

HUMBOLDT STATE UNIVERSITY

Capacity and Preparatory Review

Section One: Essays

Response to Previous Concerns

Index of Criteria for Review

Submitted to the Western Association of Schools and Colleges
November 2007

www.humboldt.edu/~wasc

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- University Curriculum Committee
- Students (Intro to Social Work class)
- Joint meeting, College of Natural Resources and Sciences Curriculum Committee and Council of Chairs
- College of Professional Studies Dean's Advisory Council
- Students (History of Philosophy class)
- Activities Staff
- Senate Executive Committee
- Library Council
- College of Arts, Humanities, and Social Sciences Council of Chairs
- University Executive Council
- Student Affairs Directors' Group

WASC Theme Two Action Team – Inclusive Academic Excellence

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- Business
- Communication
- Computing Science
- Economics
- Educational Opportunity Program
- Environmental Resource Engineering
- Geography
- Nursing
- Physics
- Religious Studies
- Indian Teacher and Educational Personnel Program

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introduction

The years since Humboldt State University (HSU) submitted its Progress Report (2000) have been eventful ones. As noted in the Institutional Proposal, the events of those years have brought the University to a crossroads.

Further changes have also occurred since our submission of the Proposal itself. In the space of a little over a year, administrative turnover has brought new leadership to a number of areas on campus, including Enrollment Management, Information Technology, Disability Support Services, Human Resources, and Advancement. A new Vice Provost for Academic Programs and Undergraduate Studies assumed the duties of Accreditation Liaison Officer. Most recently, a new Interim Provost and Vice President for Academic Affairs took office just before the start of this academic year. The first new building on campus in twenty years was completed this past summer, after almost fifteen years of planning, programming, and construction, setting in motion a large-scale and multi-layered relocation of faculty, staff, departments, classroom functions, and computing and laboratory facilities. The 2006-2007 academic year also saw protracted negotiations between the California State University and the Union representing University faculty members, culminating in an eleventh-hour settlement that narrowly averted a strike. These events have all taken place in a context of new budget constraints.

Consequently, while these developments have competed for the attention of the campus community, it has become even more essential to engage in the practices of study, reflection, and institutional stock-taking around which WASC has newly organized the accreditation-reaffirmation process. Humboldt State University has taken to heart the admonition from WASC to frame our reaccreditation efforts as an opportunity to engage in focused inquiry rather than as a report to write or a set of requirements with which we must show compliance. To put it bluntly, we seek to improve rather than simply to prove.

The University's Institutional Proposal, approved by the Commission in April 2006, made the commitment to work on two Themes:

- Identifying Core Academic Expectations for HSU Students
- Ensuring Academic Success for Traditionally Underrepresented Students

As a result of these commitments, the University developed Capacity and Preparatory Review processes aimed at making substantial progress on these two Themes, as specified in the Institutional Proposal. At the same time, the University was focusing attention on improving two additional areas:

- resource allocation processes
- assessment processes aimed at institutional improvement

Both of these processes have strong connections to each of the Themes. Further, the processes themselves constitute a type of institutional capacity and preparation that is necessary for educational effectiveness. Therefore, the institutional efforts to strengthen the processes have been included as a vital part of this Capacity and Preparatory Review.

Section One of this Capacity and Preparatory Review (CPR) Report reflects these four interrelated areas in which the University is working to improve, along with key aspects of each Standard. The Report is organized in a way that integrates much of the information expected under the former "compliance" approach with the learning-oriented and improvement-focused approach now encouraged by WASC. Many of the ways in which Humboldt State University meets accreditation standards are highlighted in the Report, and an index that documents that capacity is included as Appendix B. However, these areas of compliance do not constitute the focus of the narrative essays; instead, each of the following four essays offers a different lens through which to view the University's Core Commitment to Institutional Capacity.

The first essay, "Identifying Greater HSU Expectations," focuses on the first Theme identified in our Institutional Proposal. It begins with a brief history of Humboldt State University, its institutional evolution, and the challenges involved in articulating its dynamic institutional purpose. The essay goes on to describe how the University engaged in a broad, collaborative process that resulted in the identification of core Outcomes for an HSU education. For an institution like Humboldt State, which has always emphasized a commitment to quality teaching and learning, this task is central to the process of Defining Institutional Purposes and Ensuring Educational Objectives (Standard One). It constitutes vital preparation for evaluating the institution's Educational Effectiveness.

The second essay, "Making Excellence Inclusive," focuses primarily on the second Theme identified in our Institutional Proposal. It explains initial steps taken to improve the success of students from underrepresented groups. This initiative, one facet of a larger institutional commitment to enhance diversity on campus, reflects on how well we Achieve Educational Objectives Through Core Functions (Standard Two).

Another important dimension to supporting the success of diverse learners, also detailed in the second essay, is a new initiative aimed at ensuring accessibility to HSU web sites, course content, and electronic media and equipment for individuals with disabilities. A key principle underlying this initiative, Universal Design for Learning, provides a useful perspective on how excellence can and should become inclusive. Again, it is important to note that there are many examples of ways in which the University is in compliance with requirements for Teaching and Learning, Scholarship and Creative Activity, and Support for Student Learning; several are listed in the Index provided

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as Appendix B. However, WASC has asked us to engage with the Capacity and Preparatory Review process in terms of planning for institutional improvement, rather than to content ourselves with displaying our successes. This essay, then, addresses the University's commitment to identifying and removing barriers to success. As the essay points out, fulfilling that commitment will actually enhance the learning environment for all Humboldt State University students.

The third essay, "Resource Planning: From Crisis to Continuity," outlines the enrollment challenges and resulting financial problems that have formed the context for all other institutional efforts in recent years as the University sought to Develop and Apply Resources and Organizational Structures to Ensure Sustainability (Standard Three). As the essay notes, a great deal of attention has been devoted to understanding and improving the conditions that seemed to inhibit enrollment growth, in order to ensure long-term sustainability for the institution. At the same time, the budget process itself was adjusted, first in an effort to achieve greater transparency, and then to begin to deal with the financial impact of successive years in which enrollments fell short of targets. The resource-allocation process continues to evolve as enrollments begin to climb and the University works to define its sustainability and growth. Several examples illustrate specific areas in which the University has successfully developed processes for aligning resources with the institutional mission. They also provide models for explicitly bringing the priorities represented by the two Themes into resource planning processes.

The fourth essay, "Learning to Plan, Planning to Learn," traces the University's progress in Creating an Organization Committed to Learning and Improvement (Standard Four). Advances in the assessment of student learning outcomes, along with the incorporation of assessment analysis into existing program review processes, constitute substantive progress in this area over the past few years. The essay also details how the division of Administrative Affairs has planned and implemented its new Quality Improvement process, an important tool facilitating the institution's progress toward becoming a learning organization. The essay includes frank analysis of why the University has been unable to make as much progress in the area of assessment as it expected to have made by now, and a description of the concrete steps taken to resolve these problems.

As suggested above, these four areas are not discrete or separate; rather, they are connected in rich and complex ways. Like different vantage points from which the same scene can be viewed, each reveals a somewhat different perspective on the institution. Progress in one area both requires and supports progress in the other areas.

In the Conclusion to this Report, the University looks ahead by summarizing the priorities, challenges, and action steps described in the four chapters.

The formatting of this document is intentionally distinctive, again in response to WASC's instructions that the report should tell our story. WASC asked us to prepare a report that describes who we are, where we want to go, what we have and what we need in order to get there, how we'll be checking our progress, and what kinds of adjustments we're prepared to make in order to reach our destination. Accordingly, each essay is organized primarily as a narrative. However, we also invite readers to take side-trips that afford opportunities to develop a broader sense of our progress on a route which is complex, multifaceted, and somewhat diffuse.

As a means of doing this, the Capacity and Preparatory Review Report provides a number of inset discussions. Some of them provide "snapshots" of innovations, initiatives, and programs that demonstrate HSU's capacity to achieve its goals and live its mission. Others augment the main narrative, further developing points about which readers may have questions. Still others represent excerpts of reference material, included for the convenience of readers. Taken together with the main narratives, the insets provide readers with an experience that parallels the complexity of our institutional story.

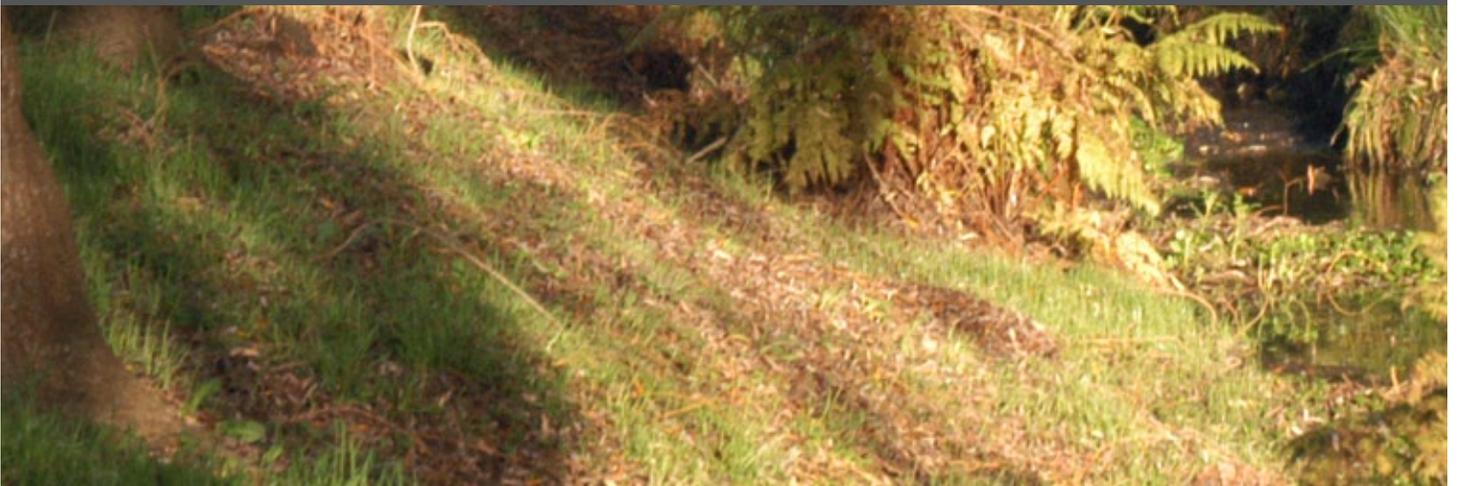
Following the narrative report are Appendix A, a brief overview of our response to the 1998 WASC, and Appendix B, an Index of Criteria for Review.

Section Two of the Capacity and Preparatory Review Report comprises the Institutional Portfolio: an updated set of the Basic Descriptive Data that was submitted with the Institutional Proposal, the Required Data Exhibits, the Stipulated Policies, and additional evidence relevant to the Capacity and Preparatory Review process at Humboldt State University.



