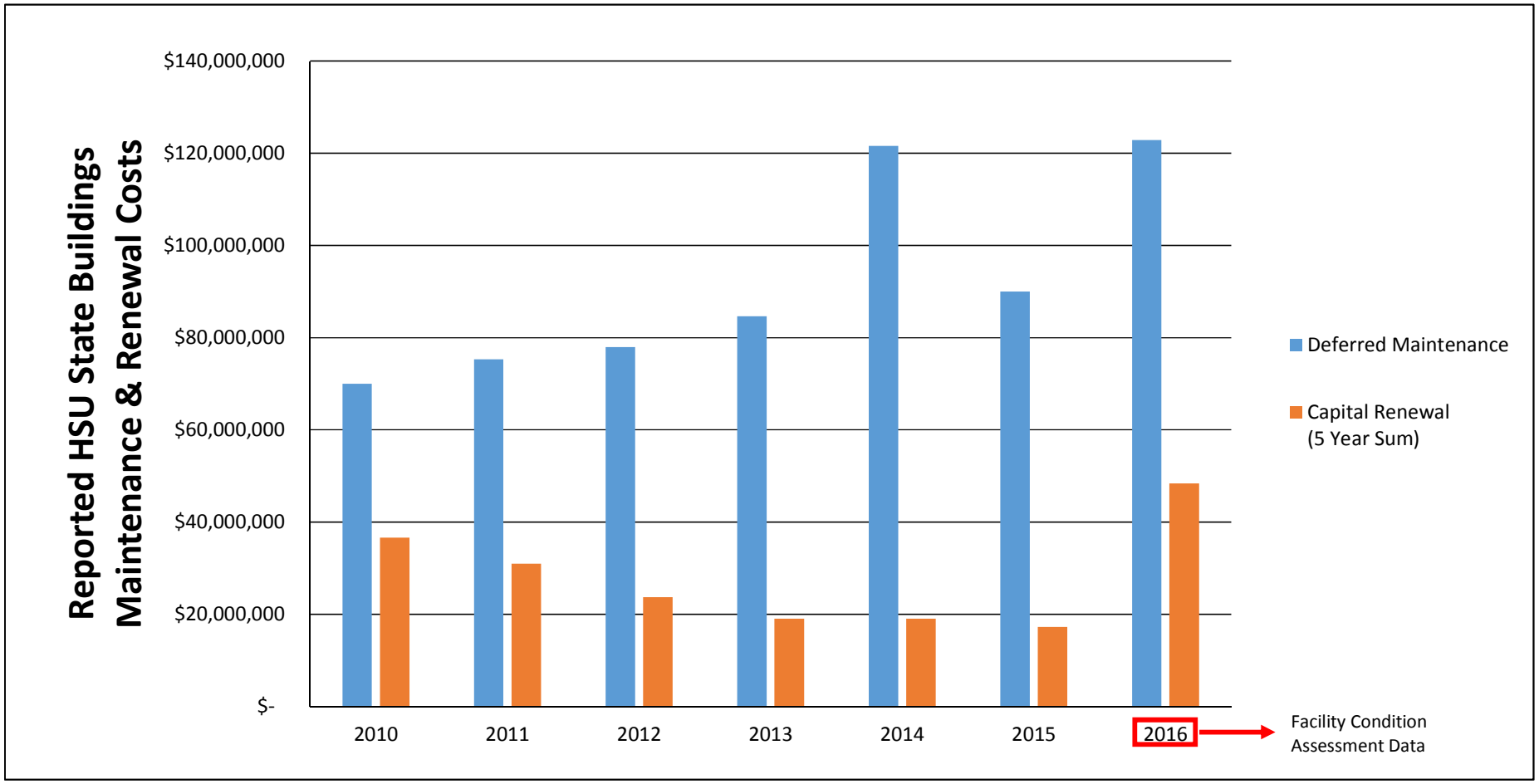
Number of Degrees Awarded	3,418
Median HSU Terms	9
Median HSU Units	127
Median Non-HSU Units	6
Median Total Units	138

Year by Year Sub-totals

Number of Degrees Awarded	2011	550
	2012	720
	2013	743
	2014	688
	2015	717
Median HSU Terms	2011	9
	2012	9
	2013	9
	2014	9
	2015	9
Median HSU Units	2011	131
	2012	128
	2013	126
	2014	127
	2015	125
Median Non-HSU Units	2011	6
	2012	7
	2013	7
	2014	6
	2015	6
Median Total Units	2011	141
	2012	139
	2013	136
	2014	138
	2015	136




1) Develop Your Outcomes
What are you trying to accomplish?
2) Determine Criteria to Demonstrate Met Outcomes
How will you know you were successful?
3) Identify Meaningful Measurements of Criteria
What evidence will you use to demonstrate success?
4) Collect and Analyze Data
Conduct measurements and compile evidence.
5) Use Evidence to Inform Plans for Improvement
Plan your work towards improvement.
6) Implement Plans for Improvement
Develop new or revise existing outcomes, as needed.
WSCUC Steering/Self-Study Committee
Recommendations for Strategic Plan Implementation
Six Step Process of Continuous Improvement


Reported HSU State Buildings Maintenance & Renewal Costs
$140,000,000
$120,000,000
$100,000,000
$80,000,000
$60,000,000
$40,000,000
$20,000,000
$-
2010
2011
2012
2013
2014
2015
2016
Deferred Maintenance
Capital Renewal (5 Year Sum)
Facility Condition Assessment Data

Appendix AG - Changes in Operating Fund Base Budget Allocations

The table below provides an overview of how the URPC has increased base budget allocations in the past eight years (2010-11 to 2017-18) in accordance with the strategic plan. Academic support decisions include funding for the Centers for Academic Excellence, RAMP staff positions, Advising Counselor, Retention and Student Success Support, and Research Pre-award Support. Instructional support decisions include funding for Diversity and Inclusion budget augmentation, Office of Academic Affairs Academic Personnel Services, conversion of Institutional Research and Planning to Institutional Effectiveness, and Community Liaison Support. Instructional decisions include funding for tenure track faculty and faculty equity pay. Student service decisions include funding for the Sexual Assault Prevention Committee, Title IX Advocate Contact, Enrollment Management Software, Student Support Liaison, Early Alert Software, Public Safety-University Police Department support, and Student Engagement and Leadership Office; expansion of Student Recreation Program, Student Conduct support, Veteran Student Recruitment, and the Office of Academic Affairs Undergraduate Studies; and increase of recruitment effectiveness, and use of Hobson's license to improve our Campus's ability to effectively communicate. The total percentage of new budget allocations for HSU's strategic plan is 1% for community engagement, 14% for Diversity and Equity, 19% for Resources and Sustainability, and 66% for Student Success.

Category	Sum of 8-year Total	% of 8-year Total	Strategic Plan Goal(s)
Academic Support	1,208,341	19%	SS, RS
Instructional Support	926,544	14%	SS, DE, RS, CE
Instruction	2,958,503	45%	SS, DE, RS
Student Services	1,403,844	22%	SS
Totals	**6,497,232**	**100%**	

Note. Strategic Plan Goal(s): SS = Student Success, DE = Diversity and Equity, RS = Resources and Sustainability, and Community Engagement.

Integrated Planning, Assessment and Resourcing Model Concept Map

Appendix AI - Campus and Community Culture

Examples of campus and community initiatives and partnerships that integrate different demographic groups:

- "HSU Downtown" includes four events that are free and exclusively for Humboldt State students. Two nights of DJs and dancing are held at the Arcata Theatre Lounge, and two movie nights are scheduled at the Minor Theatre.
- AS Presents collaborates with the university to provide student-driven and student-oriented speakers, workshops, and performances.
- College socials have been held to provide off-campus socialization among faculty, staff, and administrators to foster mutual respect and collegiality.
- HSU has hosted several inclusive stakeholder dialogues and forums since 2014. Examples include the Campus Dialogue on Race, "Advancing Equity Through a Racial Lens," "What Now? A Dialogue on Oppression and Inequity on Campus and in our Community," and "Making a More Inclusive and Safer Community."
- Program changes at HSU to help with retention and success for URG students have been implemented through the Department of Critical Race, Gender, and Sexuality Studies and include:
    - creation of a new online journal titled CouRaGeouS Cuentos that publishes selected writings by students in ES 107: Chican@/Latin@ Lives,
    - creation of a new course titled ES 480: Growing up Chican@/Latin@,
    - creation of new minor in Black Studies, and
    - transformation of a one-unit Trans Lives and Theories special-topics seminar into a semester-long three-unit course (CRGS 321).

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**Timestamp**	**College**	**Program**	**Course(s)**	**Student Product**	**Number of Students**	**C 4 (Organization)**	**M 3 (Organization)**	**M 2 (Organization)**	**B 1 (Organization)**	**0 (Organization)**	**C 4 (Language)**	**M 3 (Language)**	**M 2 (Language)**	**B 1 (Language)**
2	9/10/2015 12:42:13	College of Arts, Humanities and Social Sciences	English	ENG 420	Oral presentations	19	5	13	1	0	0	6	13	0	0
3	9/25/2015 9:42:27	College of Professional Studies	Economics	Econ 470	Video-recorded presentations	11	3	7	1			4	7		
4	9/30/2015 14:48:26	College of Arts, Humanities and Social Sciences	Politics	PSCI 485	Oral presentations, Video-recorded presentations	24	12	9	2	1	0	11	10	1	1
5	10/9/2015 11:02:39	College of Arts, Humanities and Social Sciences	Music	MUS 320	Oral presentations	13	8	5	0	0	0	4	7	1	0
6	10/15/2015 13:43:58	College of Natural Resources and Sciences	Geology	Geol 482	Oral presentations, Poster presentation	11	2	6	3	0	0	1	9	1	0
7	10/16/2015 10:37:22	College of Professional Studies	Psychology	Psyc 486	Oral presentations	32	12	20	0	0	0	10	17	5	0
8	10/17/2015 13:52:05	College of Natural Resources and Sciences	Biology - Graduate	BIOL 690	Oral presentations	9	8	1	0	0	0	6	3	0	0
9	10/19/2015 9:36:27	College of Arts, Humanities and Social Sciences	Film	FILM 375	Oral presentations, Video-recorded presentations, Oral Presentation in Writing	16	3	8	4	0	1	2	8	4	2
10	10/20/2015 10:42:16	College of Arts, Humanities and Social Sciences	Journalism and Mass Communication	JMC 330	Oral presentations	10	2	2	6	0	0	3	7	0	0
11	10/21/2015 11:55:43	College of Arts, Humanities and Social Sciences	Anthropology	ANTH 410	Fantasy Job - Panel Interview	16	12	4	0	0	0	8	6	2	0
12	10/22/2015 9:13:36	College of Arts, Humanities and Social Sciences	Critical Race, Gender and Sexuality Studies	CRGS 485	Oral presentations	16	3	9	2	2		4	9	2	1
13	10/22/2015 10:56:00	College of Natural Resources and Sciences	Physics	PHYX 485	Oral presentations	13	1	8	4	0		2	4	5	2
14	10/23/2015 11:39:18	College of Natural Resources and Sciences	Chemistry	CHEM 485, CHEM 363, CHEM 432	Oral presentations	43	14	19	10	0	0	10	25	7	1
15	10/25/2015 19:19:04	College of Arts, Humanities and Social Sciences	Comm	Comm 415	Video-recorded presentations	10	5	4	1	0	0	5	4	1	0
16	10/29/2015 9:35:31	College of Natural Resources and Sciences	forestry	FOR 479	Oral presentations	17	4	7	6	0	0	8	8	1	0
17	10/29/2015 15:41:26	College of Natural Resources and Sciences	Biology BA & BS	ZOOL 430	Oral presentations	45	24	17	4	0	0	14	23	8	0
18	10/29/2015 15:42:07	College of Natural Resources and Sciences	Botany	ZOOL 430	Oral presentations	42	24	14	4	0	0	14	23	8	0
19	10/29/2015 17:01:37	College of Natural Resources and Sciences	Zoology	ZOOL 430	Oral presentations	45	24	17	4	0	0	14	23	8	0
20	10/29/2015 11:18:36	College of Natural Resources and Sciences	Fisheries	FISH 460	Oral presentations	26	5	10	8	3	0	8	13	3	2
21	10/29/2015 12:50:51	College of Arts, Humanities and Social Sciences	Sociology and CJS	Soc 482; SOC 492	Oral presentations	39	18	16	3	2		23	13	3	
22	10/30/2015 10:14:59	College of Arts, Humanities and Social Sciences	History	HIST 394	Oral presentations	25	25					25			
23	10/30/2015 12:38:44	College of Arts, Humanities and Social Sciences	Geography	GEOG 411	Oral presentations	6	2	4				2	3	1	
24	10/30/2015 13:23:09	College of Professional Studies	Child Development	CD 469	Oral presentations	44	13	22	5	4	0	13	22	5	4
25	10/30/2015 14:54:06	College of Arts, Humanities and Social Sciences	DANC Dance Studies	DANC 489	Oral presentations	12	10	1	1			5	5	2	
26	10/30/2015 15:18:35	College of Professional Studies	Liberal Studies Elementary Education	LSEE 412	Oral presentations	35	21	12	2	0	0	24	11	0	0
27	11/10/2015 13:09:18	College of Professional Studies	Business	BA 494	Oral presentations	47	5	38	3	1		3	40	3	
28	12/8/2015 14:56:53	College of Natural Resources and Sciences	EMP	EMP 309B	Oral presentations, Video-recorded presentations	10	1	8	1	0	0	1	5	4	0
29	12/8/2015 14:59:18	College of Natural Resources and Sciences	ENVS	EMP 309B	Oral presentations, Video-recorded presentations	10	0	8	2	0	0	0	9	1	0
30	9/8/2016 14:22:03	College of Arts, Humanities and Social Sciences	Egyptology	EGYP 429	Oral presentations	20	7	10	1	1	1	12	3	5	0
31						666	273	299	78	14	2	242	330	81	13
32							41%	45%	12%	2%	0%	36%	50%	12%	2%
33								86%					86%		
34															

