

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:

- Comprehensive for Reaffirmation**
- Initial Accreditation
- 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) |
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| Institutional Purposes | | | | | | |
| <p>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.</p> | <p>The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.</p> | 1 | 0 | <p>See Summary Below</p> <p>Strategic Plan established in AY 2014-15</p> <p>Mission statement is published in multiple areas</p> <p>Clear focus, in mission statement & Strategic Plan on Social Justice and Environmental Sustainability</p> | <p>Mission Statement.</p> <p>Also evaluated during comprehensive review through Component 1: <i>Introduction.</i></p> <p>Strategic Plan:</p> <p>http://strategicplan.humboldt.edu/</p> <p>Report on Local Impact:</p> <p>http://www2.humboldt.edu/president/sites/default/files/HSU%20Economic%20Impact.pdf</p> <p>Mission, Vision, Values:</p> <p>http://www2.humboldt.edu/president/vision</p> | <p>100% Agreement after Discussion</p> |

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| <p>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</p> | | 3 | A | <p>See Summary Below</p> <p>Focus on Social Justice and Environmental Sustainability is well known.</p> <p>A variety of data are made public regarding student achievement via Office of Institutional Effectiveness.</p> <p>Opportunity to further refine, embed, and connect educational objectives to evidence of student learning</p> | <p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 5: <i>Student Success</i>.</p> <p>Public disclosure links verified by Annual Report.</p> <p>Curriculum Guidelines, Policies & Procedures http://www2.humboldt.edu/academicprogram/s/curriculum-guidelines</p> <p>Data and dashboards on student characteristics http://www2.humboldt.edu/irp/</p> <p>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</p> | 100% Agreement after Discussion |
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| 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) |
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| Integrity and Transparency | | | | | | |
| <p>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</p> | <p>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.</p> | 1 | 0 | <p>See Summary Below</p> <p>Policies regarding academic freedom are in faculty handbook and other locations</p> | <p>Academic Freedom Academic Freedom Statement.</p> <p>Academic Freedom and Tenure</p> <p>HSU Guidelines/Policy for Faculty-Student Relationships</p> | <p>100% Agreement after Discussion</p> |

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| <p>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</p> | <p>The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>Several initiatives in place to respond to the increasing diversity in society.</p> <p>Opportunity exists to expand, refine, and evaluate diversity and equity on campus.</p> | <p>Evaluated during comprehensive review.</p> <p>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.</p> <p>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.</p> <p>The Institute for Student Success aims to provide staff, faculty, and administrators with</p> | <p>100% Agreement after Discussion</p> |
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| | | | | | <p>information, resources, and strategies useful in supporting a variety of student learning needs and enhancing the success of students from diverse backgrounds.</p> <p>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.</p> <p>Unconscious Bias Training</p> <p>Micoaggressions workshops</p> | |
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| <p>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</p> | <p>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.</p> | <p>2</p> | <p>C</p> | <p>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."</p> | <p>Evaluated during comprehensive review.</p> | <p>100% Agreement after Discussion</p> |
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| <p>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</p> | <p>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.</p> | <p>1</p> | <p>0</p> | <p>See Summary Below</p> | <p>Evaluated during comprehensive review.</p> <p>Truthful representation and complaint policies evaluated during comprehensive review.</p> <p>All faculty, staff, and students also have access to the services of the campus Ombudspersons.</p> <p>Records for response to faculty and staff grievances are maintained in Academic Personnel Services – Human Resources.</p> <p>Student grievances are process and procedures are outlined in a variety of places (ex:career center site).</p> | <p>100% Agreement after Discussion</p> |
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| <p>Criteria for Review (1)</p> | <p>Guidelines (2)</p> | <p>Self-Review Rating (3)</p> | <p>Importance to Address (4)</p> | <p>Comments (5)</p> | <p>Evidence (Un-shaded only) (6)</p> | <p>Team/Staff Verification (7)</p> |
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| <p>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</p> | | 3 | A | <p>See Summary Below</p> <p>HSU has audited financial statements prepared annually. HSU also has campus auditors and system auditors.</p> <p>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.</p> | <p>Audits submitted with Annual Report.</p> <p>The financial statements are consolidated at the system level - here is the website: http://calstate.edu/financialservices/resources/auditedstatements/financial_statements.shtml</p> | 100% Agreement after Discussion |
| <p>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.</p> | | 1 | 0 | <p>See Summary Below</p> | <p>Evaluated during comprehensive review through Component 1: <i>Introduction</i>.</p> <p>Commitments to integrity with respect to WSCUC policies are demonstrated in prior interactions with WSCUC.</p> <p>https://wasc.humboldt.edu/</p> | 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) |
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| 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 |