Chapter One **Identifying Greater HSU Expectations**

Defining Institutional Purposes and Ensuring Educational Objectives



Humboldt State University defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

WASC Standard One

A Varied and Complex Identity

At Humboldt State University, there is a core of values around which there is broad consensus; for example, commitments to environmental and social responsibility, to teaching and learning, and to student involvement in the campus and broader communities. At the same time, however, it has been difficult to achieve clarity as to how these values should be realized in institutional structures and processes. The task of establishing educational objectives aligned with the University's institutional purposes and character has been complicated by the legacy of its evolving institutional history.

Although it is a part of the 23-campus California State University, Humboldt State University is uniquely rural and removed from the population centers of California. Since its founding in 1913, Humboldt has served an important role as an educational and cultural center – and it has been a critical resource for an area larger than nine of the states. The nearest four-year public institution of higher education is more than 200 miles away.

While HSU was founded as a Normal School focused on the preparation of teachers, it soon evolved into an institution equally renowned for strong natural resource and science programs. Given the abundant forests, wild rivers, and fertile ocean, the University thrived in the midst of a natural laboratory. By 1976, one in twelve HSU students was a forestry major. Subsequent growth in the arts, humanities, and social sciences has further altered the character of the campus. This history of wide-ranging development has made it difficult to clarify the identity of HSU.

Institutional Integrity

Humboldt State University exists within a framework codified by Title V of the California State Code of Regulations, operationalized by the California State University Board of Trustees and the Office of the Chancellor, and guided by strategic systemwide initiatives such as Cornerstones and, more recently, Access to Excellence, as well as systemwide standards of fair and equitable treatment of students, appropriate autonomy, and academic freedom. The improvement of HSU students' ability to complete their academic programs in a timely fashion is the goal of a recent initiative launched by the Office of the Chancellor.

The policies governing Conflict of Interest issues (see Faculty Handbook, section 928) are reinforced by training; designated employees are required to complete and document an online Conflict of Interest training session, and a record of their training is maintained by the Human Resources office. Since 1969 the University has designated two faculty members as Ombudspersons to aid in the resolution of conflicts among faculty, staff, and students. Moreover, as part of the California State University system, Humboldt State University is bound by multiple collective bargaining agreements which specify or require adherence to policies regarding faculty and staff grievance procedures, appropriate policies, and regular evaluation of University performance in these areas.

A brief scan of William R. Tanner's *A View from the Hill: A History of Humboldt State University* (1993) reveals that, as Humboldt's curricular offerings expanded, its student body grew and became more diverse. With increasing diversity in gender, geographic origin, socioeconomic status, and race/ethnicity came increasing student demands for expanded curricula. These mutual influences of expanding curricula and enrollment diversity on one another accelerated during and just after significant historic events, such as foreign wars, economic downturns and upswings, and federal/state legislation.

Regular efforts have been made to achieve institutional consensus regarding University priorities. Among them is the development of two significant strategic plans, the first in 1997 and the second in 2004 (see Chapter Four for a description of the process involved). The 2004 – 2009 Strategic Plan updated Humboldt State's Mission, Values, and Vision. Reflecting the broad consensus around core values, the Strategic Plan includes a Vision of becoming the campus of choice for individuals who seek above all else to improve the human condition and our environment, becoming the premier center for the interdisciplinary study of the environment and its natural resources, and becoming a regional center for the arts. The Vision also embraced commitments to increase our diversity of people

CFR 3.9

CFR 1.4, 1.6, 1.7

CFR 1.8

CFR 1.1

and perspectives, and to become exemplary partners with surrounding communities, including tribal nations. The common thread in these components of the Vision, and the one that leads directly to the identification of institutional learning outcomes, is the commitment to being *stewards of learning to make a positive difference*.

Clarifying Institutional Purposes through Envisioning Our Graduates

Augmenting these concerted efforts to clarify and focus the identity of HSU, the WASC re-accreditation process has presented an opportunity to again place the spotlight on institutional identity and reinforce the importance of making our purpose increasingly concrete, this time through the process of establishing University-wide learning outcomes. In our Institutional Proposal for accreditation reaffirmation, the identification of “Core Academic Expectations for HSU Students” was the first of the two Themes that we identified as complementary perspectives from which we would examine our priorities and performance.

The following research questions were identified in the Proposal as the focus of Theme I:

- 1) *What are core academic expectations for HSU students?*
- 2) *Are these core academic expectations being met by HSU students?*
- 3) *Are HSU students achieving proficiency in written communication skills?*

In order to explore these questions, the Theme I Action Team was instructed to

...broadly consult with faculty, staff, and students regarding a set of core academic expectations for HSU students. Once consensus has been reached on these, they will be broadly shared with faculty and students. Next, an analysis will be conducted to determine where these core academic expectations are reflected in the curriculum and co-curriculum. This mapping activity will identify the scope and depth of the core academic expectations in the curriculum and co-curriculum (HSU Institutional Proposal, p. 8).

This chapter outlines the process of answering the first of these three questions; preparations to answer the other two questions will be addressed in Chapter Four.

Beginning in September 2006, a broadly representative Theme One Action Team was convened to guide this effort, as specified by the Institutional Proposal. The Action Team comprised faculty, professional staff, students, and administrators. Inspired by the AAC&U’s landmark initiative *Greater Expectations*, most particularly its recommendation that we rethink what we should expect from college education in the twenty-first century, we nicknamed this effort “Greater HSU Expectations.”

A word about terminology: In the process of addressing the task with which the team was charged, there was both a sharpening of focus and a broadening of scope. First, it became evident that the idea of “expectations,” as described in our institutional proposal, would be expressed more precisely by the term *Outcomes*, because the intention articulated in the proposal was to identify and assess what students know and are able to do as a result of their educational experiences at the University (rather than to describe the experiences we expect them to have or the rules we expect them to follow). At the same time, the team also came to realize that few of the Outcomes valued by the University are strictly academic, in the sense of being embodied in the knowledge associated with a particular academic discipline. Accordingly, it would be counterproductive, and perhaps impossible, to restrict the institutional vision by attempting to somehow distinguish “core academic outcomes” from the other important knowledge and skills that we fully intend for our graduates to acquire. The Team came to understand its charge as helping the University community to envision graduates who would embody its Mission and to translate that vision into a set of measurable Outcomes of an HSU education. The Action Team therefore asked the University community to think of our “Core Academic Expectations” as “Outcomes of a Humboldt State University educational experience,” in order to more closely address the spirit of its charge as described in the Institutional Proposal.

Campus Consultation

Humboldt State has had a long tradition of campus-wide consultation and input, information sharing, and open processes. This begins annually with the Convocation which opens the academic year and continues with regular meetings of the Academic Senate, the President’s Cabinet, the President’s Council (which includes all department chairs), the University Budget Committee, the Associated Students Council, and the countless other opportunities of participation. The University has 72 formal committees that participate in some aspect of campus governance, in addition to many ad hoc committees, task forces, and working groups.

CFR 2.3

CFR 3.11

Working With the Campus Community to Articulate Greater HSU Expectations

A major challenge inherent in the task of envisioning the Outcomes for which the institution intends to strive is an understandable tendency to begin with the existing curriculum. Certainly the specific characteristics of the current curriculum will be an important factor in the institution's ability to implement its envisioned Outcomes once they are identified; however, a focus on the curriculum at the early stages of the visioning process can short-circuit the transformative potential of that process. Accordingly, the Action Team members began their task by walking through a process aimed at envisioning the graduates themselves, crossing the stage at Commencement, and beginning to formulate what the institution wants to say with confidence that those graduates all know and can do.

First, individual members of the team reflected on the most valuable outcomes of their own undergraduate experiences. Then each team member extended this reflection by going on to describe a specific graduate of whom each was proud. In describing the graduate's actions or behaviors that merited that pride, the team generated the following list:

- articulate reflectively
 - using disciplinary language and framework
 - with complexity and nuance
- exude openness to others, demonstrating critical awareness
- honestly self-assess
- exhibit passion and commitment to vocation
- promote a more equitable and just society
- evaluate arguments and evidence in constructing their own
- use a “big picture” perspective in connecting to social conditions
- identify, articulate, and solve problems in an elegant way

The Team was interested to note that these actions all involve integrating and using information skillfully – behaviors that move beyond (though they also include and depend upon) knowing a particular content area.

A Robust Tradition of Service Learning

Humboldt State actively engages with surrounding communities through the Service Learning Center (SLC), whose mission is *to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens.*

To further support student volunteer activity and civic engagement, the campus-based, student-run Youth Educational Services (YES) program supports students in creating and implementing volunteer programs ranging from youth-serving to elders' programs. Forty years ago students began Youth Educational Services (Y.E.S.) which has annually sent hundreds of students into the community in a wide variety of student-directed service programs. YES volunteers spend time in the community building friendships, working to meet community needs, and serving as allies and resources to end the cycle of oppression in the community at large.

Through Humboldt's service learning and volunteerism, students gain leadership skills, learn about issues facing diverse communities, and engage in reflection activities. In addition to learning new skills, students provide direct services, address social issues, and apply the skills they have learned. As a result, Humboldt State University has distinguished itself as one of the largest producers of Peace Corps volunteers in the country.

The Action Team was very aware that it was not, itself, charged with the task of developing the HSU Outcomes. Rather, its responsibility was to work with the campus community, in order to facilitate a broader and more inductive visioning process. Nevertheless, the team strongly believed that moving forward in this process required the development of a “discussion draft” of possible Outcomes as a starting point for members of the campus community to work with. In order to prepare for the development of such a working draft, the team reviewed a number of documents about the University's mission, the needs of students, the role of assessment, and the crafting of useful Outcomes statements:

“The Learning Students Need for the 21st Century,” Chapter 3 from AAC&U's *Greater Expectations*.

“Higher ed must adapt to the ‘flat world,’” p. 13, *University Business*, August 2006.

CFR 2.3

CFR 4.7

HSU Vision, Mission, Strategic Plan Executive Summary

HSU Graduation Pledge, www.humboldt.edu/~hsuas/gpa.php

“Doing Assessment As If Learning Matters Most,” Thomas A. Angelo, AAHE Bulletin, May 1999.

“Writing learning outcomes – a guide,” www.edgehill.ac.uk/tld/staff/b1/outcomes.htm

“Guiding Principles for Creating Seamless Learning Environments for Undergraduates,” by George Kuh, *Journal of Student Development*, March/April 1996, Vol 37 No 2.

WPA Outcomes Statement for First-Year Composition: www.english.ilstu.edu/Hesse/outcomes.html

CFR 1.2

In developing its discussion-draft version of HSU Outcomes, the team relied heavily on documents which had themselves been produced through broadly consultative processes, and which distilled the values and priorities of the HSU community. For example, in the Institutional Proposal, HSU indicated its commitment to improving students’ written communication skills, so there already was agreement on demonstrating effective communication in writing as a core outcome of the HSU educational experience. The other draft Outcomes emerged from the campus mission, vision, and strategic plan – all crafted by the entire campus community – and from the Graduation Pledge, developed by HSU students and sustained for the past two decades. In this early draft stage, the Outcomes were drawn from consensus documents reflecting a common set of understandings that HSU students, staff, and faculty have about their institution.

Mission

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

These programs and the experience of a Humboldt State education serve as a catalyst for life-long learning and personal development. We strive to create an inclusive environment of free inquiry, in which learning is the highest priority. In this environment, discovery through research, creative endeavors and experience, energizes the educational process.