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
1	**0 (Language)**	**C 4 (Delivery)**	**M 3 (Delivery)**	**M 2 (Delivery)**	**B 1 (Delivery)**	**0 (Delivery)**	**C 4 (Supporting Material)**	**M 3 (Supporting Material)**	**M 2 (Supporting Material)**	**B 1 (Supporting Material)**	**0 (Supporting Material)**	**C 4 (Central Message)**	**M 3 (Central Message)**	**M 2 (Central Message)**	**B 1 (Central Message)**	**0 (Central Message)**	**Average Score**				
2	0	3	12	4	0	0	6	12	1	0	0	6	11	2	0	0					
3		3	5	3			5	6				7	2	2							
4	0	10	7	5	1	0	10	11	1	1	0	13	9	1	0	0					
5	0	5	4	3	1	0															
6	0	3	7	1	0	0	3	6	2	0	0	3	7	1	0	0					
7	0	10	14	8	0	0	13	13	6	0	0	12	17	3	0	0					
8	0	7	2	0	0	0	7	2	0	0	0	7	2	0	0	0					
9	0	-3	1	9	2	0	1	7	3	5	0	1	-7	7	1	0					
10	0	4	3	3	0	0	3	6	1	0	0	1	3	6	0	0					
11	0	9	5	2	0	0	10	6	0	0	0	10	5	1	0	0					
12		5	7	2	2		5	7	3	1		6	6	2	2						
13	0	2	4	6	1	0	1	6	4	2	0	2	5	5	1	0					
14		12	21	7	3		11	23	8	2		10	23	8	2						
15	0	3	7	0	0	0	0	9	1	0	0	5	5	0	0	0					
16	0	8	8	1	0	0	8	9	0	0	0	2	11	2	0	0					
17	0	20	20	5	0	0	20	17	7	1	0	23	19	3	0	0					
18	0	20	20	5	0	0	20	17	7	1	0	23	19	3	0	0					
19	0	20	20	5	0	0	20	17	7	1	0	23	19	3	0	0					
20	0	2	12	11	1	0	8	10	5	3	0	2	12	9	3	0					
21		17	14	7	1		21	14	3			23	14	0	2						
22		25					25					25									
23		2	2	2			3	2	1			0	3	2							
24	0	13	22	5	4	0	13	22	5	4	0	13	22	5	4	0					
25		6	5	1			8	0	2	2		5	6	1							
26	0	18	16	1	0	0	19	15	1	0	0	15	20	0	0	0					
27	1	12	32	1		2	2	34	6	5		4	40	1	2						
28	0	1	4	4	1	0	1	4	5	0	0	1	7	2	0	0					
29	0	0	1	9	0	0	0	6	4	0	0	1	5	4	0	0	Total 4's	Total 3s	Total 2s	Total 1s	Total 0s
30	0	3	12	1	0	4	15	5	0	0	0	2	15	1	1	1					
31	1	240	287	111	17	6	258	286	83	28	0	245	300	74	18	1	1258	1502	427	90	10
32	0%	36%	43%	17%	3%	1%	39%	43%	12%	4%	0%	37%	45%	11%	3%	0%					
33			79%					82%					82%				Average				
34																	17.49916528				

Appendix AK - Information Literacy Results Tally (Responses)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Timestamp	Enter the program name.	What was the source of the student products?	What type of student product were evaluated?	How many student products were evaluated ?	Capstone 4 (Determine the Extent of Information Needed)	Milestone 3 (Determine the Extent of Information Needed)	Milestone 2 (Determine the Extent of Information Needed)	Benchmark 1 (Determine the Extent of Information Needed)	0 - did not meet Benchmark 1 (Determine the Extent of Information Needed)	Capstone 4 (Access the Needed Information)	Milestone 3 (Access the Needed Information)	Milestone 2 (Access the Needed Information)	Benchmark 1 (Access the Needed Information)	0 - did not meet Benchmark 1 (Access the Needed Information)
2	9/8/2014 15:22:52	Social Work	SW 456	Essays	12	1	6	4	1		3	4	4	1	
3	9/24/2014 14:33:23	Liberal Studies/Rec Admin	REC 485	Projects	12	6	4	2	0	0	4	8	0	0	0
4	9/26/2014 12:43:07	Economics	Econ 490	Multiple sources; Capstone Portfolio	8	2	6	0	0	0	3	4	1	0	0
5	9/29/2014 14:00:20	Kinesiology	KINS 492	Posters	25	9	13	3	0	0	10	12	3	0	0
6	9/29/2014 15:18:57	Art	Art 410	Research papers	14	9	3	2	0	0	12	1	1	0	0
7	9/29/2014 15:33:08	Art	Art410	Research papers	14	9	3	2	0	0	12	1	1	0	0
8	10/1/2014 8:53:05	Liberal Studies: Elementary Education	LSEE 412	Presentations	24	10	13	1	0	0	3	16	5	0	0
9	10/1/2014 9:21:59	Music BA	MUS 349	Research papers	12	0	5	6	1	0	0	4	8	0	0
10	10/1/2014 9:22:03	Music BA	MUS 349	Research papers	12	0	5	6	1	0	0	4	8	0	0
11	10/3/2014 13:13:31	Journalism BA	JMC 328: Media Law	Exams	13	10	1	2	0	0	7	4	1	1	0
12	10/3/2014 13:39:24	Critical Race, Gender and Sexuality Studies	ES 310	Literature reviews	16	14	1	0	1		8	5	2	1	
13	10/14/2014 9:18:36	Mathematics	MATH 301	Research papers	11	2	5	4	0	0	1	7	3	0	0
14	10/14/2014 9:25:05	Mathematics	MATH 361	Posters	7	3	0	4	0	0	3	0	4	0	0
15	10/14/2014 12:14:43	Fisheries Biology	FISH 314 and FISH 260	Assignment specifically on searching for, using, and citing peer-reviewed studies	28	7	11	7	3	0	5	17	6	0	0
16	10/14/2014 13:00:02	PHYX	PHYX 485	Presentations	7	3	2	1	1	0	3	1	3	0	0
17	10/15/2014 14:57:15	Computer Science	CS 435	Responses	10	0	3	2	5	1	0	0	9	1	1
18	10/20/2014 10:31:34	Politics	PSCI 485	Essays	17	12	0	4	1	0	13	0	4	0	0
19	10/20/2014 14:51:59	English	ENGL 406	Literature reviews	16	7	6	3	0	0	4	10	2	0	0
20	10/22/2014 15:43:15	rangeland resource science	RRS 285/SOIL 285	Literature reviews	15	2	6	5	2	0	0	5	10	0	0
21	10/23/2014 11:38:54	CHEM	CHEM 410	Lab reports	15	5	3	4	3	0	4	5	3	3	0
22	10/25/2014 11:41:19	Forestry	FOR 479	Projects	22	0	3	15	4	0	3	8	8	3	0
23	10/27/2014 15:46:01	Env. Mgmt. & Prot.	EMP 425	Research papers	20	4	10	6	0	0	2	6	12	0	0
24	10/27/2014 18:23:26	Theatre	TA 448	Essays	35	12	19	4	0		35				
25	10/27/2014 18:43:28	Theatre	TA 448	Essays	14	7	4	3	0						
26	10/28/2014 15:28:07	Interdisciplinary Studies: International Studies	INTL 210, INTL 410	Research papers	32	5	14	11	2	0	4	11	16	1	0
27	10/29/2014 10:19:31	Geology	Geol 482	Posters	13	1	10	2	0	0	1	11	1	0	0
28	10/30/2014 10:21:46	Communication	Comm 319	Annotated bibliography	26	0	1	13	12		0	4	20	2	
29	10/31/2014 19:12:40	Biology BS	BIOL 438, BIOL 544	Research papers	33	15	8	9	1	0	14	15	3	1	0
30	10/31/2014 19:15:13	Botany BS	BIOL 438, BIOL 544	Research papers	33	15	8	9	1	0	14	15	3	1	0
31	10/31/2014 19:17:21	Zoology BS	BIOL 438, BIOL 544	Research papers	33	15	8	9	1	0	14	15	3	1	0
32	10/31/2014 19:19:48	Biology MS	BIOL 690	Final Master's Thesis	8	5	3	0	0	0	5	3	0	0	0
33	11/2/2014 12:41:37	Religious Studies	RS 120	Essays	20	6	12	2			3	13	4		
34	11/3/2014 8:34:48	Anthropology	ANTH 410	Statement of disciplinary interests & Annotated Bibliogrpahy	29	6	10	7	6	0	10	9	6	4	0
35	11/5/2014 16:56:53	Oceanography	OCN 310	Lab reports	9	0	4	5	0	0					
36	11/9/2014 13:09:39	Philosophy	PHIL 485	essay rough drafts, discussion	14	5	3	6			2	8	4		
37	12/16/2014 16:19:22	Business Administration	BA 496	Capstone	25	14	9	2	0	0	9	12	4	0	0
38	12/19/2014 12:45:00	Geography	GEOG 411	Literature reviews	4	4						3			
39					537	179	169	145	44	1	164	191	139	19	1
40						33%	31%	27%	8%	0%	31%	36%	26%	4%	0%
41							65%					66%			