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| <p>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</p> | | 3 | A | <p>See Summary Below</p> <p>Degrees are defined via the current catalog and program websites and comply with CSU requirements</p> <p>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.</p> | <p>Program descriptions in Catalog.</p> <p>Current Catalog</p> <p>Academic Program Review</p> <p>Individual Department Web Sites</p> <p>Individual Department Self-Studies and Accreditation Studies</p> <p>Also evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 4: <i>Educational Quality</i>.</p> | <p>100% Agreement after Discussion</p> |
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| <p>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</p> | <p>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).</p> | <p>3</p> | <p>A</p> | <p>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.</p> | <p>Description of General Education program with reference to Core Competencies. Also evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 4: <i>Educational Quality</i>. Bachelor's Degree (GE) – catalog GEAR (GE and All-University Requirements) information General Education Breadth Requirements – Executive Order No. 1033</p> | <p>100% Agreement after Discussion</p> |
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| <p>Criteria for Review (1)</p> | <p>Guidelines (2)</p> | <p>Self-Review Rating (3)</p> | <p>Importance to Address (4)</p> | <p>Comments (5)</p> | <p>Evidence (Un-shaded only) (6)</p> | <p>Team/Staff Verification (7)</p> |

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| <p>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</p> | <p>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.</p> | <p>3</p> | <p>A</p> | <p>Graduate programs are coordinated and receive support from the office of graduate affairs.</p> <p>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."</p> <p>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.</p> | <p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 4: <i>Educational Quality</i>.</p> <p>Graduate Degree - Catalog</p> <p>Graduate Programs Website</p> <p>Individual programs Applied Anthropology</p> <ul style="list-style-type: none"> • Education • English • Psychology • Social Science - Environment & Community • Sociology • Business Administration • Biology • Environmental Systems • Kinesiology • Natural Resources • Social Work | <p>100% Agreement after Discussion</p> |
| <p>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</p> | <p>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.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>Student learning outcomes are stated as part of the course, program and institutional level. These need to be more fully aligned and assessed.</p> | <p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>.</p> | <p>100% Agreement after Discussion</p> |

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| <p>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</p> | <p>Student learning outcomes are reflected in course syllabi.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>HSU academic programs participate in program review annually and every 5 years.</p> <p>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.</p> <p>HSU will hire an assessment coordinator "to spear-head and champion its student learning outcomes assessment efforts."</p> | <p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, and Component 6: <i>Quality Assurance</i>.</p> <p>Integrated Curriculum Committee</p> <p>Humboldt State University Student Learning Outcomes</p> <p>Individual department websites and catalog listings</p> | <p>100% Agreement after Discussion</p> |
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| <p>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</p> | | 2 | A | <p>See Summary Below</p> <p>The goals outlined the HSU strategic plan demonstrate commitment to student success and achievement.</p> <p>Student feedback is gathered for each course via student evaluations. Data gathered are used to evaluate course content and pedagogy.</p> <p>HSU administers the National Survey on Student Engagement approximately every 3-5 years (2002, 2005, & 2008).</p> | <p>Evaluated during comprehensive review.</p> | <p>100% Agreement after Discussion</p> |
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| 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) |
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| <p>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.</p> <p>X 4.3 – 4.4</p> | <p>The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>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.</p> | <p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, and Component 6: <i>Quality Assurance</i>.</p> <p>Humboldt State University Student Learning Outcomes</p> <p>Learning Outcomes and Assessment Models for General Education and All University Requirements (GEAR)</p> <p>HSU P16-03 Syllabi Policy</p> <p>ICC- Clarification on Student Learning Outcomes Requirement on Syllabi Policy</p> <p>Syllabus Resources</p> | <p>100% Agreement after Discussion</p> |