Together all five of the initial discussion-draft Outcomes were framed by the team as constituting a very preliminary answer to the central question: ***What should all our graduates know and be able to do as a result of their HSU experience?***

- 1) HSU graduates actively work toward improving social, environmental, and economic justice in their workplaces and communities.
- 2) HSU graduates engage meaningfully with a diverse range of individuals, communities, and viewpoints.
- 3) HSU graduates apply [quantitative, qualitative, historical, aesthetic, cultural, and ethical] information appropriately to make, implement, and evaluate decisions.
- 4) HSU graduates skillfully use a variety of formal and informal types of writing.
- 5) HSU graduates demonstrate competency in their major fields of study.

Once the discussion draft was ready, the team determined that the most effective way to carry out the campus Outcomes conversations would be to work within the existing organizational structure – and therefore the existing meeting schedule -- of the University, rather than to plan focus groups or town-hall meetings. It was the team’s belief that isolated gatherings involving participants unknown to each other would not have sufficient time to build the trust required for open and equitable participation. In such gatherings, it can be difficult for some viewpoints to be heard. Accordingly, the Action Team contacted a variety of existing campus groups and requested 45-60 minute blocks of time in which to have the Outcomes discussions. Over the course of the fall semester, pairs of Action Team members met with twelve diverse groups of faculty, staff, students, and administrators; participants ranged from the entire Executive Committee to the Council of Deans to students in classes representing two different Colleges.

Environmental Responsibility: Hallmark of Humboldt State University

It is interesting to observe the metamorphosis of new freshmen and transfers who live on campus as they are quickly influenced by their fellow students to adopt the campus norm of recycling. Students flock to clubs and organizations like Green Campus, Green Wheels, the Sustainable Campus Task Force, the Sustainable Entrepreneurs Network, and Students for Community Food. This is not a fad at Humboldt. Thirty years ago, faculty, students, and community members worked to establish the Arcata Marsh as a model of secondary sewage treatment using the natural processes of a wetland ecosystem. Thirty years ago, students working with Environmental Resources Engineering faculty created the Campus Center for Appropriate Technology (CCAT). CCAT thrives today as a live-in student home and educational center demonstrating how to meet human needs with the least impact on Earth's resources.

The Campus Recycling Program (CRP) celebrates its 20th anniversary this year. The Sustainable Living Arts and Music festival celebrates Earth Day annually. Students also organize Car Free Day each September, voted seven to one to pay \$10 per student each semester to a student-originated Energy Independence Fund, and advocated successfully for the hiring of HSU's first Sustainability Coordinator. These and many other examples of HSU's culture of environmental responsibility indicate the extent to which environmental responsibility truly is a core element in the campus culture.

Each Outcomes discussion began with the visioning process established in the Action Team's initial meeting: team members asked participants to reflect on their own undergraduate outcomes, and on the behaviors they associated with students whom they admired. They followed this initial discussion by eliciting and posting answers to that same central question: What should all our graduates know and be able to do as a result of their HSU experience? They then shared the Action Team's discussion-draft Outcomes with the group, as a basis for finding ideas in common across groups as well as for identifying important gaps in the initial list.

As the semester progressed, twelve lists of proposed Outcomes for an HSU education were collected and posted on the website for everyone's review. In February, the Action Team gathered to survey all of the lists. Setting aside the earlier discussion draft, they identified overlapping patterns among the values and priorities represented by the lists and developed Outcomes that effectively captured those patterns. The resulting new draft, now comprising seven Outcomes, was refined within the group and then disseminated for comment as widely as possible, through press releases, presentations to various campus groups, the WASC Theme One Action Team's website, and newsletter articles. All stakeholders were invited to review and comment upon the draft Outcomes. Feedback was received via the website, e-mail, meeting comments, and other means. The Action team met in March and April, as the responses were coming in, to consider the suggestions. They made several changes in wording and deliberated others; in cases where the Action Team considered a suggestion inconsistent with a preponderance of input received during the previous semester's visioning process, individual Action Team members responded to the contributor, explaining the Action Team's decision. On April 6, 2007, the final version of the HSU Outcomes was released in the following form:

HSU Student Outcomes:

What all HSU graduates should know and be able to do as a result of their HSU experience.

HSU graduates have demonstrated:

- Effective oral and written communication
- Critical and creative thinking skills in acquiring a broad knowledge base and applying it to complex issues
- Competence in a major area of study
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints

HSU graduates are prepared to:

- Succeed in their chosen careers
- Take responsibility for identifying personal goals and practicing lifelong learning
- Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities

CFR 4.1

CFR 4.1

CFR 1.5

CFR 2.3

Humboldt State University Students as Social Change Agents

The interest in pursuing social justice, promoting environmental responsibility, and improving economic conditions has long been a theme of Humboldt State University. This commitment to service and activism is another hallmark of Humboldt students, providing experience in the wider learning environment offered by the campus, co-curriculum, and wider community. Programs like Hand-in-Hand, Leadership Education Adventure Program, Friends Together, Tutorial, Homeless Network, and many more, place students in the local community. For more than a decade, the HSU Day of Caring has been a September tradition. This year some 400 students, staff, and faculty provided services at more than thirty local sites. HSU also serves as the Regional Center for Student Civic Engagement, regularly hosting a conference for campus teams from Northern California and Oregon.

Humboldt students have taken active interests in the issues of hunger, food access, and food security. Students played a key role in the establishment of the Community Supported Agriculture (CSA) farm, replacing the campus Starbucks with a local coffee roaster, and contracting with the Community Alliance with Family Farms (CAFF) to supply fruits and vegetables to campus dining services. This example extends to many others issues of importance, from gay rights to voter registration to student fees, and it underscores why at Humboldt State we talk about “Learning to Make a Difference.”

Connecting with the HSU Outcomes

CFR 1.7

Although the spring semester was coming to a close by the time the Outcomes were revised and adopted in their final form, action to incorporate them into institutional processes and decision-making began immediately. The first to organize an event around incorporating the Outcomes into educational activities was the Freshman Interest Group (FIG) program. The program had obtained a grant from the CSU Office of Community Service Learning and First Year Programs to conduct a workshop for Residence Life staff, FIG and Education Opportunity Program (EOP) Fall Bridge instructors, and Peer Mentors at the end of the Spring 2007 semester. The purpose of the workshop was to support instructors in their planning, specifically for incorporation of civic engagement topics and activities into FIG seminar activities. While civic engagement is most directly connected to the last Outcome in the list, the workshop encouraged instructors to incorporate an introduction to all of the HSU Outcomes into FIG activities. The Outcomes also were introduced to new students and their families at the 2007 Humboldt Orientation sessions and the opening Convocation for all faculty and staff. It is our intent as an institution to articulate and reinforce these Outcomes, integrating them into the fabric of the University.

CFR 2.4

As an initial step, all campus units have been asked to complete an HSU Outcomes Inventory in order to identify experiences in which students practice, apply, develop, and demonstrate specific HSU Outcomes. The broad, all-University scope of this Outcomes Inventory signifies our recognition that student achievement of the HSU Outcomes results from engagement with the entire campus experience: classes, clubs and organizations, student government, employment, internships, library study and research, residence life, recreation, and the rich learning environment afforded by a largely residential campus. As useful as the information provided by contributions to the Inventory will be, we anticipate that the conversations sparked by distribution of the Inventory will be at least as valuable.

The Graduation Pledge

“I pledge to thoroughly investigate and take into account the social and environmental consequences of any job opportunity that I consider.”

The year 2007 marked the 20th anniversary of the Graduation Pledge. This simple but powerful student-initiated pledge began at Humboldt State and now has spread to more than 100 colleges and universities nationwide and overseas. Graduates sign the pledge prior to Commencement each year and cross the stage with a green ribbon pinned to their gowns. In addition, this year’s annual fall leadership conference is focused on the Pledge.



Chapter Two **Making Excellence Inclusive**

Achieving Educational Objectives Through Core Functions



Humboldt State University achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. Humboldt State demonstrates that these core functions are performed effectively and that they support one another in its efforts to attain educational effectiveness.

WASC Standard Two

We offer...access to affordable, high-quality education that is responsive to the needs of a fast-changing world...a wide array of programs and activities that promote understanding of social, economic, and environmental issues. We help individuals prepare to be responsible members of diverse societies...the experience of a Humboldt State education serves as a catalyst for life-long learning and personal development. We strive to create an inclusive environment of free inquiry, in which learning is the highest priority. In this environment, discovery through research, creative endeavors, and experience energizes the educational process.

Humboldt State University Mission

A History of Social and Environmental Responsibility

The students of Humboldt State University (HSU), long have embraced the mission of social and environmental responsibility. Since 1987 they have pledged at Commencement *to investigate thoroughly and take into account the social and environmental consequences of any job*. For years before and since institutionalizing that pledge, Humboldt State graduates have gone out into the world and distinguished themselves as people who make a positive difference in the world—people who are well prepared with the knowledge, skills, and hands-on experiences they have gained in some 50 academic majors, 80 minors, 15 credential programs, and/or a dozen graduate programs under the guidance of distinguished and dedicated faculty and staff (refer to Appendix B). Many HSU alumni have quickly emerged as leaders in both private and public sector organizations, including Tribal nations.

The civil rights movement of the 1960s resulted in the passage of legislation mandating and financing equal educational opportunity and forbidding discrimination in employment on the basis of race, color, creed, and national origin. Like most college campuses, Humboldt State struggled with “long-held racist and segregationist attitudes...as well as with social problems all its own: the interpersonal strains and conflicts resulting from unprecedented growth” (Tanner, 1993, p. 71). Through it all, however, Humboldt State continued to promote its uniqueness as the State’s most northern and rural campus, with longstanding programs in education, industrial arts, and liberal arts—and an institution unmatched in its richly endowed natural environment, most conducive to studies in fisheries, wildlife, forestry, and oceanography.

By the late 1960s, as cross-cultural tensions grew in California’s predominantly White institutions, several UC and CSU campuses recognized the need for more ethnically diverse faculty and staff to better serve their increasingly diverse student populations. When “equal opportunity” legislation failed to remedy institutional racism, affirmative action legislation provided more aggressive means of changing the complexion of college campuses. Cross-cultural competency training and ethnic studies programs became commonplace in higher education.

By aggressively pursuing special federal and state appropriations, Humboldt State provided leadership in Indian economic development, Native language restoration, and Indian cemetery protection through the Center for Community Development, established in 1966. The Upward Bound Program also started in 1966, facilitating University access by low-income high school students. In 1969 Humboldt State was first in the nation to establish an Indian teacher training program (now the Indian Teacher & Educational Personnel Program, ITEPP). That same year, the California State Legislature approved funding for the Educational Opportunity Program (EOP); and a year later, Humboldt began its EOP for the purpose of increasing access and improving retention of low-income and historically underrepresented students in higher education. In 1974 Humboldt State was first to establish a Native American career education program in natural resources (now the Indian Natural Resource, Science & Engineering Program, INRSEP).