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
1	Capstone 4 (Evaluate Information and its Sources Critically)	Milestone 3 (Evaluate Information and its Sources Critically)	Milestone 2 (Evaluate Information and its Sources Critically)	Benchmark 1 (Evaluate Information and its Sources Critically)	0 - did not meet Benchmark 1 (Evaluate Information and its Sources Critically)	Capstone 4 (Use Information Effectively to Accomplish a Specific Purpose)	Milestone 3 (Use Information Effectively to Accomplish a Specific Purpose)	Milestone 2 (Use Information Effectively to Accomplish a Specific Purpose)	Benchmark 1 (Use Information Effectively to Accomplish a Specific Purpose)	0 - did not meet Benchmark 1 (Use Information Effectively to Accomplish a Specific Purpose)	Capstone 4 (Access and Use Information Ethically and Legally)	Milestone 3 (Access and Use Information Ethically and Legally)	Milestone 2 (Access and Use Information Ethically and Legally)	Benchmark 1 (Access and Use Information Ethically and Legally)	0 - did not meet Benchmark 1 (Access and Use Information Ethically and Legally)	Enter you college.
2	1	6	4	1		3	4	4	1		5	2	5	0		College of Professional Studies
3	1	8	3	0	0	4	6	2	0	0	8	2	2	0	0	College of Professional Studies
4	1	6	1	0	0	3	4	1	0	0	6	2	0	0	0	College of Professional Studies
5	7	16	2	0	0	7	16	2	0	0	5	20	0	0	0	College of Professional Studies
6	7	6	1	0	0	5	7	2	0	0	11	2	1	0	0	College of Arts, Humanities and Social Sciences
7	7	6	1	0	0	5	7	2	0	0	11	2	1	0	0	College of Arts, Humanities and Social Sciences
8	3	20	1	0	0	7	16	1	0	0	4	14	6	0	0	College of Professional Studies
9	0	3	4	5	0	1	5	6	0	0	0	6	3	3	0	College of Arts, Humanities and Social Sciences
10	0	3	4	5	0	1	5	6	0	0	0	6	3	3	0	College of Arts, Humanities and Social Sciences
11	7	4	2	0	0	8	2	3	0	0	9	3	1	0	0	College of Arts, Humanities and Social Sciences
12	7	5	2	2		8	3	4	1		4	7	5	0		College of Arts, Humanities and Social Sciences
13	3	2	6	0	0	2	6	3	0	0	1	6	4	0	0	College of Natural Resources and Sciences
14	3	0	4	0	0	3	2	0	0	2	0	3	2	2	0	College of Natural Resources and Sciences
15	4	18	5	1	0	3	15	10	0	0	10	7	10	1	0	College of Natural Resources and Sciences
16	1	4	1	1	0	2	3	0	2	0	1	5	0	1	0	College of Natural Resources and Sciences
17	0	0	0	10	1	0	3	2	5	1	0	0	5	5	1	College of Natural Resources and Sciences
18	13	0	4	0	0	15	1	0	1	0	11	3	3	0	0	College of Arts, Humanities and Social Sciences
19	4	10	2	0	0	4	8	4	0	0	4	8	3	1	0	College of Arts, Humanities and Social Sciences
20	0	5	6	4	0	0	5	7	2	0	0	5	4	6	0	College of Natural Resources and Sciences
21	5	5	2	3	0	10	2	0	3	0	11	1	0	3	0	College of Natural Resources and Sciences
22	3	19	0	0	0	0	15	3	4	0	0	11	0	11	0	College of Natural Resources and Sciences
23	0	7	10	3	0	2	10	5	3	0	2	4	11	3	0	College of Natural Resources and Sciences
24	7	19	8	2		9	20	6	0		0	35	0	0	0	College of Arts, Humanities and Social Sciences
25	0					4	10				0					College of Arts, Humanities and Social Sciences
26	5	9	17	1	0	6	14	10	2	0	2	16	12	2	0	College of Arts, Humanities and Social Sciences
27	2	8	3	0	0	2	8	2	1	0	2	9	2	0	0	College of Natural Resources and Sciences
28	0	1	20	5		0	3	15	8		0	2	21	23		College of Arts, Humanities and Social Sciences
29	11	10	8	4	0	16	14	3	0	0	20	9	4	0	0	College of Natural Resources and Sciences
30	11	10	8	4	0	16	14	3	0	0	20	9	4	0	0	College of Natural Resources and Sciences
31	11	10	8	4	0	16	14	3	0	0	20	9	4	0	0	College of Natural Resources and Sciences
32	4	3	1	0	0	4	4	0	0	0	8	0	0	0	0	College of Natural Resources and Sciences
33	1	8	9	2		3	8	8	1		1	11	8			College of Arts, Humanities and Social Sciences
34	7	7	13	2	0	5	7	13	4	0	10	8	8	3	0	College of Arts, Humanities and Social Sciences
35	2	4	3	0	0	0	3	6	0	0	0	6	3	0	0	College of Natural Resources and Sciences
36	4	4	5	1		1	6	4	1		4	5	5			College of Arts, Humanities and Social Sciences
37	12	11	2	0	0	9	13	3	0	0	21	4	0	0	0	College of Professional Studies
38		3					3				4					College of Arts, Humanities and Social Sciences
39	127	189	153	54	1	149	221	123	38	3	165	192	122	64	1	
40	24%	35%	28%	10%	0%	28%	41%	23%	7%	1%	31%	36%	23%	12%	0%	
41		59%					69%					66%				

Results from First Cohort of the Klamath Connection
HSU's CSU STEM Collaboratives Project

Matt Johnson, Amy Sprowles, Katlin Overeem, Angela Rich

Abstract. The Klamath Connection Program is a place-based learning community designed to foster a sense of belonging to improve STEM freshman performance. Initiated through the CSU STEM Collaboratives project, the program is comprised of four high impact practices (a summer immersion, freshman year seminar, modified gateway courses, and peer mentoring) woven around an interdisciplinary theme unique to our geographic location, the Klamath Basin. Data from the first cohort show Klamath Connection students self report a heightened sense of belonging, community, academic skills, and attitudes when compared to other freshman in their majors. They scored higher in nearly all first year core science, math and GE courses, had higher overall first year GPAs, completed more units toward a degree, and had increased retention into the sophomore year (84% vs. 72%). Gaps for underrepresented minority and first-generation students almost disappeared in the first semester Botany course, first year GPAs, and units completed toward degree. Nonetheless, there are several important caveats to consider when evaluating this trial. Also, as with any first-time experiment, there were several lessons learned, prompting modification for the second cohort, which has grown to serve more majors and students. Funding from our 2016 HSI STEM award will support expansion and implementation of freshman year learning communities to support ~75-80% of all incoming STEM freshmen over the next 5 years, with continued assessment and plans to institutionalize practices that remain effective.

Background & Need

Humboldt State University's student demographic has changed rapidly over the last six years. The most remote of the 23 California State University campuses, HSU is located in a rural setting with a predominantly non-Hispanic white population (~75%). Since 2009, enrollment of underrepresented minority first-time freshmen in STEM majors has increased by over 80%. The majority these students arrive from distant urban centers elsewhere in California. Since 2010, HSU has seen a 23% increase in low-income students, and 46% of incoming freshmen require pre-collegiate coursework. In 2013 HSU became a federally recognized Hispanic Serving Institution. In 2014, HSU enrolled its largest and most diverse class, with nearly half of the incoming class from underrepresented groups. In 2015, over 55% of HSU's first time undergraduates were first-generation students, and this proportion rises to 70% among underrepresented students. It is a new era. These students are the new majority and reflect the future workforce and graduate students in STEM disciplines.

This change presents challenges for the campus to achieve inclusive success, especially for first-time freshmen. The average six-year graduation rates for first-time freshmen at HSU is 42%, lagging about 8 percentage points behind the CSU-wide average. Unlike at many other universities, which typically have lower graduation rates in STEM than in non-STEM disciplines, the graduation rate for STEM students at HSU is

about the same as the university-wide average (43%). However, there is a disturbing gap in graduation between URM and non-URM students at HSU: graduation rates for URM students are 14 percentage points lower than for non-URM students, and this gap is even wider (by an additional 8 percentage points) in STEM disciplines (HSU Office of Institutional Effectiveness).

Six semesters of survey data collected by the Office of Institutional Effectiveness and the Office of Retention & Inclusive Student Success show that HSU is not adequately helping the new majority student develop the perceptions and behaviors associated with success. Specifically, compared to other students, underrepresented students at HSU show 1) lower sense of belonging on campus (-4%), 2) lower perception of self-efficacy (-4%), 3) lower feelings of resilience (-5%), and 4) lower development of academic behaviors (-3%). In turn, three negative predictors of successful graduation are manifest from these challenges: 1) lower scores in foundational science courses (-13%), 2) lower first term GPAs (-10%), and 3) higher rates of academic probation (+17%).

Objective

The rapidly changing demographic at HSU has made it difficult to cultivate an inclusive community of learners, one in which students, faculty, and staff all feel a common purpose, welcomed, and valued. The objective of this project has been to build a trial *place-based learning community* for incoming STEM students. Our hypothesis is that by building such a community, we can effect change in student and faculty culture, foster in students the skill and habits that favor academic success, and improve student performance in foundational courses. Our model hypothesizes a logical cause-effect chain that leads, ultimately, to realizing the long-term goal of the project – to raise retention and graduation rates and close gaps between the new majority and traditional students (Fig. 1). In this report, we describe the practices and results from the first cohort of the Klamath Connection. In the Discussion, we briefly describe modifications for the second cohort.

Figure 1. Hypothesized cause-effect chain that leads to higher retention and graduation rates, and closed gaps between 'new majority' and traditional students.

Program practices

We developed a place-based learning community that links four high impact practices (summer immersion, blocked scheduling, freshman year seminar (FYS), and peer mentoring) to a major feature of our geographic location: The Klamath River. Titled Klamath Connection, the program involves HSU students, faculty, staff, and off campus community partners including professional scientists, Native American tribal nations, and environmental restoration groups.

Recruitment & Enrollment

To date, the program has followed on "opt-in" model: all freshman who have declared one of the participating majors in their application materials were sent invitations to participate once they receive their acceptance or provisional acceptance to HSU (Jan/Feb)[1]. Later in the spring, we followed more focused outreach (e.g., emails from the program, calls from staff and faculty). Students were also invited to join the optional Klamath Connection themed housing in the residence halls. Next, we worked with students, the Math and English Departments, and Admissions to determine the Math and English needs of each student to enable block enrollment. The first cohort, for AY 2015-16, was comprised of 63 freshmen entering HSU declared in one of our four largest STEM majors: Biology, Environmental Science, Wildlife, or Zoology.

Program Components

Summer immersion. Students in the program arrived to campus four days before the standard Humboldt Orientation Program (HOP) to participate in a "Summer Immersion" program. This four day program was comprised of activities designed to impart several messages to each participating student: (1) welcome to this exciting and diverse place and this academic community of learners, (2) you are a beginning scientist, and scientific content at HSU begins immediately, (3) the outdoors are part of your "classroom", (4) solving complex social and environmental problems requires recognizing the interconnectedness of disciplines and working with others, (5) your peers can help you learn, and vice versa, and (6) you have a range of offices and people – faculty, staff, students – that are here to support you and help you succeed. Students were grouped by major and activities involved opportunities to introduce the students to each other, the HSU community, and the Klamath Basin. They shared this experience with Klamath Connection faculty, staff, RAMP peer mentors, and community partners. The people, places and thematic content they explore were linked to the academic year coursework.