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| <p>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</p> | | 3 | A | <p>See Summary Below</p> <p>Academic programs engage in annual and 5-year review processes. Data are provided by Office of Institutional Effectiveness regarding key metrics.</p> <p>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.</p> | <p>Description of Program Review process and calendar for academic and co-curricular units.</p> <p>Also addressed during review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, Component 5: <i>Student Success</i>, and Component 6: <i>Quality Assurance</i>.</p> <p>Program Review Processes and Procedures: Assessment Activities & Program Review PREP - Compliance Assist! Data Dashboards</p> | <p>100% Agreement after Discussion</p> |
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Scholarship and Creative Activity

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| <p>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</p> | <p>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.</p> | <p>2</p> | <p>B</p> | <p>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.</p> | <p>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</p> | <p>100% Agreement after Discussion</p> |
| <p>2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2</p> | | <p>2</p> | <p>A</p> | <p>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.</p> | <p>Policies related to faculty evaluation, promotion, and tenure. RTP Standards and Policies</p> | <p>100% Agreement after Discussion</p> |

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| Student Learning and Success | | | | | | |
| <p>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.</p> | <p>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.</p> | 3 | A | <p>See Summary Below</p> <p>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.</p> | <p>Included in Annual Report.</p> <p>Also evaluated during comprehensive review in Component 6: <i>Quality Assurance</i>.</p> <p>Data Center</p> <p>Dashboards</p> <p>National Survey of Student Engagement</p> | <p>100% Agreement after Discussion</p> |
| <p>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.</p> <p>X 4.3 – 4.5</p> | | 2 | B | <p>See Summary Below</p> <p>HSU offers co-curricular programs aligned with our academic goals. Greater focus and attention on assessment is needed to close the loop and improve.</p> | <p>Evaluated during comprehensive review..</p> <p>EMSA Assessment</p> <p>Housing & Residence Life</p> <p>Children's Center</p> <p>Counseling & Psychological Services</p> <p>Student Health & Wellness Services</p> <p>University Center</p> <p>Student Clubs & Activities</p> | <p>100% Agreement after Discussion</p> |

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| <p>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</p> | <p>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.</p> | <p>2</p> | <p>A</p> | <p>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.</p> | <p>Evaluated during comprehensive review; documented in "Marketing and Recruitment Review" Checklist. Academic Advising – Registrar office Academic and Career Advising Center</p> | <p>100% Agreement after Discussion</p> |
| <p>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</p> | | <p>3</p> | <p>A</p> | <p>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.</p> | <p>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</p> | <p>100% Agreement after Discussion</p> |

| 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) |
|---|--|------------------------------|---------------------------------|---|--|--|
| <p>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</p> | <p>Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.</p> | <p>1</p> | <p>B</p> | <p>See Summary Below HSU has strong articulation agreements with local community colleges.</p> | <p>Evaluated during comprehensive review through Component 5: <i>Student Success</i>. 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</p> | <p>100% Agreement after Discussion</p> |

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 | | | | | | |
| <p>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</p> | <p>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.</p> | 3 | A | <p>See Summary Below</p> <p>Faculty and staff hiring plans are assessed and developed annually in response to institutional needs and available resources.</p> | <p>Evaluated during comprehensive review.</p> <p>Humboldt State University Fact Book and Data Dashboards</p> <p>Office of Faculty Affairs and Academic Personnel Services (APS)</p> | 100% Agreement after Discussion |
| <p>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</p> | | 3 | A | <p>See Summary Below</p> | <p>Faculty Policy Manual or Handbook.</p> <p>Office of Faculty Affairs and Academic Personnel Services (APS)</p> | 100% Agreement after Discussion |