CFR 1.5

Athletics and EOP - Retention Success Stories

Our Athletics Program and Educational Opportunity Program (EOP) have excelled in the retention of students of color. These programs exemplify the power of holistic and intrusive support of students. They work to build community and integrate students both socially and academically into the fabric of the campus. For example, 44 % of freshman male athletes (n = 164 in 2006) are students of color. Their 83% return rate far exceeds the 72% overall retention rate for males in the 2006 cohort. Similarly, EOP has dramatically improved the success of low-income and first-generation Humboldt students. For the past seven years, first-year EOP students admitted by exception (who do not meet some aspect of regular admissions standards) have been retained at an average rate of 71% to a second year, which compares very favorably with non-EOP exceptional admits (63%).

The Black Student Union has been active for over thirty years, MEChA for twenty, and the Multi-Cultural Center for more than fifteen years. A Women's Studies program was established in 1971, Ethnic Studies was being developed by the early 1980s, and the Native American Studies (NAS) program, which houses the only NAS major in the CSU, was established in 1995.

In a similar fashion, Humboldt State University sought to embrace a fundamental shift in disability public policy that occurred with the passage of Section 504 of the 1973 Rehabilitation Act. As Arlene Mayerson, Disability Rights Education and Defense Fund, notes:

Section 504, which banned discrimination on the basis of disability by recipients of federal funds, was modeled after previous laws which banned race, ethnic origin and sex based discrimination by federal fund recipients. For the first time, the exclusion and segregation of people with disabilities was viewed as discrimination...for the first time people with disabilities were viewed as a class – a minority group.

The Humboldt State University Student Disability Resource Center was founded as the Disabled Student Resource Center in 1976.

Although many of the University's social and environmental responsibility-related programs started with special appropriations of federal, state, and/or private funding, their subsequent institutionalization has distinguished Humboldt State as a CSU leader in these areas, most notably in American Indian higher education.

Establishing a Process that Makes Everyone Responsible for Inclusive Excellence

To accomplish the goals of WASC accreditation reaffirmation, and in support of the campus Diversity Action Plan, Humboldt State University appointed a WASC Theme II Action Team broadly representative of the University's core functions and including faculty, staff, and student constituencies.

Throughout AY 2006-07, the WASC Theme II Action Team focused on “ensuring inclusive academic excellence for traditionally underrepresented students in the areas of student access, persistence and graduation.” Action Team members pursued three interrelated research questions:

- 1) *In which HSU program areas are the largest numbers and percentages of underrepresented students retained and graduating?*
- 2) *Within the program areas identified in Q.1, what “best practices,” circumstances, or other conditions are evident as factors that affect underrepresented students' access, retention, achievement and graduation?*
- 3) *How can these “best practices,” circumstances, or other conditions be used to facilitate underrepresented students' access, persistence, academic achievement and graduation in other HSU program areas?*

In its work, the Theme II Action Team drew from an intellectual framework published by the Association of American Colleges and Universities pursuant to its new initiative, “Making Excellence Inclusive.” Within this framework, it became clear that integrating diversity and quality into the core of institutional functioning is a key element in re-visioning the University's diversity efforts. Presently, we have ‘pockets’ of faculty, staff, and students who provide the campus with an array of support systems and activities that serve to increase the access, retention, and academic success of underrepresented students. Their service and advocacy play a critical role; however, the goal is to become an educational community with a cohesive vision and coordinated institutional structure that simply assumes diversity as the ‘given’ mode of existence because its benefits are so great.

Moving Beyond Compositional Diversity to Diversity as Educational Process

A common tendency on university campuses is to focus too heavily on diversity primarily in terms of the ethnic composition of the student body. While increasing the proportion of under-represented students on campuses is a critical first step, the ultimate goal is to actively involve all students in learning, achieving the improved outcomes that emerge within a diverse learning community and are essential to the making of a “learned person.” For example, Chang (1999) found the likelihood that students will engage with students of different backgrounds increases as compositional diversity increases. Campus communities with greater compositional diversity tend to create more richly varied, interactive pedagogies that require direct interaction not only with persons who have differences of opinion, but also with a broader array of worldview constructions. “For example, when students encounter novel ideas and new social situations, they are pressed to abandon automated scripts and think in more active ways” (Milem, Chang, and Antonio, 2005, pp. 6-8). Such skills are important in a democratic society, in a world of increasing contact among groups, and in a workforce that must solve problems collaboratively and creatively.

That is the type of benefit inherent in diversity—and that is our goal. Recruitment, retention, and success of under-represented students should not be regarded as the majority society’s way of lending a “helping hand” to them. Rather, they should be recognized as personal benefits we all experience when each of us is affirmed, challenged, and expanded by the presence of others different from ourselves.

CFR 2.5

The Theme II Action Team was charged with ***developing multiple plans that will include both process and outcome objectives that are measurable and ambitious, and that are based on analyses of institutional data at the academic program level***, to help shape a learning-centered environment and to actively promote student success. Members of the Action Team met eight times during fall 2006 to complete the following Phase 1 activities:

CFR 2.10

- (a) defining HSU program areas and developing baseline data through which to explore the research questions identified in the charge, and
- (b) “campus roll-out” of Making Excellence Inclusive—involvement of HSU program areas in analyzing and interpreting the baseline data and identifying best practices, circumstances, or other conditions that may influence the access, retention, academic achievement and graduation rates of underrepresented students.

Note that Action Team II, like Action Team I, realized that it needed to expand its analysis beyond the “academic program level” to encompass the important role played by co-curricular as well as academic programs.

The “campus roll-out” began in late November/early December 2006 with a Pilot Study, to facilitate identification of best practices and other circumstances or conditions that may influence the access, retention, academic achievement, and graduation rates for students of color at Humboldt State. Choosing to make no presumptions about causal relationships between SOC distributions and best practices at the program level, the Theme II Action Team selected a sample of eighteen program areas for the Pilot Study based on institutional data indicating that their SOC enrollments were either above or well below the overall 21% average representation of SOCs at the University.

CFR 2.11

Each of six pairs of Action Team members provided information packets to three of the eighteen program areas, which included four co-curricular programs integrated with academic goals and fourteen academic majors (four from the College of Arts, Humanities, and Social Sciences, six from the College of Natural Resources and Sciences, and four from the College of Professional Studies). The information packets contained carefully selected HSU aggregated and disaggregated data, as well as a copy of the AACU-commissioned report “Achieving Equitable Educational Outcomes with All Students: The Institution’s Roles and Responsibilities.” The itemized Contents of Pilot Study information packets are identified in the Team’s final report (Appendix G). Pilot Study participants were informed that the Action Team would use their analyses to develop multiple plans with ambitious, measurable process and outcome objectives to serve as the basis for future reaccreditation reviews.

Action Team members recommended an approach to completing program area analyses that began with distribution and review of the AAC&U-commissioned report, to be followed by multiple opportunities to convene (e.g., focus groups, meetings, and/or retreats) in order to:

- 1) examine the data and document impressions, insights, and questions in the context of the report,
- 2) brainstorm departmental practices and circumstances that may have influenced the data, and
- 3) prepare a written analysis and interpretation of the data, as well as recommended departmental practices and other action steps, processes, or strategies for improving the data year by year over the next five years.

Participants were asked to include measurable process and outcome objectives for each of the next five years. The Action Team reasoned that those closest to the students in each program area (whether a particular academic discipline or a student support services unit) could most accurately interpret program-specific data and compare it to the overall institutional data, as well as CSU system-wide data, that the Team provided. They also are most familiar with the day-to-day practices and other circumstances or conditions that might influence the data.

Developing a Process to Enhance the Capacity for Change

The significance of the modest but powerful process modeled in the Theme II Pilot Study is not to be underestimated. While the University has repeatedly reiterated a commitment to improve its compositional diversity – and the fulfillment of its social responsibility – by supporting the success of students from underrepresented groups, it has never developed the capacity to do so across all units of the campus. The process modeled in this Pilot Study is concrete, evidence-based, inductive, and appropriate to an organization committed to learning. It asks each program to hold itself accountable for the results reflected in the disaggregated data, and to develop its own plan, grounded in its own experience as well as in the research literature. While it does not diminish in any way the importance of specialized programs geared toward the specific needs of particular student populations, the Pilot Study nevertheless exemplifies a process through which any program can work to identify barriers to student success and to improve its capacity to succeed with the students most in need of support.

CFR 2.4

Through University-wide emails and a continuously updated web site, the WASC Theme II Action Team encouraged all Humboldt State administrators, faculty, staff, and students to explore institutional data, available reports, and everyday campus experiences in an ongoing effort to contribute to the development of strategies for improved access, retention, achievement, and graduation rates of underrepresented students. Though many units found themselves grappling with the budget problems that were emerging at the same time as the Theme II Action Team was engaging the campus community in this dialog, fourteen of eighteen program areas (78%) completed the requested analyses by the end of February 2007. This included three of four co-curricular/student support units and eleven of fourteen academic majors (four from CAHSS, five from CNRS, and two from CPS). To facilitate identification of both thematic and unique responses that might inform the development of strategies for ensuring Inclusive Academic Excellence at Humboldt State, Action Team pairs reviewed at least six reports each (the three originally assigned to each pair and at least three more). Following these reviews, Action Team members “charted” key findings from each report in a three-column format that identified:

CFR 4.7

- key issues/dimensions related to student access, graduation/retention, academic achievement, and institutional receptivity
- “best practices” related to each key issue/dimension
- questions, comments, or additional information offered by program areas as related to key issues/dimensions of the study

During the Phase 2 drafting of Detailed Program Plans and Outcome Objectives, the Theme II Action Team combined elements of its literature review with information and insights gained from program area reports. The Action Team sought to develop a Plan that offers all University program areas a variety of opportunities to enhance the academic success of underrepresented students, with the expectation that different program areas will focus on different areas of improvement (e.g., access, retention, academic achievement, and graduation) based on their own prioritization of students’ needs—and the resources they can mobilize. While strong centralized support and substantial informational resources will be essential, it is likely that program areas will employ different strategies and best practices toward inclusive achievement of HSU’s expectations for learning.

CFR 2.5

Achieving Inclusiveness by Integrating Core Functions

The Pilot Study conducted by the Theme II Action Team suggests that a synergistic effect can result from integration of the three interdependent core functions of (1) teaching and learning, (2) scholarship and creative activity, and (3) support for student learning. Moreover, by integrating the efforts of faculty and student support staff to provide meaningful opportunities for student engagement in both campus- and community-based teaching/learning and scholarship/creative activities, the University can achieve its targeted outcomes in an inherently more inclusive way, optimizing students’ opportunities to work in diverse environments, engage in socially and environmentally responsible activities, and practice “learning to make a difference.”

CFR 2.9

One example of achieving inclusive academic excellence through better integration of core functions is the recently-launched Coalition for American Indians in Computing (CAIC), a highly-collaborative partnership, initiated by Humboldt State's Computer Science faculty in 2006, involving the Center for Indian Community Development (CICD), Indian Teacher and Education Personnel Program (ITEPP), the Indian Natural Resource, Science & Engineering Program (INRSEP), the Educational Opportunity Program (EOP), Student Academic Services Outreach Program (SASOP), and northern California tribes. Funded in late 2006 by the National Science Foundation as a three-year Demonstration Project for "Broadening Participation in Computing," this project will provide comprehensive, well-coordinated support services to twenty American Indian students majoring in computer science and computer information systems. The project kicked off in 2007 with a three-week intensive summer "boot camp" for high school juniors and seniors and "academy" for community college transfers. The project involves tribal organizations in shaping the curricula and teaching pedagogies, to ensure that students are prepared for tribal career opportunities.