The first summer immersion explored two different models: an on campus experience, where students participated in off campus activities that included a day trip to the Klamath River, and an off campus experience, where students camped on the Klamath River for two nights with Klamath Connection Faculty and Staff (Table 1). Both experiences included interaction with scientists, natural resource policy professionals and cultural experts from Native American Tribes. The camping students spent a day with employees of the Karuk Department of Natural Resources, learning about the importance of the Klamath River to the tribe and learning how the scientists in the tribe's water quality department participate in the data collection and monitoring of the Klamath River. The campus-based group spent the day at the mouth of the Klamath with Yurok tribal leaders and field scientists, learning how this tribal nation actively participates in scientific data collection, policy formation and environmental management. All students collected water samples that were be brought back to campus. Some were used in a laboratory experiment on the last day of the last day of the summer immersion, the rest was frozen for use in their spring chemistry course. From Wednesday-Friday, the students participated in HSU's standard Humboldt Orientation Program with the rest of the incoming freshman.

[1] HSU has a fairly low yield rate (i.e., many students who apply and are admitted choose not attend HSU), so this initial recruitment is large.

Table 1. Schedule for summer immersion activities.

Saturday	Sunday		Monday		Tuesday	
	Campus	**Camping**	**Campus**	**Camping**	**Campus**	**Camping**
Move In	Welcome; Intro to note-taking and the Arcata Marsh	Welcome; Video "A river Between us"; Introduction To Camping and Klamath Culture	Travel by bus to Klamath	Introduction to Karuk Culture, The Klamath River, Science and Policy by Karuk Tribe DNR Employees[2]	Water Quality Laboratory Experiment	Pack up camp; Return to campus
Parent Orientation	Arcata Marsh Field trip, picnic lunch, arranged by major[3]	Travel to campsite; Water Collection	Welcome reception and introduction to tribal natural resource management by tribal personnel	Tour of Klamath by Karuk Water Quality Department	Peer mentor reflection and registration lab	Water Quality Laboratory Experiment
Student Team-Building with RAMP	Students discussions of lessons learned in re-arranged small groups	Set up Camp Introductory Activities with Faculty[4]	Rotations among scientists-led field experience (arranged by major, each major groups visits two stations/scientists)[5]; picnic lunch	Water sampling and Swimming	Pizza party at Moonstone Beach	Pizza party at Moonstone Beach
Welcome Dinner on the Events Field	After dinner view of *A River Between Us* (portion)	Introduction to Blue Creek Assignment	Mentored study time in the library to complete Blue Creek assignment	Indian Taco Dinner at Karuk DNR		
Welcome Event	Introduce Blue Creek academic assignment			Mentored time to complete Blue Creek Assignment		

[2] Lisa Hillman, Pikyav Field Institute Program Manager delivered a cultural history of the Karuk Tribe and the Klamath; Craig Tucker, Environmental Policy Advocate describe how the Karuk Tribe contributes to science and management of the basin; Chook-Chook Hillman, DNR Water Quality Scientist, demonstrated water quality sampling and gave a tour of the laboratory.

[3] WLDF with Jeff Black, ZOOL with Matt Johnson, BIOL with Frank Shaughnessey, ENVS with Alison O'Dowd

[4] BIOL Patty Siering, Ph.D. CHEM Matthew Hurst, Ph.D, WILDF Gillian Black, PhD. Camp host David Baston, CNRS Core Facility Coordinator

[5] Chris West (Yurok Tribe employee and HSU alum) provided information about wildlife topics; Dave Hillemeir (Yurok Tribe employee and HSU alum) provided information about fisheries; Dawn Goley (HSU Biology) provided information about zoology & ecology at Klamath Mouth; Rocco Fiorini (consultant for Green Diamond and HSU alum) provided information about stream restoration. Each major visited two stations/scientists: WLDF (West & Hillemeir), ZOOL (Goley & West), BIOL (Fiori and Goley), ENVS (Hillemeir and Fiori).

Blocked scheduling & gateway courses. Students were grouped into cohorts by major and scheduled into specific sections of required major and general education (GE) courses, each of which was a requirement for an HSU degree. We worked with department chairs to align the fall semesters of all participating majors as much as feasible (Table 2), which in some cases required deviating slightly from the current "first-year maps" The students were fully block enrolled in the fall term (14-17 units), but only partially block enrolled in the spring term. This was purposeful so that students did not need to learn the complexities of registration and course selection before arrival, but were given the opportunity to select some courses in consultation with their academic advisors to learn the registration process in preparation for the spring semester. Block enrolling was accomplished through collaboration of the Klamath Connection Program Coordinator (Katlin Overeem), HSU the Office of Admissions (Steve Ladwig), the Office of the Registrar (Clint Rebick and Travis Brunner), and Mathematics (Jeff Haag). Some classes were 'exclusive', meaning only Klamath Connection students were enrolled in the class (e.g., FOR 100), in other cases Klamath Connection students were mixed with other non-KC students (e.g., BOT 105), though in those cases Klamath Connection students were enrolled in the same lab sections. Since the second semester schedule included a course with math prerequisite (Chemistry), all Klamath Connection students had to enroll in Math 113 or higher the first semester.

The curriculum of the block courses was modified only slightly, but in important and, we believe, meaningful ways. All instructors of block-enrolled courses were asked to aim at least some content of their course toward topics relevant to the Klamath River or Basin. In some cases, such as in FOR 100 and NAS 104, this redirect was fairly substantial. In others, such as BOT 105, there was relatively little change to course content (e.g., a single lab was modified to more purposefully connect microscopy of blue green algae to the ecology of the river). However, there was also a deliberate effort to link content across courses, and this was accomplished using the eutrophication experiment conducted as part of the Summer Immersion. In the Fall semester, data from the experiment were analyzed in the students math courses, the logic of the research design was discussed in the critical thinking course (FOR 100), and the biology of the algae was discussed in botany. At the end of the semester, instructors from all of these courses convened simultaneously in the FOR 100 course to discuss with students how these disciplines connected around this topic. In the Spring semester, components of this topic were raised again in WLDF 210 and NAS 104, by articulating them with wildlife conservation and social justice, respectively.

Table 2. Klamath Connection Block-enrolled courses for AY 2015-2016.

Fall	**Spring**
Intro Botany (BOT 105, major and GE Area B)	Intro/Fundamental Chemistry (CHEM 107 or 109[3], major and GE Area B)
Math[1]	Intro Native Am. Studies or Natural Resource Conserv.[4] (NAS 104 or EMP 105, GE Area D)
Oral Communication (COMM 100, GE Area A)	Intro Wildlife[5] (WLDF 210)
Critical thinking (FOR 100 ,GE Area A)	
Freshman Year Seminar (FYS)[2]	

[1] Depending on preparedness (113, 115, or 105)
[2] Depending on major (WLDF 111, ENVS 111, BIO 180)
[3] Depending on major (107 for WLDF & ENVS, 109 for all BIO)
[4] NAS for all but ENVS majors
[5] Only for WLDF majors

Freshman Year Seminar (FYS). The existing 1-unit introductory courses from each of the participating majors (WLDF 111, ENVS 111, BIOL 180), were modified for this program into Klamath Connection specific Freshman Year Seminar courses (FYS). The FYS were led by faculty of each of the departments who worked together to develop a syllabus that combined a mixture of "university 101" type of material (introduction to techniques and services to help students become more successful) and an introduction/welcome to the major. Individual instructors agreed to a common basic template, but had considerable freedom to develop their own version for students in their major. Common exercises included an "exam wrapper", designed to help students identify gaps in their study strategies, note-taking for BOT 105, and oral presentation practice for COMM 100. Most instructors organized field trips and professional panels to incorporate major-based content. FYS size was limited to 18 students/section.

Peer mentoring. The Klamath Connection program partnered with the HSU Retention through Academic Mentoring Program (RAMP), a program on campus that utilizes 1:1 peer mentoring to guide freshman in their development of positive academic habits and study skills, introduce them to campus culture to help them find their "niche", inform them about university policies and procedures, direct them to campus and community resources and services, and provide support through their transition to becoming college freshmen. Current HSU policy is to assign RAMP mentors to all incoming first-generation freshmen. We expanded this so that all KC students would have a RAMP mentor, regardless of first-generation status. The RAMP peer mentors were science students assigned to KC students by FYS section. When possible, the RAMP mentor was the same major. As most RAMP mentors maintained caseloads of ~25 students, so most had additional mentees not in the KC program. The approach to peer mentoring for KC students was generally similar to that for non-KC students, though communication between mentors, the mentees' faculty, and program staff was enhanced relative to non-KC students because of the integrative nature of the KC program.

Extra-curricular activities. In an effort to continually engage students, foster community, and illustrate links between disciplines, we arranged a number extra-curricular activities throughout the year, including: (1) a dramatic reading of the play (and Book of the Year) *Salmon is Everything*, (2) a trip aboard the *Coral Sea*, (3) a visit to the Ah-Pah Traditional Yurok Village, (4) a guest lecture on traditional ecological knowledge by Dr. Seafha Ramos, (5) an end-of-the semester game party, (6) a start of spring term cup-cake party, (7) a native art-exhibit in the Goudi'ni Gallery, (8) a guest lecture by an ecologist and alum who studied the (dam-removed) Elwha River, (9) documentary film showings of *Return of the River* (Elwha River), *Battle for the Klamath* and *River Between Us* (Klamath) (10) an informational session about the latest on dam removal agreements, and (11) an end of the year tie-dying party. Many of these activities were in collaboration with both on and off campus partners, further illustrating the importance of community (Table 3).

Table 3. Extra-curricular activities for the first Klamath Connection cohort.

Activity	Collaborators
Salmon is Everything Staged Reading	RISS, Department of Theater, HSU Library
Ah-Pah Visit	Humboldt Area Foundation, Yurok Elder Willard Carlson, Thomas Duncan
Native Art Exhibit /Artist Presentation	HSU Goudi'ni Gallery
Traditional Ecological Knowledge (TEK) Lecture	Wildlife Biologist, TEK Expert and Yurok Tribal member Seafha Ramos, Ph.D.
Film Events and Panel Discussion	HSU Book of the Year, Klamath Justice Coalition and Yurok Tribal Member Frankie Meyers, Karuk DNR Policy Advocate Craig Tucker
Klamath Science Day	Poster Session and Panel Discussion with experts doing research on the Klamath (Kari Norgaard, Ron Reed, Merve George Jr., HSU graduate students)
Tie Dye Party	HSU Housing

Through all of these integrated practices and activities, the program offered a substantively re-imagined first year experience for freshmen. To our knowledge, this is the first attempt HSU has made to create a comprehensive and interdisciplinary cohort based learning community, and it is one of the only attempts to make that community "place-based" by focusing on a regionally unique landscape strongly associated with geography of which the university is a part.