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| <p>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</p> | <p>The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below, recognizing the need for further faculty development.</p> <p>HSU has created a <u>Center for Teaching and Learning</u>, 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</p> | <p>Policies, budgets, or other indicators of faculty development programs.</p> <p>Office of Faculty Affairs and Academic Personnel Services (APS)</p> <p>Department Faculty Resources</p> | <p>100% Agreement after Discussion</p> |
| <p>Fiscal, Physical, and Information Resources</p> | | | | | | |

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| <p>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</p> | <p>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.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>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</p> <p>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.</p> | <p>Audits submitted with Annual Report.</p> <p>Also evaluated during comprehensive review in Component 7: <i>Sustainability</i></p> | <p>100% Agreement after Discussion</p> |
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| 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) |
|--|--|------------------------------|---------------------------------|--|---|-----------------------------------|
| <p>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</p> | <p>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.</p> | 1 | B | <p>See Summary Below</p> <p>Library has continually added new technology and information services as well as offering training on research, technology, and information science.</p> <p>HSU provides support for on-line education as well as distance learning.</p> <p>Director of Academic Technology hired AY 2016-17.</p> <p>Center for Teaching and Learning implementation started AY 2016-17 with focus on faculty development.</p> | <p>Evaluated during comprehensive review.</p> <p>HSU Library</p> <p>Skill Shops</p> <p>ITS services</p> <p>Center for Teaching & Learning</p> <p>The Project Proposal Process: From Request to Prioritization</p> <p>Smart Classrooms</p> | 100% Agreement after Discussion |
| Organization Structures and Decision-Making Processes | | | | | | |
| <p>3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.</p> | | 1 | C | <p>President and Cabinet are open and accessible. And regular reviews of administrators occur.</p> | <p>Evaluated during comprehensive review.</p> | 100% Agreement after Discussion |

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| <p>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.</p> | <p>The institution establishes clear roles, responsibilities, and lines of authority.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>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.</p> <p>The organizational charts illustrate the current lines of responsibility and authority.</p> <p>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</p> | <p>Evaluated during comprehensive review in Component 7: <i>Sustainability</i>.</p> <p>University Senate</p> <p>University Organization Chart</p> <p>Academic Affairs Organization Chart</p> <p>Administrative Affairs Organization Chart</p> <p>Enrollment Management and Student Affairs Organizational Chart</p> <p>Advancement Organization Chart</p> <p>Strategic Budgeting overview</p> | <p>100% Agreement after Discussion</p> |
| <p>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.</p> | | <p>1</p> | <p>0</p> | <p>See Summary Below</p> | <p>Position Descriptions for CEO, CFO</p> <p>Office of the President</p> <p>University Budget Office</p> | <p>100% Agreement after Discussion</p> |

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| <p>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</p> | <p>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.</p> | <p>1</p> | <p>0</p> | <p>See Summary Below</p> | <p>Board members' names and affiliations; Board committees and members; Board bylaws; CEO evaluation process.</p> <p>California State University Board of Trustees</p> <p>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</p> | <p>100% Agreement after Discussion</p> |
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| <p>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</p> | <p>The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.</p> | <p>2</p> | <p>B</p> | <p>See Summary Below</p> | <p>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</p> | <p>100% Agreement after Discussion</p> |
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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: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i> . Integrated Curriculum Committee Assessment Activities & Program Review Data Center | 100% Agreement after Discussion |

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| <p>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</p> | | 3 | A | <p>See Summary Below</p> <p>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.</p> | <p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i>.</p> <p>Office of Institutional Effectiveness</p> <p>Integrated Curriculum Committee</p> <p>Assessment Activities & Program Review</p> <p>Data Center</p> <p>Assessment Student Affairs</p> | <p>100% Agreement after Discussion</p> |
| Institutional Learning and Improvement | | | | | | |