Inclusive Excellence: Supporting Traditionally Underrepresented Students

Significant progress has been made in achieving compositional diversity over the past six years. During that time, Humboldt State's Asian enrollment grew by 24%, Black enrollment by 60%, Hispanic enrollment by 28%, and Pacific Islander enrollment by 26%. While Native American enrollment declined by 9% during the same period, HSU still has the highest percentage of Native American students in the CSU. Since 2000, students of color have increased by one third and now comprise just under 25% of the student body. Responses collected in the Pilot Study may help to explain why such improvements are occurring: some programs identified a variety of specific best practices in which their programs already engage. A comprehensive list of those most often cited by Pilot Study respondents, included in Appendix G, addresses a broad range of student needs, including better access to the institution and its resources; improved retention, academic achievement and graduation rates; and a more receptive campus climate.

These are practices that can be initiated, continued and/or expanded, even within current budgetary constraints, to achieve significant milestones. They also will lay the foundation for more comprehensive future action staffed and supported by an Office of Diversity, Equity, and Assessment. In the meantime, a core group of Theme II Action Team members, as well as additionally recruited University volunteers, will continue working to expand the process pioneered in the Pilot Study and to work with interested program areas to develop individualized action plans for making excellence more inclusive and implementing proven best practices. Humboldt State's Ten-Year Incremental Implementation Plan is detailed in Appendix G and Appendix G.1.

Latino Peer Mentoring Program

The demographics of the 2005 freshman cohort represented a major growth in the number of students (17%) who identify as being Latino or Hispanic. While this increase represented the efforts of many involved in student recruitment, it also raised significant concerns about the retention of these students. For the ten year period prior to 2005, Latino/Hispanic students had always been retained at a lower rate than other first-year students. In response to these concerns, a Freshman Interest Group (FIG) was developed specifically for Spanish-speakers.

Also, a Latino Peer Mentoring Program was established under the auspices of the Learning Center. Ten peer mentors were hired and trained, incoming students were recruited for the one-unit peer led mentoring class and invited to a number of social activities, and this resource was aggressively promoted with prospective students. Of the 32 students who participated in the fall class, 28 returned the following fall, yielding a 87.5% retention rate. The program now continues into its second year, with both new mentees and last year's mentees invited to participate in fall activities. It is also encouraging that the retention rates for the 2005 and 2006 Latino/Hispanic cohorts broke the existing pattern.

Cohort	Latino/Hispanic Fall-to-Fall Retention	All Freshmen Fall-to-Fall Retention
Fall, 1995	63%	72%
Fall, 1996	72%	73%
Fall, 1997	70%	75%
Fall, 1998	73%	74%
Fall, 1999	73%	75%
Fall, 2000	74%	75%
Fall, 2001	73%	76%
Fall, 2002	67%	72%
Fall, 2003	75%	76%
Fall, 2004	70%	71%
Fall, 2005	80%	76%
Fall, 2006	77%	74%

Inclusive Excellence: Supporting Disabled Students

Addressing another dimension of diversity, Humboldt State University currently is participating in the Accessible Technology Initiative (ATI), a CSU-wide mandate to achieve technological accessibility for all students and particularly those with disabilities and alternative needs. While the University has taken a lead role in accommodating the needs of students with disabilities, reporting the highest percentage of students with disabilities in the CSU system, the new ATI represents the shift to a more proactive approach to accessibility. As President Richmond recently stated, “The vision of ATI is to expand our culture of inclusive learning and working environments by moving away from an approach that requires individuals to request accommodations, and moves toward an approach that builds in the capacity to provide access to anyone.”

The system-wide initiative complements EnAct (Ensuring Access through Collaboration and Technology), an ongoing project in which the University has already been involved for two years. A three-year, \$1 million federal project, EnACT is a multi-campus project managed by Sonoma State University in which HSU was a first-year grant partner; in 2007 and beyond, nine HSU faculty members from two colleges (Professional Studies and Natural Resources and Sciences) will participate in the EnACT Project.

CFR 2.3

Underpinning both EnAct and the Accessible Technology Initiative is the principle of Universal Design in higher education—providing multiple approaches to enable diverse learners to attain HSU’s expectations for learning. Designing web sites and course content to accommodate everyone represents a shift away from separate systems and multiple accommodations. Accessibility standards for curricular, technological, or physical aspects of the University are integrated during the design stage to provide for built-in accessibility, so they avoid costly retrofits or alternative approaches that must occur each time an individual uses the curriculum or web site.

An Executive Steering Committee, co-sponsored by the Chief Information Officer and the Director of the Student Disabilities Resource Center, convened in Fall of 2006 to develop and implement a multi-dimensional implementation plan in compliance with Executive Order 926 (EO 926), the CSU Board of Trustees Policy on Disability Support and Accommodations: “It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability.” The Steering Committee oversees the activities of five subcommittees: the three groups responsible for planning and implementation in specific areas (the Web, Instructional Materials, and Procurement Subcommittees), a Policy Development Team, and a Communications Subcommittee responsible for informing the campus as well as the broader community about the Accessible Technology Initiative.

Challenges to full implementation of Universal Design for Learning abound. Training is among the largest needs that must be met, but equally pressing is the need for translation of library, Web, and curricular materials into accessible formats, and for collaboration with faculty to ensure that textbooks and instructional media are ordered in time to make such translation possible at the beginning of each semester. Complicating the process is the fact that some of the most popular new instructional media, such as podcasts, cannot easily be made accessible to individuals with hearing disabilities. Other complications include the limited commercial availability of electronic equipment, such as photocopier machines, accessible to people with physical disabilities.

Inclusive Excellence: Everyone Benefits

As a community, we have identified the Outcomes that define an HSU education. Now we must understand that different students will need to take different routes to achieve those Outcomes. And we must prepare ourselves and our institution to develop, assess, and improve the effectiveness of those routes.

What does it mean to support students from diverse backgrounds or students facing a broad range of identifiable barriers to success?

When the Theme II Action Team asked programs to interpret their data, to talk about what it meant to them, and to describe what they did to support the success of students from underrepresented groups, programs sometimes started out by saying, “we don’t do anything in particular to support these students,” and then, as they engaged in further dialogue, realized that they actually had a number of practices that provided support. The most successful departments were those that considered such practices simply to be how they met the needs of all students.

CFR 2.9

More specifically, the greatest impact on the success of students comes from an integration of the core functions represented by Standard Two: teaching and learning, scholarship and creative activity, and support for students. The programs that involve students in faculty research and creative activity, provide appropriate support as a matter of course, and focus on success in student learning as the measure of successful teaching are the programs that experience the best retention rates among students of underrepresented groups, students with disabilities, and students in general.

The kinds of analysis and planning proposed in this chapter take time, thought, and guidance. Both the Theme II Action Team and the ATI Executive Committee have proposed modest plans to provide them. Achieving the educational mission will require the alignment of resources to support the institutional priorities to which we have committed. These commitments must be brought explicitly into institutional resource allocation processes.

Promoting an Expanded World View

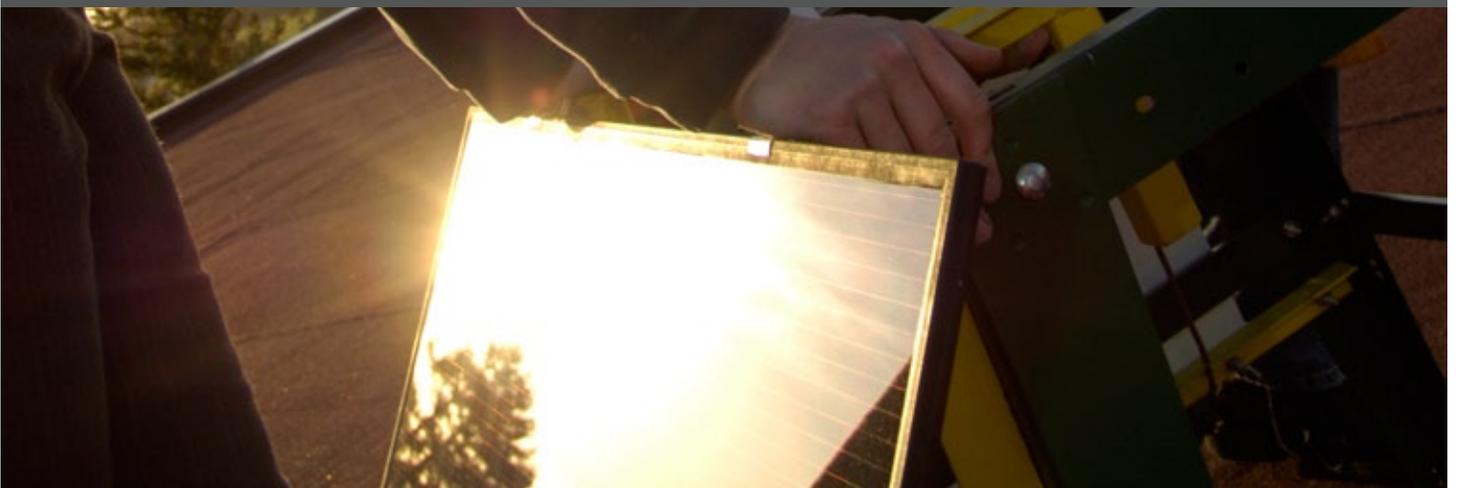
Despite our location behind the 'Redwood Curtain', Humboldt has been striving to promote an expanded world view that far exceeds the parochial boundaries of the North Coast. Beginning with the creation of the MultiCultural Center in 1993, the first Diversity Conference in 1994 and the "Dialogue on Race" several years later, the Diversity and Common Ground graduation requirement, the identification of funds specifically to support cultural programming, the establishment of the International Resources Committee (IRC) in 2002 and the inaugural International Education Week in 2003, the annual Multicultural Convocation and Creating Community Receptions, and the growing effort to recruit more international students to Humboldt, the face and feel of Humboldt continues to change. There also are several recent manifestations of this effort. Fall of 2007 marked the arrival of the first 16 students from Xi'an International Studies University who are to be followed by dramatically larger numbers from a consortium of Chinese universities in the years to come (see the "Recruiting Beyond California" Inset). In addition, the College of Natural Resources and Sciences partnered with the U.S. Forest Service to hire an admissions recruiter targeting underrepresented populations in Fall of 2007.



Chapter Three

Resource Planning: From Crisis to Continuity

Developing and Applying Resources and Organizational Structures to Ensure Sustainability



Humboldt State University sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, 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.

WASC Standard Three

CFR 3.5

The context within which the University is working to advance its priorities has been shaped in recent years by reductions in state support. These reductions have led to efforts in two directions: first, to improve finances by increasing enrollments, and, second, to work toward improving institutional planning and resource-allocation processes. At the same time, planning processes associated with other resources such as buildings, technology, information resources, have met some major goals and have prepared the way for further accomplishments.