Results

Demographics

For AY 2015-2016, there were 63 students in the Klamath Connection program: 25 Biology majors (several emphases), 17 in Wildlife, 13 in Zoology, and 8 in Environmental Science. For analytical purposes, we restrict comparisons of student demographics in the Klamath Connection to all freshmen in these four majors (Table 4). The ratio of female to male students was lower in in the Klamath Connection cohort than among non-KC freshmen in the four target majors, though this difference was not statistically significant. The proportion of first generation students was similar between the Klamath Connection and non-KC freshmen the four target majors (56% vs. 60%, respectively). The proportion of low income students in the Klamath Connection was slightly lower than among non-KC freshmen the four target majors (47% vs. 61%, respectively), though this difference was not statistically significant. The distribution of region of origin is similar between the Klamath Connection program and non-KC freshmen in the four target majors (~35-40% LA, ~20-25% SF Bay Area and Northern California, ~10-15% out of state, and <5% local). The ethnicity breakdown between Klamath Connection and non-KC freshmen in the four target majors show some similarities, but also some notable differences. Specifically, though small, the percentage of some underrepresented groups was higher in the Klamath Connection program than among overall freshman in the four target majors: American Indian (3% vs. <1%), Asian American (6% vs. 2%) and two or more races (6% vs. 4%). None of these was statistically significant, however. In contrast, the percentage of Hispanic/Latinx students was lower in the Klamath Connection program than among non-KC freshmen in the four target majors (22% vs. 42%). This lower proportion of Latinx students is only partially compensated for by the higher numbers of other underrepresented groups, so the percentage of URM students was statistically lower in the Klamath Connection than among non-KC freshmen in the four target majors (34% vs. 56%, respectively; URM was defined as African

American, American Indian, Pacific Islander, Hispanic/Latinx, or two or more if it included one the previous). The range of high school GPAs overlapped between Klamath Connection and non-KC students, though the mean was non-significantly higher in the KC group.

Table 4. Demographic breakdown of Klamath Connection students and non-Klamath Connection students (% of known) for AY 2015-2016.

	Klamath Connection (n = 63)	Non-Klamath Connection[1] (n = 266)	Statistics[2]
Female	40 (64%)	197 (72%)	$\chi^2 = 2.82$, *NS*
Male	23	69	
URM[2]	20 (34%)	138 (56%)	$\chi^2 = 6.86$, $P < 0.01$
Non-URM	35	109	
Unknown	4	14	
First-generation	34 (56%)	156 (60%)	$\chi^2 = 0.37$, *NS*
Non-first-generation	27	104	
Unknown	2	6	
Low-income	28 (47%)	151 (61%)	$\chi^2 = 3.87$, *NS*
Non-low-income	32	98	
Unknown	3	17	
High School GPA[3]	3.54±0.19	3.41±0.08	$t = 2.45$, *NS*

[1] First-time freshmen in the same target majors (Biology, Zoology, Env. Sci, and Wildlife)
[2] χ^2 tests have one degree of freedom; we used Bonferroni adjustment to alpha to compensate for multiple comparison ($\alpha = 0.01$); NS = non-significant; GPA was examined with a *t*-test.
[3] Not available for all students, value is mean ± 1 SE

Survey instruments were designed in collaboration with the Office of Retention and Inclusive Student Success (Angela Rich) to evaluate students' perceptions, attitudes, and self-reported study skills. Survey instruments were administered by the program to students in KC and non-KC FYS courses (FYS surveys) or by the Office of Retention and Inclusive Student Success (to all freshmen; MapWorks surveys). We used scores and grades in courses to examine academic performance obtained from the Office of Institutional Effectiveness and individual instructors. To examine retention and progress toward degree, we used fall 2016 census data (1 year retention) and units earned toward major obtained from the Office of Institutional Effectiveness.

Academic Belonging, Community, and Development of Academic Skills

We administered a "pre-FYS" survey to all Klamath Connection students and to all non-KC also enrolled in their major's FYS course within the first three weeks of the fall semester (i.e., the "non-KC" version of BIO 180, ENVS 111, or WLDF 111). The responses to every question were more favorable for KC students than for the reference group, and several of them significantly so (Table 3). Since at this point in the semester the primary difference between groups was participation in the Klamath Connection Summer Immersion (non-KC students only participate in

HOP), these data strongly suggest that the Summer Immersion was helpful in fostering a sense of belonging and community. There were no significant differences in responses by students in campus-based vs. the camping Summer Immersion Experience.

Table 5. Percent agreeing or strongly agreeing to questions on the "pre-FYS" survey instrument.

Connections & resources	**Klamath Connection**	**Reference[1]**	χ^2
It is important for me to help my peers learn.	64.5	79.8	*NS*
I understand what academic integrity is.	98.4	94.1	*NS*
I feel connected to other students in my freshman year seminar.	74.6	36.2	$P < 0.001$
Solving environmental problems involves collaboration from multiple disciplines.	100.0	94.7	*NS*
I am aware of campus resources that can help me complete my goal of a Bachelor of Science degree.	95.2	82.4	$P = 0.024$
It is important for my peers to help me learn.	61.3	59.4	*NS*
I know what career I would like to pursue after completing my degree.	56.9	56.0	*NS*
I understand the value of academic integrity.	100.0	93.1	*NS*
I feel part of the HSU community.	88.9	70.2	*NS;* $P = 0.02$
Confidence about future:			
I am inspired to be a scientist.	91.8	83.6	*NS*
I am optimistic about my future in science.	95.2	84.1	*NS;* $P = 0.04$
I am excited to be in a science major.	100.0	91.9	*NS*
I am ready to put in the work to be a science major.	100.0	94.6	*NS*
I am worried that science might not be for me. (score is % disagreeing or strongly disagreeing)	93.3	64.6	$P < 0.01$

[1] Reference group was non-KC students enrolled in the non-KC version of the target majors' freshmen year seminars.

The same survey instrument was administered as a post-FYS survey in the last two weeks of the fall semester. These results show the scores for the reference group rose significantly to approach those for the KC students, while KC students' responses generally stayed high. Consequently there were no significant differences in the responses between KC and non-KC students. However, the percent of KC students disagreeing or strongly disagreeing with the worry "that science may not be for me" dropped from 93.3% in the pre-FYS survey to 70.2% in the post-FYS survey, while this figure stayed nearly constant for the reference group(,64.6% to 63.9%). This drop in KC students' perceptions could reflect a more informed assessment of their interest in science after gaining more substantive experience with science. In this sense, the program may accelerate the acquisition of experience and knowledge by which students could make informed decisions about whether a major is right for them. These surveys were anonymous, so it is not possible to disaggregate them by ethnicity or other demographic characteristics.

Another key survey instrument for the campus is delivered via the Skyfactor©-Mapworks platform. The Mapworks surveys MapWorks contain dozens of questions on a Likert scale. The responses are summarized into 23 factors that the academic literature suggests are associated with student retention and success. All HSU freshmen are asked to take the survey in the middle of the fall semester and again in the mid spring. Response rates are generally high (60% fall; 30% spring). MapWorks factor scores were compared between KC and non-KC freshmen in the target majors. Data were not normally distributed, so Mann-Whitney U tests were performed. Overall, results of MapWorks surveys suggest that compared to the reference group, KC students gained a stronger sense of belonging, and better developed academic skills over the course of the academic year (Table 6). Specifically, there were no statistically significant differences between the KC and reference group in the fall surveys (mid-fall), yet by the spring surveys, five key differences emerged. First, in Spring 2016, KC students reported a higher commitment to completing a degree at HSU and returning to HSU for the next term. Second, KC students reported having more discipline, dependability and follow-through than did students in the Reference group. Third, KC students reported greater senses of belonging, fitting in, and satisfaction with their social lives on campus than did students in the Reference. Fourth, Klamath Connections students reported a higher degree of confidence that they would pick HSU again if they had to do it over, that they would recommend HSU to someone who wants to attend college, and an overall positive experience at HSU. And fifth, KC students reported having less anxiety and feeling less upset before an exam, and having less worry about exam performance than did students in the Reference group.

In examining the change in scores from fall to spring, we see that KC students reported having more discipline, dependability and follow-through in the spring semester than they did in the fall semester. They also reported greater senses of belonging, fitting in, and satisfaction with their social lives on campus in the spring than in the fall semester. There were no such differences for the Reference group. In contrast, the Reference group reported a lower commitment to completing a degree at HSU in the spring than the fall semester. They also reported having less discipline, dependability and follow-through and a lower degree of confidence that they would pick HSU again if they had to do it over (Table 6).

Table 6. Statistically significant[1] differences in factor scores of MapWorks surveys for Klamath Connection students and a Reference group.

FACTOR	Fall 2015: KC vs. Reference Group	Spring 2016: KC vs. Reference Group	Klamath Connections: Fall 2015 vs. Spring 2016[2]	Reference Group: Fall 2015 vs. Spring 2016[2]
Commitment to the Institution		**KC > Reference**		**-**
Self-Assessment: Communication Skills				
Self-Assessment: Analytical Skills				
Self-Assessment: Self-Discipline		**KC > Reference**	**+**	**-**
Self-Assessment: Time Management				
Financial Means	**KC > Reference**			
Basic Academic Behaviors				
Advanced Academic Behaviors				
Academic Self-Efficacy				
Academic Resiliency				
Peer Connections				
Homesickness: Separation				
Homesickness: Distressed				
Academic Integration				
Social Integration		**KC > Reference**	**+**	
Satisfaction with Institution		**KC > Reference**		**-**
On-Campus Living: Social Aspects				
On-Campus Living: Environment				
Campus Living: Roommate	**Reference > KC**			
Off-Campus Living: Environment				
Test Anxiety		**Reference < KC**		
Advanced Study Skills				

[1] Based on Mann-Whitney U tests ($\alpha = 0.05$)

[2] "+" indicates a significant increase in scores from the fall to the spring survey, "-" indicates a significant decrease

Academic Performance

Our experimental design was not a strict randomized controlled trial, but rather a quasi-experimental design in which we compared academic performance between KC students and the most meaningful possible reference group (Table 7). The rigor of these comparisons varies depending on the existence of potential confounding variables. For example, comparisons of KC and non-KC student performance in the BOT 105 course are relatively rigorous because all students were in the same course with the same instructor – that is, KC and non-KC students were mixed together. For some of these analyses High School GPA was used by using GPA as a covariate to help diminish possible lingering effects of self-selection in the KC program (i.e., a form of propensity matching analysis). In other cases, the same instructor taught multiple sections of a course, some of which were comprised of KC students and some were not (e.g., COMM 100). In still other cases, the KC and non-KC students took the same course number, but in different sections and with different instructors (e.g., FOR 100); in these cases, we have less confidence that observed differences in student performance are strictly due to the Klamath Connection program.

Table 7. Characteristics of academic performance of Klamath connection and non-Klamath connections students in individual courses.

Course	Section	Instructor	Covariate
Fall:			
Intro Botany (BOT 105)	Mixed	Same	High school GPA
Oral communication (COMM 100)	Separate	Same	
Freshman year seminar	Separate	Same	
College Algebra (MATH 115)	Separate	Different	
Stretch college algebra (MATH 113)	Separate	Different	
Critical thinking (FOR 100)	Separate	Different	
Spring:			
Intro/Fundamentals Chemistry (CHEM 107 or 109)	Mixed	Same	High school GPA
Intro Native Am. Studies (NAS 104)	Mixed	Same	
Intro Wildlife (WLDF 210)	Separate	Same	

We found that Klamath Connection students earned higher high final grades than did non-KC students in core science and math courses, and those differences were statistically significant for all cases except CHEM 107 and WLDF 210 (Fig 2). Especially noteworthy is that rates of "non-success" (D, F or withdrawal) were markedly lower for KC than non-KC students in all science and math courses: BOT 105 (9% vs. 34%), MATH 113 (0% vs. 35%), MATH 115 (7% vs. 33%), CHEM 107 (6% vs. 21%), CHEM 109 (12% vs. 32%), and WLDF 210 (15% vs. 25%). The number of KC students in EMP 105 was too small to meaningfully analyze (<10).

Likewise, Klamath Connection students tended to earn higher final grades than did non-KC students non-science General Education courses (Fig. 3). Specifically, the distribution of scores was significantly higher for KC than non-KC students in COMM 100. Scores were not significantly different from KC and non-KC students in FOR 100 and NAS 104, though the non-success rates were lower for KC than non-KC students (8% vs. 15% for FOR, 5% vs. 10% for NAS). The pass rate was also higher for KC than non-KC students in their FYS courses (which are credit/no-credit; 96% vs. 81%).