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| <p>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</p> | <p>The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>Currently there is not a well defined campus assessment process. The assessment process is not used for continuous improvement.</p> <p>Efforts underway to connect assessment to improvement.</p> | <p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, Component 6: <i>Quality Assurance</i>, and Component 7: <i>Sustainability</i>.</p> <p>Office of Institutional Effectiveness</p> <p>Integrated Curriculum Committee</p> <p>Assessment Activities & Program Review</p> <p>Data Center</p> <p>Assessment Student Affairs</p> <p>Assessment Administrative Affairs</p> | <p>100% Agreement after Discussion</p> |
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| 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) |
|--|---|------------------------------|---------------------------------|---|--|--|
| <p>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</p> | <p>Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.</p> | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>Many departments on campus engage in discussions on quality teaching; however, learning is not the focus of the conversation.</p> <p>Few academic units on campus are able to track and provide evidence of student learning.</p> | <p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>. Assessment Activities & Program Review</p> | <p>100% Agreement after Discussion</p> |
| <p>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</p> | | <p>3</p> | <p>A</p> | <p>See Summary Below</p> <p>Few academic programs involve ALL key stakeholders to align outcomes with assessment.</p> | <p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>. Assessment Activities & Program Review</p> | <p>100% Agreement after Discussion</p> |

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| <p>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</p> | | 3 | A | <p>See Summary Below</p> <p>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.</p> | <p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p> <p>Office of Institutional Effectiveness</p> <p>Integrated Curriculum Committee</p> <p>Assessment Activities & Program Review</p> <p>Data Center</p> <p>Assessment Student Affairs</p> <p>Assessment Administrative Affairs</p> | 100% Agreement after Discussion |
| <p>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.</p> | | 3 | A | <p>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</p> | <p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p> <p>Strategic Planning</p> | 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? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | If so, where is the policy located? Via catalog |
| | <p>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.</p> <p>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.</p> |
| 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)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | <p>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.</p> |
| Schedule of on-ground courses showing when they meet | Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |

| | |
|--|---|
| | <p>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.</p> |
| <p>Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i></p> | How many syllabi were reviewed? |
| | Type of courses reviewed: <input type="checkbox"/> online <input type="checkbox"/> hybrid |
| | What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral |
| | What discipline(s)? |
| | Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO |
| | Comments: |
| <p>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) <i>Please review at least 1 - 2 from each degree level.</i></p> | How many syllabi were reviewed? |
| | What kinds of courses? |
| | What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral |
| | What discipline(s)? |
| | Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO |
| | Comments: |
| <p>Sample program information (catalog, website, or other program materials)</p> | How many programs were reviewed? |
| | What kinds of programs were reviewed? |
| | What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral |
| | What discipline(s)? |
| | Does this material show that the programs offered at the institution are of an acceptable length? <input type="checkbox"/> YES <input type="checkbox"/> 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? | <input checked="" type="checkbox"/> YES <input type="checkbox"/> 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? | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | Does the institution provide information about the overall cost of the degree? | <input checked="" type="checkbox"/> YES <input type="checkbox"/> 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? | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | Does the institution provide information about the employment of its graduates, as applicable? | <input checked="" type="checkbox"/> YES <input type="checkbox"/> 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? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | Is the policy or procedure easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | If so, where? http://www2.humboldt.edu/policy/PUML-00-01Grievance-Policy-and-Procedures-Students-Filing-Complaints-other-Discrimination-or-Unprofes |
| Process(es)/ procedure | Does the institution have a procedure for addressing student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> 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? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| Records | Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | If so, where? |
| | Does the institution have an effective way of tracking and monitoring student complaints over time? <input checked="" type="checkbox"/> YES <input type="checkbox"/> 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? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | If so, is the policy publicly available? <input checked="" type="checkbox"/> YES <input type="checkbox"/> 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? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| | <p>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.</p> |

*§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.