Environmental Responsibility Made Visible

Eleven academic departments and the Center for Indian Community Development moved into the 89,000 square foot Behavioral and Social Sciences Building (BSS) during the summer of 2007. The first of its kind in the CSU, the BSS Building has been designed to qualify for Gold Certification in the Leadership in Energy and Environmental Design (LEED) Green Building Rating System™. The University received the 2005 UC/CSU award for Best Sustainable Design for the facility, which embodies the HSU commitment to environmental responsibility and sustainability through such features as:

- Natural light and ventilation for a better work environment and lower energy costs
- Storm water recovery system: two 5,000-gallon tanks to harvest rainwater to re-use for non-potable purposes
- Appropriate landscaping: integrated with the local ecosystem
- Bike parking and showers for bicycle commuters

As a part of the publicly funded California State University, Humboldt State University receives its financial resources primarily through state funding and fee structures. The CSU provides funding to the University based on a negotiated FTES (annualized full-time equivalent students) target at a dollar-per-FTES rate. Additional state funding is sometimes made available for specific capital or non-capital projects. The CSU is also largely responsible for determining tuition rates, although the campus has some control over certain additional local fees.

The Enrollment Crisis

Even though the campus struggles to align resources and structure with institutional priorities on a consistent basis, there have been a number of positive examples of successful and concerted efforts to make such changes. None has been more compelling than the University's response to the enrollment crisis.

Because the University's budget is very closely tied to enrollment, which generates both state funding and student fees, rising costs are difficult to meet without enrollment growth. Over the past decade or so, the University's enrollment has remained relatively flat, hovering at about 7,200 students. By comparison, student headcounts in the CSU as a whole increased from about 360,000 in 1996 to roughly 410,000 in 2007, largely due to the arrival of "Tidal Wave II," the large numbers of sons and daughters of the Baby Boom generation, who have been graduating from high schools around the country. While it is true that the population of 18- to 24-year-olds has decreased in Humboldt County in recent years (US Census Bureau, 2006), HSU's enrollment comprises only about 24% local county students, with 60% from elsewhere within the state, as far distant as the Bay Area and southern California. Most of the remainder come from other regions of the United States. Fundamentally, HSU has been unable to capitalize on the increased numbers of college-age students.

The Freshman Interest Group (FIG) Program

Originally begun as the Living and Learning Program, this collaborative endeavor between Academic Affairs and Student Affairs assumed its current form beginning fall semester, 2000. Freshmen Interest Groups (FIGs) now number about two dozen with nearly 550 first-year students voluntarily participating. Although FIGs come in many forms, most combine two to five classes around a central theme, e.g., "Life Sciences and the Environment", "People and Politics", "Writing and Speaking for the Environment", "Leadership, Activism, and Social Justice". FIGs typically comprise classes that are foundational in a particular major or that complete general education or graduation requirements. Several of the FIGs have corresponding theme living

CFR 2.11

areas in the residence halls, e.g., Researching and Exploring Degrees (RED) and Women for Change. In addition, most FIGs include the Humboldt Seminar, which serves to help students navigate the transition to college and which is usually co-taught by a faculty or staff member and a student peer.

Some versions of the FIG program target students who are statistically at-risk for one reason or another. For example, special FIGs have been developed for students required to complete the lowest level of remedial math and English. Yet, despite the emphasis on at-risk students, FIG students have been retained at a higher rate than other first-year students for each year the program has been in existence (about 5% higher).

Cohort	FIG	Non-FIG
Fall, 2000	81.8%	73.3%
Fall, 2001	82.2%	71.9%
Fall, 2002	73.3%	70.6%
Fall, 2003	78.1%	73.1%
Fall, 2004	74.8%	68.3%
Fall, 2005	76.2%	75.6%
Fall, 2006	78.8%	71.6%

Annual student evaluations of the overall FIG program indicate that roughly four of every five participants are satisfied or very satisfied with the experience. However, the response to the Humboldt Seminar component has been less enthusiastic (about 60% indicate that they are satisfied or very satisfied). Thanks to the support of a small Learn and Serve grant from the CSU, we were able to reconceptualize the Humboldt Seminar in 2007 and conduct a two-day training for the faculty and peer mentors. This also provided us with an opportunity to more systematically introduce Humboldt's Learning Outcomes.

CFR 4.3

In December of 2004 the University initiated a Strategic Enrollment Effort (SEE) to examine the enrollment problem and develop a strategy for increasing the number of students. Assisted by Noel-Levitz, a company well known for working with colleges and universities on enrollment and marketing issues, the campus examined existing recruitment processes; surveyed prospective students, current students, and University employees; and considered best practices. The resulting recommendations focused on the allocation of additional resources to recruitment, marketing, and retention efforts. In January 2006, the President directed the campus to implement a number of these recommendations.

The campus has responded with efforts to:

- increase ongoing mail, telephone and electronic communications to prospective students and parents, as well as high school and community college counselors
- develop a complete series of high quality academic program brochures that effectively market the academic quality/variety story of Humboldt State
- develop distinct recruitment materials and communication sequences for transfer students create and fund a specific marketing initiative to increase the number of prospective student campus visits
- actively engage HSU alumni in recruiting, both formally (through the Alumni Ambassador program) and informally
- recruit a web assistant to help our web manager and provide an operating budget
- establish one or two individuals who bear responsibility for coordination of retention activities and initiatives
- centralize authority and responsibility for dissemination of key messages, web site information and publications to ensure consistency and quality of all materials, particularly those that are used to target prospective students and their parents

CFR 2.12

CFR 2.14

Recruiting Beyond California

Humboldt State University has tended to attract the vast majority of its students from within the state of California. However, the Western Undergraduate Exchange (WUE), which is a state exchange program in which California participates (along with Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming), has made it easier to achieve greater geographic diversity by attracting students from beyond state borders. Students in these states are able to attend participating public colleges or universities in the other participating states at a significantly reduced cost. For many students, the WUE fee (150% of in-state tuition) for HSU is significantly lower than the cost of in-state tuition in their home states. The number of new out-of-state freshmen and transfer students has risen sharply, from 249 new WUE freshmen and transfers in Fall 2006 to 355 in Fall 2007.

Recruitment of international students is also on the rise: Humboldt State University has very recently signed agreements under the ASCUU 1+2+1 program with 17 institutions of higher learning in the People's Republic of China. Under this program, Chinese students complete the freshman year at their native school, spend the two middle years at HSU, then return to China for their senior year and earn bachelor's degrees from both universities.

Overall, the Strategic Enrollment Effort appears to be bearing fruit. In 2006-2007, HSU had its largest freshman cohort ever (980 students), although the graduation of a large senior class and retention losses still left the level of enrollment relatively flat (6,876 FTES). In the present academic year, the situation is even more promising – with a new campus record for freshman enrollment at over 1,056, the net fall 2007 headcount reached a near record of 7,781.

Along with efforts to improve recruiting, additional programs were put in place to improve student success and retention. The freshman-to-sophomore retention rate of the University, which moves from a low of around 70% to a high of around 76%, has been somewhat volatile. Retention levels from sophomore to junior year have also been problematic. As a result, the focus of a number of efforts is on consistently retaining students and helping them make timely progress toward graduation. Some of these efforts have been highlighted in the inset discussions throughout this report.

In addition to the processes designed to improve support for students from underrepresented groups, described in Chapter Two, other retention efforts designed to serve the entire HSU student population include the implementation of a 2001 Retention Committee recommendation to establish an Advising Center. The Advising Center has centralized the support and advising for Undeclared students. Advising Center also supports student success by individually counseling upper-division students who have been placed on academic probation, by implementing an early intervention program, and by serving as a resource for faculty with questions about academic advising. It also conducts the recruit-back program, individually contacting continuing students who have not registered for the next semester by the end of the registration period.

Recruit-Back Program

What better way to improve retention than to reach out to those current students who do not pre-register for the following semester? In Fall 2005 we initiated a program through our Advising Center to systematically reach out to this population by telephone. By Spring 2006 we had refined both our general approach and our evaluation of the program:

Out of 662 students who were eligible for early registration for Fall 2006 classes but had not registered:

- 52 of the 408 students (12%) who were contacted either directly or with detailed reminder messages subsequently registered, while
- only 19 of the 254 students (7%) who were *not* contacted subsequently registered for the fall term.

In the most recent Recruit-Back effort, aimed at helping students to pre-register for the Fall 2007 semester, the difference in registration numbers between students who were contacted and those who were not was still significant, though not as dramatically so. Of the 376 students who were contacted, 100 (26%) registered before the first day of classes. Of the 205 students who were not contacted due to wrong numbers, disconnected phones, etc., 43 (20%) registered before the first day of class.

Other initiatives, such as the construction of the Student Recreation Center, the creation of “AS Presents” events and activities, and augmented tutoring support for gateway classes, also have resulted from the work of the 2001 Retention Committee.

Progress continues to be made in implementing best practices in supporting student success. For example, a Scheduling Task Force is convening this fall with the goal of developing more centralized coordination of course scheduling in order to reduce conflicts that interfere with students’ ability to build their schedules. Like much that remains to be done, this effort will require substantial change at an institutional level – the alignment of human, physical, fiscal, and information resources, through the organizational and decision-making structures currently under development.

The Budget Crisis

The financial effects of flat enrollment have been amplified by a shift toward emphasizing growth as factor in allocating budgets. In order to promote increases in enrollment, the state has been providing additional funding to CSU campuses based on enrollment growth. While most other campuses received increases in their funding, Humboldt State’s flat enrollment prevented it from receiving these additional funds. For example, in 2002-03, the CSU provided additional funding to campuses that experienced 1% FTES growth or more. HSU was one of only two CSU campuses that received no such additional funding – the other being the newly-formed CSU Channel Islands campus, which was ineligible.

Repositioning Athletics in the University

A key example illustrating the campus's willingness to review its programs, structure, and services, and make key changes, is the case of intercollegiate athletics. Beginning in the mid-90s, Humboldt's intercollegiate athletic program began a string of seven consecutive years of financial deficits. In 2000, an Athletics Review Committee examined the fiscal foundation of the intercollegiate athletics at Humboldt State University. Subsequent changes, along with the successful generation of private funds, have resulted in five consecutive years of budgets in the black.

In Fall of 2007, all general funds (in excess of \$2 million) were withdrawn from Athletics, and student fees were raised to replace them. Those fees, along with private fundraising, cover the cost of all intercollegiate sports. The overall result of these changes has been to dramatically alter the financial relationship of Intercollegiate Athletics with the University.

Although we are projected to exceed our targeted FTES in the 2007-2008 academic year, HSU fell short of its FTES target every year for the past seven years. In retrospect, enrollment represents only one element of multiple larger, long-term budgetary challenges, because the University has been facing fiscal pressures for a number of years. In response, the University has taken significant steps to reduce expenses. In academic areas, these steps include reductions in infrastructure and staff support, increased class sizes, the cancellation of low-enrolled courses, and increased efficiencies in the structure of major programs. The non-academic side has seen significant cuts as well: staff numbers have been reduced in many divisions, and equipment refreshment rates have been extended. Deferred maintenance has become commonplace, and the University's vehicle fleet has been significantly downsized. In spite of these efforts, the University has been in deficit for a number of years. During the period from 2003 through 2007, the annual deficit has been \$1.6M, \$0.6M, \$3.2M, and \$2.4M (Esteban, 2006). To some extent, the deficit has been covered by short-term solutions, such as the use of reserves from the University's contingency funds and the Extended Education Office's construction fund.