In the courses with large enrollment and the most rigorous reference group (KC and non-KC students in the same section and with the same instructor – BOT 105, CHEM 109), we performed additional analyses of Freshmen only, taking into account High School GPA as a covariate to help diminish any possible lingering effects of self-selection in the KC program. In these cases, we used final percentage in the course as the response variable and also disaggregated students based on URM, first-generation, and low-income status. We found that in BOT 105, scores for KC students were generally higher than for non-KC students, and also that gaps in performance between students groups were almost eliminated (Fig. 4). There were fewer significant differences in the analysis of CHEM 109, but we found that underrepresented students in the Klamath Connection program tended to do as well or better than their more traditional counterparts.

Overall earned first year GPAs were significantly higher for Klamath Connection students than for students in the reference group (KC adjusted GPA = 2.76±0.11, reference GPA = 2.48±0.05; 2-way ANCOVA F = 5.72, df = 1 and 328, $P = 0.02$) (Figure 5). Correspondingly, the percent of students in good academic standing after one year was significantly higher for Klamath Connections students than for the reference group (90% vs. 72%, $\chi^2 = 9.57$, df = 1, $P < 0.01$). Though not statistically significant, gaps between URM, first generation, and low-income students and traditional majority students tended to be smaller or reversed for the Klamath Connection students than for the reference group. The high rate of good academic standing for Klamath Connection students did not significantly vary for URM students (85%), first-generation students (91%), or low-income students (96%), whereas it tended to be lower for these students in the reference group (72%, 68%, and 72%, respectively).

First Year Retention and Progress Toward Degree

First year retention rate is defined by the California State University System as the percentage of students still enrolled at HSU after Fall census of their second year. First year retention was twelve percentage points higher for students in the Klamath Connection than for the reference group (84% vs. 72%). Though this effect was only marginally statistically significant ($\chi^2 = 3.82$, df = 1, $P = 0.05$), the 84% retention was higher than any first year retention rate recorded by the College of Natural Resources and Sciences in the past 10 years (Fig. 6). The STEM retention rate, meaning the percentage of students still enrolled and majoring in a STEM discipline after Fall census of their second year, was thirteen percentage points higher for Klamath Connection students than for the reference group (73% vs. 63%; $\chi^2 = 3.77$, df = 1, $P = 0.05$). These retention rates did not differ statistically significantly for URM vs. non-URM students in the Klamath Connection (all $\chi^2 < 3.66$, df = 1, all $P > 0.06$) or the reference group (all $\chi^2 < .30$, df = 1, all $P > 0.30$). Although not statistically significant, there was a marked gap in STEM retention between URM and non-URM students in the Klamath Connection group (65% vs. 77%, respectively). Nonetheless, the STEM retention for URM students in Klamath Connection remained higher than for URM students in the reference group (65% vs. 61%, respectively).

Compared to the reference group, students in the Klamath Connection earned, on average, 2.1 more units toward their major (9.8 vs. 7.7, STATS) and 4.1 more units toward general education and all university requirements (20.0 vs. 15.9). In addition, although not statistically significant, gaps in earned units between URM, first generation, and low-income students and traditional majority students tended to be smaller (or reversed) for the Klamath Connection students than for the reference group.

Graduation

It is of course too early to tell if the promising results described above will yield higher long term retention and graduation rates and closed gaps among student groups. However, analysis of institutional data by the Office of Institutional Effectiveness and by the Educational Advisory Board (EAB) both point toward several strong predictors of future likelihood of graduation: scores in foundational gateway science courses such as Math, Botany, and Chemistry; rates of academic probation, and the pace of units completed toward degrees. As described above, the Klamath Connection program appears to have elevated course grades, academic standing, and units earned, which may lead to improved graduation rates in the future. Time will tell. These results are promising, but it is imperative that the campus remain committed to completing this experiment and tracking students long enough to gain a better understanding of its possible longer-term impacts.

Qualitative Perceptions of Student Engagement

In addition to these formal assessments, there are many indicators that the program had a significant, positive impact on participating students, faculty and staff. Some of the students articulated this quite nicely in essays written for their Forestry 100 class:

> “"If the last few months were to be composed into a flip book, so many of those smiling and laughing moments would have some sort of Klamath Connection caption. This experience has taught me how to attempt think critically, directly apply math to science, publicly speak, and think about plants way too much. Overall, I can truly say that these classes in combination with such a blossoming program has truly paved the way for me to become a scientist. “

> “I liked how we were able to talk to our professors whenever we needed help because we had a closer relationship with the professors through the summer immersion then the other students had with them who weren’t part of the immersion”

Faculty also articulated multiple benefits from the program. Many noted the heightened sense of community within the students was noticeable as early the first day of class, and that this contributed to more meaningful discussion and engagement in the classroom. Faculty also noted increased understanding of campus student support services and issues facing first time HSU freshmen. Finally, many articulated the benefits of the community of practice built through the design and implementation of the curriculum.

One aspect of the program that was more challenging for the faculty was the linking of the summer eutrophication experiment into the first semester. All were enthusiastic participants, but as the course of the semester progressed we learned how challenging it was for different faculty of different specialties to develop a unified vision and collective understanding of the processes required for each to comfortably integrate the experience into their course learning objectives. However, the benefit of doing this was clear from comments obtained from the students. When asked to reflect on the experience at the end of the semester in a written essay for the FOR100 class, quite a few mentioned how the experience made them better prepared for their classes. The majority of students articulated increased understanding of the

interrelatedness of disciplines and how basic science is important for solving social and environmental issues. One student summarized this in the following statement:

> "I have always believed that the values of math and science are important, but you also grow up with the idea in your head that you are either a math person or a science person. When it comes down to environmental issues and social problems you need just about every different type of thought process there is. You need someone to help with the math, science, policies, and someone to gain community support. Knowing all of this has helped me to realize that I am not attending college to become only a biologist, I am here to gain knowledge and one day become a part of a system that works together to problem solve and make the world a better place."

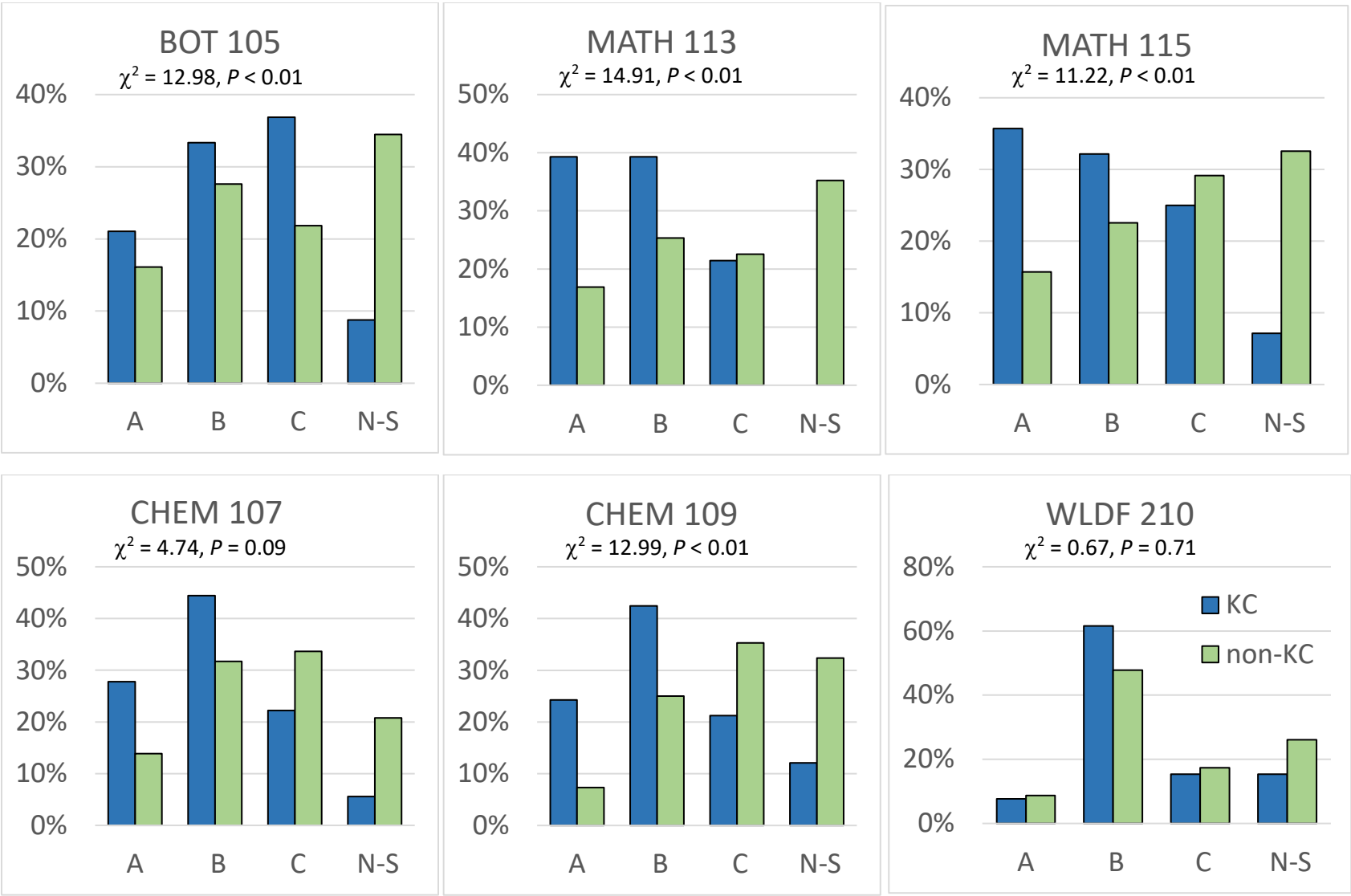


Figure 2. Grade distribution of Klamath Connection students (blue bars) and non-Klamath Connection students (green bars) in foundational and gateway science and math courses. "N-S" signifies non-success (D, F, or withdrawal). To ensure adequate cell values for χ^2 tests, grades were simplified to 3 categories: As&Bs, C or CR, and N-S, so there are 2 df for each test.