Aligning Physical Resources with Institutional Purposes: Modernizing an Aging Physical Plant

The quality of campus buildings has a significant impact on students' enrollment decisions, according to a 2006 study sponsored by the Association of Higher Education Facilities Officers. After more than a decade with no new buildings and ongoing deferral of maintenance, HSU was at a significant disadvantage until just recently, when the University began a major transformation of the campus.

The face of the University has been undergoing a purposeful renaissance guided by the 2004 Physical Master Plan. The opening of the Behavioral and Social Sciences Building in summer 2007 will soon be followed by a new physical education building in winter 2008. New residence halls have been approved, and construction is scheduled to commence in 2008. The temporary and inefficient houses that have populated the campus are being removed, and many existing buildings are being upgraded. Campus wayfinding and signage have also been updated. Beyond the campus itself, a collaboration with the City of Eureka and California's Department of Boating and Waterways resulted in the August, 2007 opening of the \$4.5 million Humboldt Bay Aquatic Center on the Eureka Waterfront. The purchase of the "Campus Apartments," alleviating some of the pressure on housing that can make it difficult to attract students, was the most recent step in aligning the facilities of the University with its institutional purposes and educational objectives.

CFR 3.5

The worsening situation became a full-blown crisis in 2006-2007, when the CSU decided to impose a "payback" of funds for those campuses that failed to meet their 2005-2006 FTES target by more than 2%, with the payback proportional to the percentage difference between the targeted and actual FTES. Thus the CSU held back roughly \$1.8M from HSU's 2006-2007 budget to enforce this penalty and to account for a reduction in our enrollment target. Managing the resulting shortfall represented a tremendous challenge to University's resource allocation processes.

Reshaping Allocation Processes to Ensure Sustainability

Establishing resource allocation processes that are transparent, informed, and consistent is among the biggest challenges facing the University, which has repeatedly struggled to review and improve resource policies and processes.

As recently as six years ago, specific information about the budget was difficult to obtain. For example, no information was available about the funding required to support benefits. In January 2003, President Richmond, then in his first

year at Humboldt State, expressed his intention to make the budget process more open and inclusive. Two ad hoc committees were established to make recommendations in this regard.

Strengthening Fund Raising Efforts

For a number of years, it has been recognized and increasingly expected that vibrant institutions of higher education must supplement tuition and allocations from the State with private donations. Humboldt State has been late to develop the necessary infrastructure to support this effort. Over the past four years, several important steps have been taken to rectify this situation. In 2005 Humboldt State University formally created the "Advancement Foundation" to manage endowments and other assets and to bolster fundraising. This change legally separated grants and contracts from the fundraising function. It also permitted the Advancement Foundation greater latitude in developing a portfolio of investments with the potential for more significant returns. Prior to the creation of the Advancement Foundation, endowment and other assets were held in money market funds returning two to four percent annually. Since the inception of the Advancement Foundation in March of 2005, endowment and other assets held by the foundation have grown from \$12,000,000 to over \$20,000,000, and the rate of return for 2007 was over 15%.

Subsequently, Humboldt State University hired its first permanent Vice President dedicated to advancement. This has facilitated the creation of a fundraising infrastructure resulting in improvements in receiving and acknowledging gifts, better coordination of the annual fundraising program, and increased focus on major donor prospects. Although there is much to be done, there have been some immediate and tangible results. The number of alumni donors hit a record high in 2007, climbing over 80% above the previous year. There was also a 42% increase in total giving excluding bequests.

The Budget Policy Committee, co-chaired by the Academic Senate Finance Chair and the University Budget Director, included members of the Academic Senate Finance Committee, administrators, and a student representative. Its charge was to identify and develop budget policies and to make recommendations for a more efficient and open budget process. Its recommendations, approved in February 2004, included the use of cost center level base budget allocations, the development of a position inventory by the University Budget Office, and the decentralization of benefit costs to the divisions. The addendum adopted in October 2004 included divisional policies that complement the University Budget Policy.

The Budget Process Committee, tasked with recommending structure, procedures, and timelines by which budgets can be recommended, comprised faculty, staff, administration, and student representation. The redefined budget process, approved in January 2004, recommended the establishment of a University Budget Committee (comprising administration, faculty, staff, and student representation) to make recommendations to the President on prioritization of funding initiatives, budget reallocations, and related issues. The University Budget Committee replaced a former University Resource Planning and Budget Committee. In practice, it considers requests for additional funding, prioritizes among those requests, and determines a set of augmentation recommendations.

Historical Funding Perspective: The Orange Book

From approximately December of 1974 until the Fall of 1993 the CSU received funding based on a set of need-based formulae, known as the "Orange Book." These formulae were primarily tied to enrollment size and C-classification (a taxonomy of instructional modes) and to building utilization and square footage. This meant that higher-cost programs, such as many in the arts and sciences, generated higher levels of support, due to the specific C-classifications of the courses they comprised. A number of the higher-cost programs at Humboldt State University grew extensively during the time of this funding model.

Since 1993/94, however, the CSU has received funding in a lump sum based on a percentage increase/decrease of the prior year's funding and a marginal cost formula for enrollment growth. The CSU, in turn, funds each of its campuses through lump-sum allocations for general operations, now strictly on the basis of FTES and enrollment targets; the cost of an institution's program mix is no longer taken into account.

When the most recent budget crisis arrived in September 2006, it took some time to sort through the issues and determine what options might be available. The President invited two consultants, CSU Chico Emeritus President (and former HSU Vice President) Manuel Esteban and CSU Long Beach Emeritus President Robert Maxson, to visit campus and conduct separate assessments of HSU's resources, resource allocation processes, and fiscal challenges.

President Esteban's analysis suggested, in particular, that HSU undertake a review to re-evaluate its "strategic plan, set objectives and resources available...and determine whether it is allocating its resources appropriately to permit it to successfully meet the challenges it faces" (Esteban, 2006). President Maxson's analysis noted that "structural

changes in the budget are needed” and the “per-student cost needs to be reduced” (University Executive Committee, 2006). He recommended that the University review itself “as a whole, division by division, to identify what is essential to maintain a vital university and where downsizing may be possible.” (University Executive Committee, 2006).

The Academic Senate called for further restructuring of the University Budget Committee, and broader representation was added to the group. The focus of the group during the 2006-2007 academic year was on deciding how to distribute percentage cuts to the three major divisions of the University. Its recommendations were forwarded to the President in March 2007, and the President announced the 2007-2008 budget allocations the following month.

Aligning Resources to Improve Technology for Teaching

In 1995 Humboldt State University had but three ‘smart’ classrooms: classrooms equipped with projection, computer, and internet connectivity capabilities. Although this number increased slowly over the following decade, the “Smart Classroom Build-Out and Support Plan” (November, 2004) signaled a commitment to escalating that conversion process. In the last two years we have added 25 smart classrooms (more than doubling the total number) to the campus inventory. The campus is approaching the goal of the Plan that all 58 shared classrooms would be ‘smart,’ with 43 shared smart classrooms and around 20 department-specific smart facilities.

While there are still significant financial challenges remaining in the maintenance and refresh of these classrooms, outstanding progress has been made.

CFR 3.7

A number of people in the campus community remain unhappy with both the allocation results and the budget process. A major concern is that the approaches that have been taken to the allocation of resources so far have tended to favor the status quo, making it difficult to formulate decisions around strategic priorities. An ad hoc Budget Process Review committee has been convened and is beginning to review the budget process, UBC membership, and the policy that formed the UBC. It is due to report back to the Academic Senate in December.

This re-evaluation represents an important opportunity to develop the capacity to support the initiatives described in this Report. Now that we have set in motion the processes by which the University will address the commitments represented by Theme One and Theme Two in our Institutional Proposal, and have identified some of the resource issues for each of them, it is important that these commitments be incorporated as strategic priorities into the budget process itself.

Investing in Administrative Technology

HSU is currently investing extensive personnel time and financial resources in making the transition from Banner to PeopleSoft, as part of the CSU Common Management System (CMS) initiative. CMS will integrate the critical administrative functions of human resources, financial services, and student services across all 23 CSU campuses plus the Chancellor’s Office by the end of 2008. Along with the implementation of PeopleSoft’s transaction tracking functions, HSU is actively engaged in structured business process analysis and improvements, as well as in the development of internal data warehouse capabilities to support the reporting needs of the University.

CFR 3.7



Chapter Four **Learning to Plan, Planning to Learn**

Creating an Organization Committed to Learning and Improvement



Humboldt State University conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. 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 at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

WASC Standard Four

Learning to Plan

Recommendations to engage in meaningful campus-wide planning have been highlighted in the past two WASC reviews. The report of the 1998 visiting team goes so far as to reference the earlier recommendation: “The team has a number of concerns about the planning at HSU. To quote from the 1990 team report: ‘HSU should develop an effective campus-wide planning process that begins with a clear sense of what the campus should be like in the next decade... Campus planning should be linked to resource allocations and to the outcomes of program review and curricular assessments’ [p. 25]” and to further comment, “In 1998, this recommendation remains to be implemented” (p. 2).

As noted in Chapter One, the challenge of beginning with “a clear sense of what the campus should be like in the next decade” – the challenge of coming to consensus around the identity of Humboldt State University – remains a thorny problem. Nevertheless, the University has made progress toward establishing collaborative, ongoing planning processes that incorporate evidence of programmatic and educational effectiveness. It has also implemented a variety of means of institutional inquiry, research, and data collection.

Campus Master Plan

In the intervals since the University’s last accreditation effort, the first comprehensive planning project was the development of a campus Master Plan. The planning process, which drew upon the campus’s Academic Master Plan and was initiated and directed by the Office of Facilities Management, began in Spring 2003 and involved community members as well as faculty, staff, students, and administration. In addition to a variety of appropriately defined quantitative and qualitative data, a unique and well-structured photo survey conducted by volunteers served to inform the “Sense of Place” that the University was striving to achieve. By the time of final approval of the Master Plan by the CSU Board of Trustees in September 2004, eight campus and public forums had been conducted, with broad participation across the campus and community. The Plan has since guided major campus building and renovation projects as it reshapes the campus environment around the values of access, open space, environmental sustainability, and learning enhancement.

CFR 4.3
CFR 4.2

Mission, Vision, and Strategic Plan

A Steering Committee appointed by the president met for the first time on April 25, 2003 to begin the process of revising the 1997 Strategic Plan and oversee the development of the new Strategic Planning process. In August 2003, the Steering Committee held a two-day retreat, where it grappled with the concepts to be expressed in vision, mission and values statements, as well as issues of logistics and procedures. Early in the organizing process, they decided that much of the detailed discussions and work would be done in Focus Groups exploring important topic areas. These Focus Groups were open to anyone who expressed an interest in participating, but each had a core membership which committed to attending all discussions and contributing to the final document.