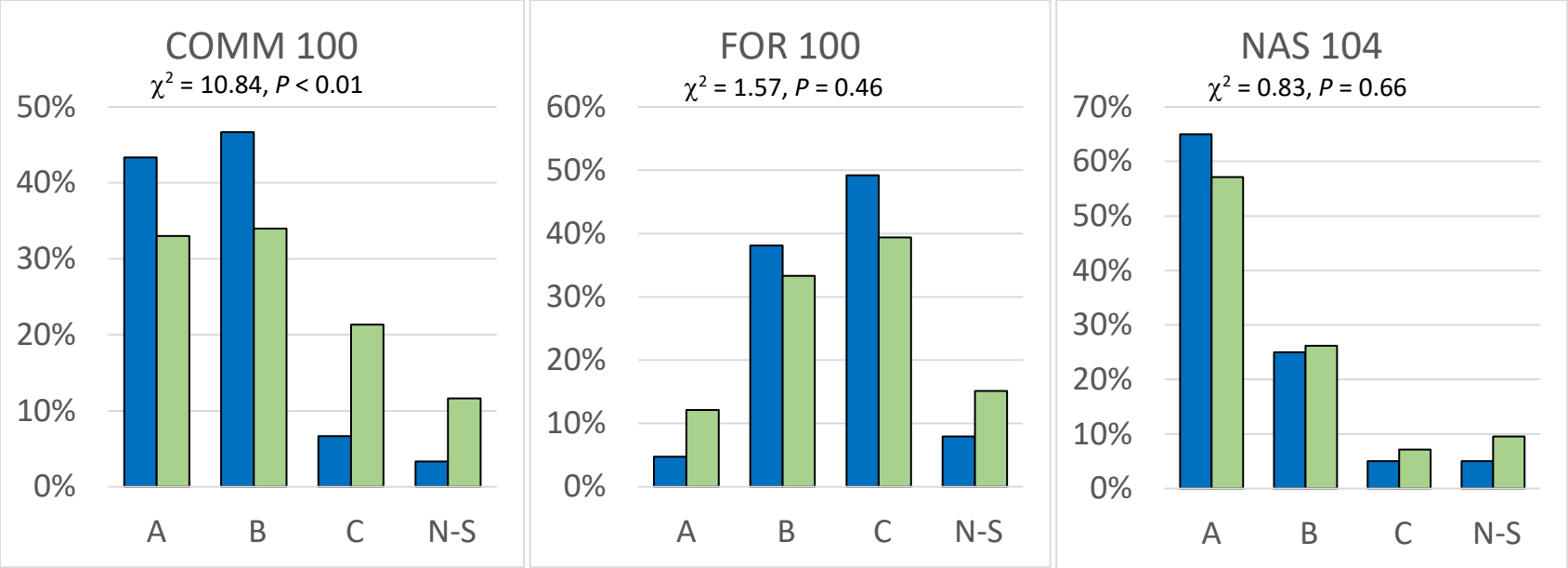


Figure 3. Grade distribution of Klamath Connection students (blue bars) and non-Klamath Connection students (green bars) in non-science General Education courses. "N-S" signifies non-success (D, F, or withdrawal). To ensure adequate cell values for χ^2 tests, grades were simplified to 3 categories: As&Bs, C or CR, and N-S, so there are 2 df for each test.

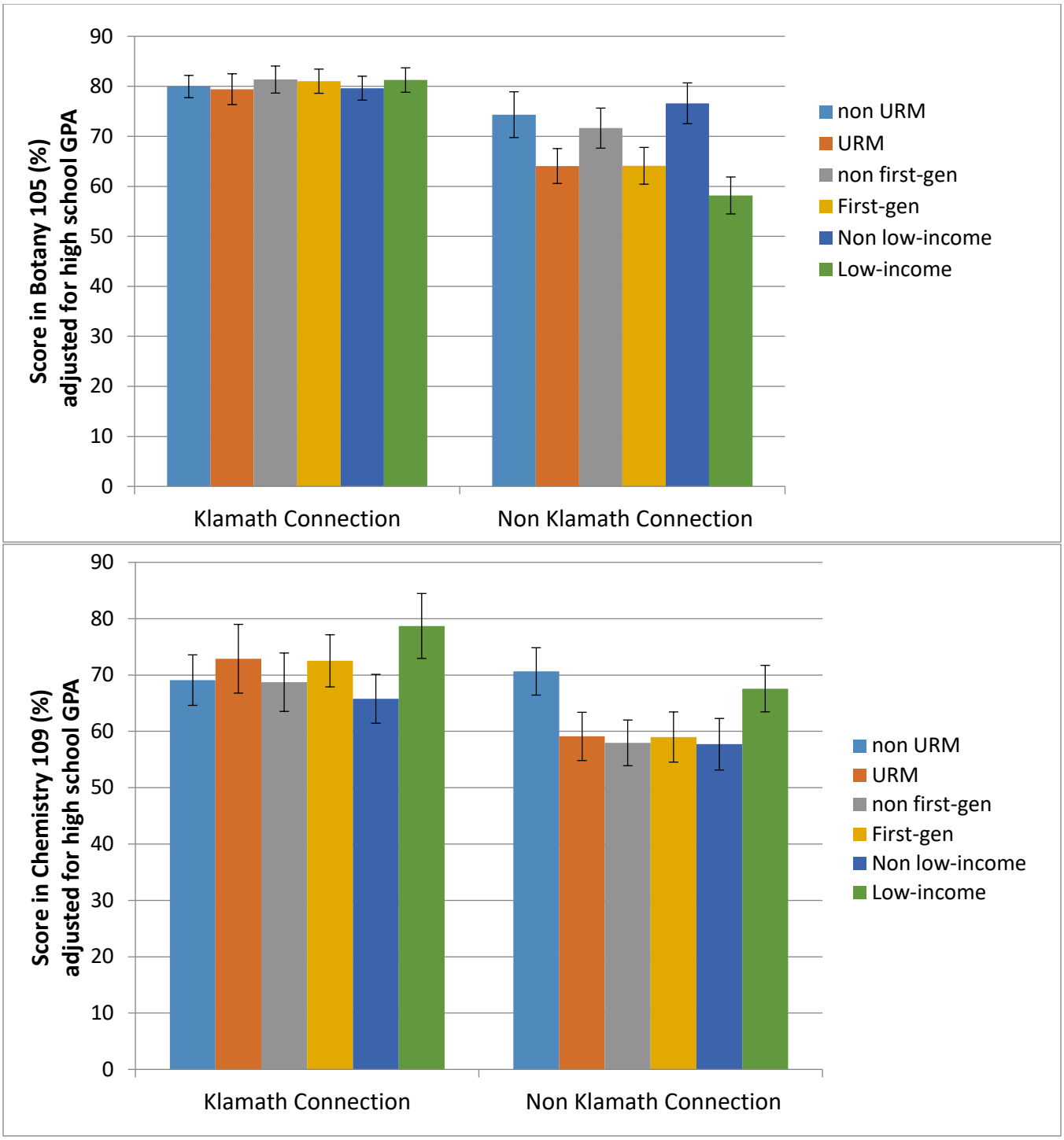


Figure 4. Percent scores of Klamath Connection and non-KC students in BOT 105 and CHEM 109. This analysis includes High School GPA as a covariate (ANCOVA) to diminish possible effects of self-selection. Values are means ± 1SE. These data are for first-time freshmen only. In Botany, KC students scored higher than non-KC students, and in several cases gaps in student performance among groups were reduced or eliminated (i.e., significant main effect of KC and some interactions with KC and student group). In Chemistry, there were few significant effects, but underrepresented students in the KC program tended to do as well or better than their counterparts. Results on raw scores (ANOVA) were qualitatively similar, and full stats are available upon request.

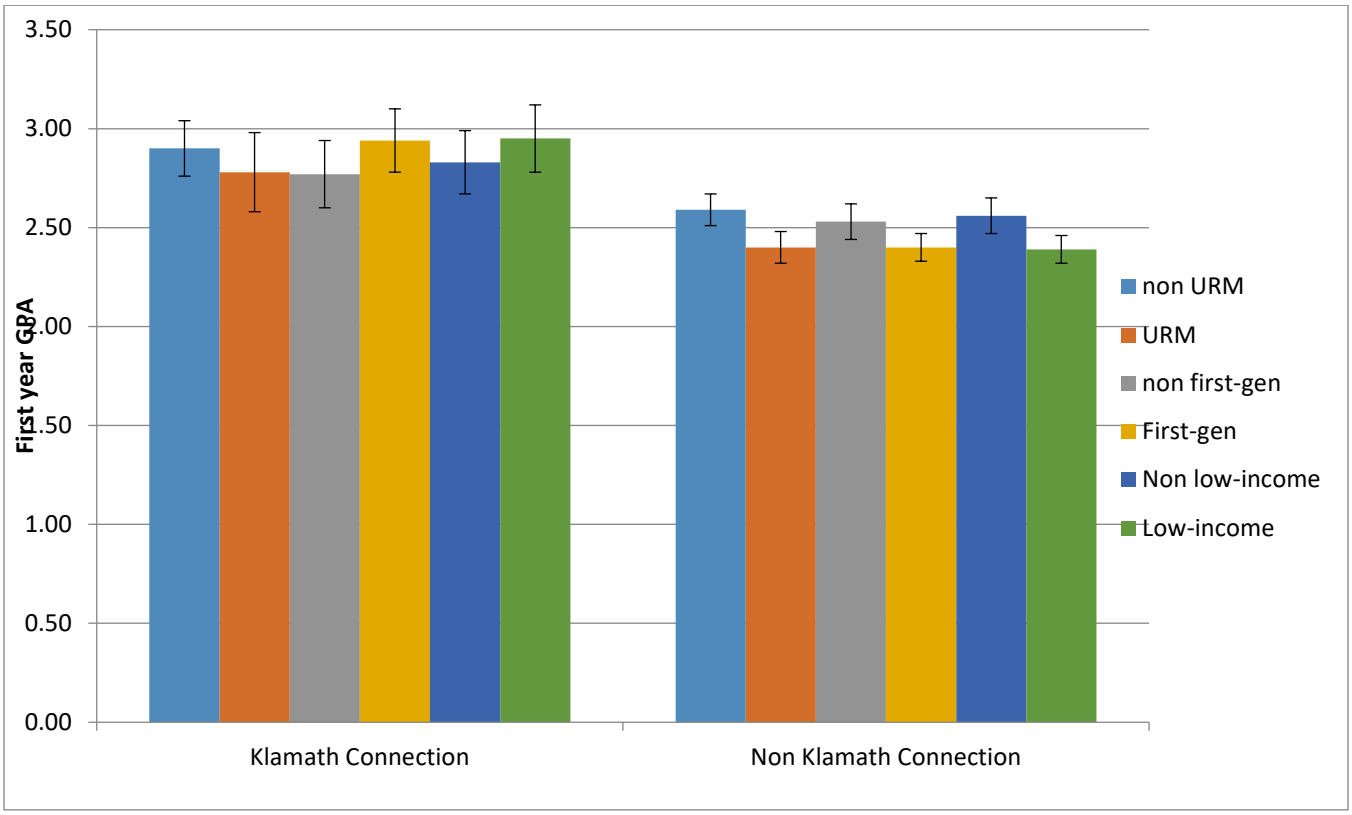


Figure 5. First year HSU GPAs for Klamath Connection and non-KC students (freshmen in the same major; aka the "reference group"). This analysis includes does not High School GPA as a covariate. Values are means ± 1SE. Analysis with HS GPA as a covariate are qualitatively similar and available upon request.

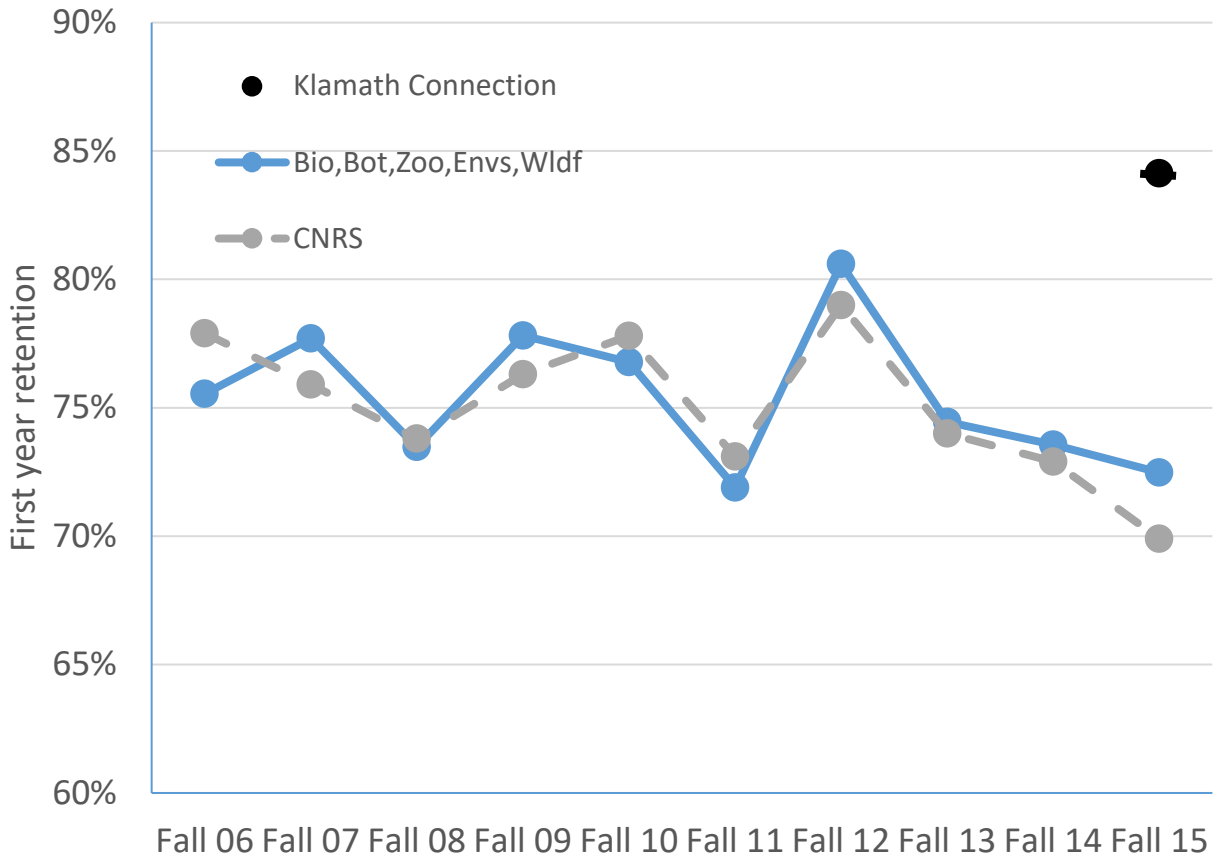


Figure 6. First year retention for first-time freshmen in the CNRS and selected majors over the last decade, contrasted with retention for the first cohort of the Klamath Connection.

Discussion

Our analysis of the first year of the Klamath Connection program suggests it has significantly improved the first year experience for entering STEM Freshmen. Students self-reported heightened sense of belonging, community, academic skills, and attitudes when compared to other freshman in their majors. They scored higher in nearly all first year core science, math and GE courses, had higher overall first year GPAs, completed more units toward their degrees, had lower rates of academic probation, and had increased retention into the sophomore year. Gaps for underrepresented minority and first-generation students almost disappeared in the first semester Botany course, and were diminished for first year GPAs, though gaps in retention for underrepresented students persisted. The initial success of this trial place-based learning community suggests it should be expanded on a trial basis and perhaps considered for institutionalization. However, there are several important caveats to consider when evaluating this trial. Also, as with any first-time experiment, there were several lessons learned, prompting several modification for the second cohort. Here, we briefly review those caveats and modifications for improvement.

Caveats and Modifications

There are two core caveats to the program's results. First, some of the differences we documented in students student performance could be partially due artefactual effects of our design. The so-called Hawthorne effect is the tendency for people to modify their behavior when they know they are being carefully watched. This phenomenon could be operating in the Klamath Connection, as students and faculty were generally aware they were part of a trial that was being monitored, and this realization could have affected their behavior in ways that led to higher student performance. Related, any change to the status quo via an institutional experiment may prompt temporary excitement and enhanced performance from both students and faculty, and these effects could diminish as the novel practices become standard. Second, despite our best analytical efforts, there could remain some possible self-selection bias. Because the Klamath Connection is currently an opt-in program, the profile of KC participants may differ from the non-KC freshmen in ways that can affect their sense of belonging, academic performance, and so on. Some of our analyses were well controlled enough to diminish effects of this bias (i.e., comparisons of scores in BOT, CHEM, and overall GPA, which all used High School GPA as a covariate), but a randomized control trial experimental design could better attribute differences in performance to a place-based learning community. As place-based learning communities continue to be explored for first-time freshmen at HSU, moving toward an opt-out model would diminish or eliminate this self-selection bias.

Our assessment of the first cohort also revealed several areas for improvement. Here, we describe three of these areas and how were have modified the practices of the second cohort in an attempt to address them.

Cohort demographics. The low representation of Hispanic/Latin@ students in the Klamath Connection program is a concern (22% vs. 42%, Klamath Connection vs. the reference group, respectively). This discrepancy was especially troublesome as Latin@ students in the program have diminished gaps in academic achievement relative to the reference group. For the second cohort, we modified our recruitment efforts to better target these students (e.g., all materials were bi-lingual and we made specific targeted calls for prospective students). Demographic results from the second cohort suggests these efforts significantly improved the demographic breakdown of the program. The percent student in Klamath Connection that are Hispanic/Latinx jumped from 22% in cohort one to 34% in cohort 2, and does differ significantly from the percentage among the reference group for AY 2016-2017 (reference for cohort 2; also at 34%). Overall, the percent of students form traditionally

underrepresented groups does not differ between the cohort 2 and the reference group (41% vs. 45%, respectively). For recruitment of the third cohort, we will continue our expanded recruiting efforts. But perhaps the simplest and most effective way to increase diversity of participants is for this program to become an "op-out" rather than an opt-in program if it becomes adopted by the university after the experimental period.

Assessing math preparedness and including students requiring single math remediation.

Our experience with cohort one of the Klamath Connection also revealed shortcomings in the university's current methods to identify the math preparedness of incoming students so they are enrolled in an appropriate first semester math course. The Klamath Connection's first year coursework includes a science class with a math prerequisite (Chem 107 or 109), and this has implications for both student registration and eligibility. To remain consistent with current HSU practices, we used the existing MDTP exam to guide student math placement, but this system does not align with the timeline required for the block scheduling. Block scheduling requires registration before HOP begins, yet currently many students do not take the MDTP until they arrive to campus and participate in HOP. To ensure the scores were received on time, extensive coordination and communication with the students by the KC Coordinator and Math department was required. This ultimately proved confusing to students, laborious for program staff, and in some cases results in suboptimal math placement. For the second cohort, we worked closely with Math Department Chair Jeff Haag and Professor Dale Oliver to implement two practices that would improve placement and allow for students requiring one semester of math remediation to participate in our program. First, with funding from Provost Alex Enyedi, we implemented the ALEKS® math placement and online training system for the second cohort. Initial results suggest this system helped ensure students took a math placement instrument in time for appropriate block enrollment, and it also helped some students improve their math preparedness over the summer. Second, we piloted a new "co-requisite" alternative to traditional math remediation for the second cohort. With this alternative, students needing single semester math remediation were enrolled in both Math 113 and Math 43 (with new content). This model has the significant advantage of not marginalizing math remediation students (they remain enrolled in Math 113 and other first year courses with non-remediation students), and it enables them to stay on track with their peers in the program. Full analysis of results of this trial are forthcoming, but initial results look promising, albeit with a very small sample size (5 of 6 students passed Math 43 and co-enrolled Math 113).

Camping vs. campus-based summer immersion. For this first cohort, 20 students participated in a camping version of the Summer Immersion, while the remaining 43 experienced the campus-based version. Based on Summer Immersion surveys, MapWorks surveys, and analysis of course grades and GPAs, we found very few significant differences between the campus-based and camping groups (GPA and first year retention rates were almost identical). The camping Summer Immersion was more expensive per-capita and it required additional planning. We also noted some envy among non-participants. Therefore, we modified our program for the second cohort so that all students participated in a campus based summer immersion. Nonetheless, authentic exposure to field work and the environments of the North Coast and Klamath Basin are important for the success of this program, and we are currently investigating models by which students can participate in a camping trip during the academic year.

Linking Content Across the curriculum. This first attempt at linking content across the curriculum. While was clunky and imperfect, but it was it was clear there were benefits for both the students and participating faculty who found it illuminating to explicitly relate "their" course content to other classes in students' were taking, the

process of communication and coordination among the participating faculty proved more challenging than expected. Feedback from faculty was used to optimize both the organization of the faculty and the curriculum and for the second cohort. With that said, multiple lines of communication were at times confusing, and we now are exploring the use of MapWorks as an electronic communication tool for the second cohort.

Future, Costs, and Scale-ability

This experimental program is based on a tapered funding model in which the CSU STEM Collaboratives grant pays for ~99% of the first cohort (63 students) and ~half of the second cohort (~120 students), with the University funding the other half. The University has committed to fully fund the third cohort (~150 students, AY 2017-2018). At that time, the University will decide how to proceed in the future.

The CSU STEM Collaboratives grant was for $375,000, and the University pledged a match of ~$255,000. Some of this funding was expended in Spring and Summer 2015 before the start of the first cohort as capacity building, including faculty wages, hiring a full-time coordinator, travel required for grant workshops and conferences, and some costs in supplies. After those start-up expenses, most funds were directed to project oversight, faculty wages for participation overload and work on non-green days, and the expenses incurred during the Summer Immersion (dorm housing and food for students plus bus expenses). Other costs, thus far borne by the college, include the WTUs necessary for the FYS sections (3 for first cohort, 5 for second cohort). Costs per student are difficult to calculate and potentially misleading due to substantial start-up costs and cost unlikely to be carried long-term, but at present they are estimated to be $2500 for cohort one, $1300 for cohort two, and $800 for cohort three. Per student costs may continue to go down with economies of scale if the number of students increases. Nonetheless, even at the liberal estimate of $800 per student, costs to place all first-time Freshmen in the college (~540) in a place-based learning community like the Klamath Connection could be in the neighborhood of $440,000.

Substantial savings could also be realized if the Summer Immersion occurred coincident with, or instead of, the traditional Humboldt Orientation Program (HOP). This change could eliminate the need to pay for additional dorm housing and food, and may lower faculty participation costs if activities occurred on regular "green" work days. Students pay an extra fee for their orientation program (currently ~$50 per student), and with a re-imagining of HOP, some of this revenue could potentially be directed to offset Summer Immersion costs.

If the concept of place-based learning communities is expanded to additional students, it will first be beneficial to cluster majors into disciplinary groups and work to align their first-year maps as much as possible (akin to the concept of "meta-majors"). For example, perhaps as few as five place-based learning communities could serve all incoming freshmen declaring majors in STEM disciplines (Table 8).

Table 8. Example place-based learning communities for the college of Natural Resources & Sciences.

Example Community Name	Associated Majors	Approx. # incoming Freshmen[1] (# in place-based learning community)
Klamath Connection Science	Env. Science, Fisheries, Forestry, Range, Wildlife	200 (160)
Klamath Connection Engineering	Env. Engineering	50 (40)
Stars to Rocks	Chemistry, Physics, Geology, Math, Comp. Sci	50 (40)
Humboldt's Current	Oceanography, Marine Biology	100 (80)
Cells and Species	Biology, Botany, Zoology	120 (100)
Total		520 (420)

[1] Based on 5-year average 2010-2015; ~80% proposed to be in place-based learning community

The campus has recently been awarded a Department of Education HSI STEM grant that will provide funds cover for (among other things) the continuation and expansion of the place-based learning communities for the next 5 years (AY 2016-17 through AY 2020-21), with plans to over time invite the participation of most or all STEM programs and raise student participation over time to ~80% of all incoming Freshmen. There is also a pending grant from the Howard Hughes Medical Institute would advance this and other efforts. Nonetheless, even in the absence of these external funds, the college could consider an incremental expansion plan to develop additional place-based learning communities.

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