CFR 4.1

The eighteen Focus Groups met throughout the Fall and Spring semesters of the 2003-2004 academic year. Most of the groups held one or more public forums to broaden the discussion. In addition to the Focus Groups, the work of the International Resources Committee was added as a de facto nineteenth Focus Group. In compiling the vast amount of work completed by the Focus Groups, the Steering Committee decided to condense and synthesize the results into six larger content areas, in order to grasp the central themes:

1. Academic Excellence
2. Community of Student Scholars
3. Cultural Richness
4. Fiscal Resources and Processes
5. Infrastructure
6. Intellectual Underpinnings

The Steering Committee created a website to enhance communication and broaden the opportunities for participation. Nearly all of the working documents of the Steering Committee and the Focus Groups created during the 2003-2004 academic year were posted, and comments from students, staff, faculty, administrators and other interested parties were received. The site also served as a communications center to announce upcoming meetings and archive minutes of past meetings. Every attempt was made to keep the process as open and inclusive as possible.

During Fall Semester 2004, the work of the Focus Groups and Steering Committee was recompiled into a Strategic Plan document. Focus Groups were given the opportunity to review their specific work in the context of the document as a whole. The document was also available on the web for public review. In the meantime it was circulated to representative campus groups, including Associated Students, Staff Council, the Academic Senate and the University Executive Committee.

While there was an intention to develop Annual Action Plans to evaluate progress in meeting the plan's goals and further refine actions to be taken, such Plans have not been produced.

Collaborative Grassroots Planning: The Learning Commons Project

The impending vacancy of the ground floor of the library, due to the imminent completion of the new Behavioral and Social Sciences Building, initiated some large-scale dreaming: what would it take to develop a Learning Commons in that space? What would a Learning Commons do for the campus? As Joan Lippincott, Associate Director of the Coalition for Networked Information and a leading expert in the design and planning of Learning Commons facilities notes, "While the planning... frequently begins with the development of a floor plan and consideration of equipment and furniture, a better first step is to understand what types of activities users will engage in and what services will be needed to support those activities." After preparing a rationale for the project and getting approval from the Executive Committee, a Learning Commons Planning Group assembled itself and prepared for campus-wide conversations that began with this image and question: A student has an assignment. What does she need in order to complete it? An open forum was held on April 27, 2007 to collect input from a variety of stakeholders, and on September 28, 2007, Ms. Lippincott herself visited campus for a series of discussions to help define the goals of a Humboldt State Learning Commons and plan the next steps in the development process. Her recommendation to move ahead with pilot collaborations across organizational boundaries, in advance of the construction funding that will make the Learning Commons a physical reality, offers a new and more immediate way of moving the project forward.

As a new Strategic Planning cycle approaches and the WASC review proceeds, it would make sense to connect the two efforts in a meaningful way. Both require planning focused on institution-wide priorities; both require broad participation and consensus; both must be based in genuine inquiry and informed by data from multiple perspectives. One possibility for how this synchronization could be approached is suggested in the Conclusion of this report.

Academic Program Prioritization

The most recent planning initiative, currently in its very beginning stages, is a comprehensive program prioritization effort in Academic Affairs. While in the long term it is likely that one result of the process will be budget reallocations, this is not its primary focus. Instead, the practice of establishing institutional priorities and evaluating both existing and proposed programs against those priorities should be central to institutional planning.

The Interim Provost and Vice President for Academic Affairs has consulted with the Provost's Council in identifying appropriate membership for the Steering Committee for this process, based on a framework described in Robert C. Dickeson's *Prioritizing Academic Programs: Reallocating Resources to Achieve Strategic Balance*. Adaptations to this process that have been made by other institutions (e.g., Indiana State University) provide additional guidance.

As we consider which criteria to use for prioritization, and how they will be weighted, it will be essential that the commitments represented by the two Themes be included.

The most crucial component of the prioritization process is the development and weighting of criteria by which programs will be evaluated. Certainly the commitments represented by HSU's two themes must be prominent elements in these criteria.

CFR 4.4

CFR 4.1

Planning to Learn: Initiating Meaningful Outcomes Assessment

*A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to **provide instruction**. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to **produce learning**. This shift changes everything.*

Robert B. Barr and John Tagg, "From Teaching to Learning" Change, November/December 1995

Meaningful assessment of student learning outcomes is at the heart of an organizational commitment to learning and improvement. How else can an organization whose mission is "Learning to make a difference" know and improve the degree to which it is accomplishing that mission, if it does not measure what students are learning, identify areas where they could be performing better, and implement changes likely to yield different – and improved – results?

The central role of assessment in that effort is clear, yet the fact that this role is embedded in a much bigger, much deeper shift gives some sense of the enormity of change involved.

Humboldt State University, like many other institutions, is struggling with this fundamental change of focus. Earlier attempts to promote good assessment practices, while sincere in intent, did not fully contextualize the role of assessment in the paradigm shift described above, so many areas of the University were unconvinced of the need for outcomes assessment. As a result, assessment has largely been absent in planning and decision-making processes until recently. Moreover, calls for assessment tended to send mixed messages as to the nature of effective assessment practices, so that some programs spent a great deal of time and energy developing assessment processes and plans that relied on description of inputs and on indirect measures such as student surveys, syllabus analysis, and instructor reports of content.

Ongoing Inquiry Into Processes of Teaching and Learning

Direct assessments of student learning outcomes are not the only means of collecting information that can be useful in improving student learning experiences. On the contrary, the comprehensive General Education Rigor Survey, created to explore recent NSSE results indicating a lower than expected student rating of academic rigor, provides a unique students'-eye perspective on some important General Education issues that need to be addressed. Developed through a highly collaborative and thoughtful process, the survey was administered program-wide in the Spring and Fall semesters of 2006. It provides comparative information to help departments and faculty evaluate the ways that students experience the General Education courses in each discipline, with a secure online database that instructors can access and use to compare results for their General Education courses with others in their discipline and in their General Education Area.

Student evaluations of instruction constitute another important resource for collecting information that can be used in improving the effectiveness of teaching and learning. Last year, the Academic Senate approved a Standardized Core Evaluation Form in order to create some uniformity through the use of common-core questions and common formatting of the instructional evaluation forms used across campus. To facilitate the production, processing, and analysis of evaluations, the University has recently acquired the Class Climate™ software produced by Scantron, along with high-speed scanners. Placed in each of the College offices, the packages distribute the scanning process and deliver rapid turn-around time for scored evaluations.

Again, Humboldt State University is not unique in the steepness of its assessment learning curve, nor is it at all unusual in experiencing several false starts as it moves into meaningful assessment planning. It is a reality, however, that does present challenges that require patience, persistence, and time. The following evidence indicates that this effort is well underway.

Making Progress toward Assessing Student Learning in Major Programs

A number of specific actions over the past two years have made current assessment efforts qualitatively different from earlier ones.

In January 2005, the Education Policies Committee approved revisions to the Program Review process. Among the additions to the process is the requirement to include the program's learning outcomes, assessment measures, and a description of how they have used their assessment data. In addition, a broad range of other data is readily available for departments to use in their self-studies.

CFR 4.3, CFR 4.7

CFR 4.4, 4.5

CFR 2.7

CFR 1.3

One of the most important concrete steps in support of ongoing and meaningful assessment, however, was taken when the University administration adopted a UCC proposal to appoint a Faculty Associate for Assessment. The intention of all parties was to provide leadership and coordination for assessment efforts, as well as to support faculty and departments as they worked to rethink the role of assessment in their programs and processes. A search was conducted, and the first half-time Faculty Associate for Assessment (FAfA), Professor of Sociology Dr. Judith Little, was appointed effective Spring of 2006.

CFR 4.6

That same semester, the Interim Vice Provost and the new Faculty Associate for Assessment jointly requested each major program to identify a first learning outcome for their students, develop a plan to assess that outcome, and then submit their results to the Faculty Associate. Compliance with this request was highly variable, reflecting a broad range of perspectives on the role and importance of assessment. Many responses were useful in identifying areas where further support and conversation were necessary in order to move the process forward.

Fall 2006 represented the first full academic year with the Faculty Associate already in place. It also marked the point at which work on the two themes identified in the Institutional Proposal began. It quickly became clear how important the assessment of student learning was going to be in work on both themes. This realization provided additional momentum in the paradigm shift to a focus on student learning.

Several assessment workshops have been conducted in recent years, including one facilitated by Mary Allan, a consultant from CSU Bakersfield, in January of 2006, and two facilitated by Judith Little, HSU Faculty Associate for Assessment, in the 2006-2007 academic year. Additional support was put in place that same year when the Academic Senate/University Curriculum Committee Joint Assessment Subcommittee developed and distributed comprehensive Program Assessment Binders (see Appendix H). The Binders contain step-by-step instructions for the complete assessment process, along with a timetable for submission of each stage to the Faculty Associate for Assessment. While much of the assessment information will ultimately be posted online as well, the binder serves as a concrete reminder, as well as tangible reference and storage, for each department as responsibility for assessment coordination inevitably moves around among their faculty members.

CFR 2.4

As of this writing, all departments are making substantial progress in their work on assessment, with faculty members taking responsibility for establishing, reviewing, fostering, and demonstrating students' learning. Outcomes have been identified by most programs, with at least one outcome already assessed, curriculum maps underway, and plans for assessment of a second outcome under development. The Faculty Associate for Assessment is meeting individually with each major program during the fall semester, to provide feedback on assessment processes along with guidance on the analysis of assessment results and on using the results for program planning.

Assessment in General Education Areas

Across the Areas that comprise General Education at Humboldt State University, there is some variability in the degree of preparation to engage in assessment. The Writing component of Area A, for example, has had a portfolio assessment process in place for some time. All students earning a C- or better submit portfolios for evaluation by the Portfolio Committee. These portfolios serve not only as a means to grade individual students, but they also allow for overall assessment of the composition program.

CFR 4.6

Other General Education Areas do not have such well-established assessment procedures in place. Most have gotten as far as developing measurable learning outcomes but have yet to implement an assessment plan. The decentralized nature of many of the General Education areas presents a challenge, though faculty teaching Area C (arts, literature, philosophy, modern languages) have been able to collaborate on the development of a type of student performance to use for the purpose of assessing one of the Area C outcomes across the broad variety of disciplines that offer courses for that Area. They piloted this approach to curriculum-embedded assessment in Spring of 2007 and are currently analyzing both the assessment results and the assessment approach.

The emerging program prioritization process, described above, may reshape the task of assessing General Education outcomes. Additionally, the relationship between the HSU Outcomes and General Education outcomes, and the assessment of each, must be more clearly defined.

Planning for Assessment of the HSU Outcomes

Again, the following research questions were identified in the Proposal as the focus of Theme I:

- 1) *What are core academic expectations for HSU students?*
- 2) *Are these core academic expectations being met by HSU students?*
- 3) *Are HSU students achieving proficiency in written communication skills?*

Chapter One described how the institution went about answering the first research question. Here we will outline the preparations for answering the second and third research questions, currently underway.

Planning for assessment of the HSU Outcomes was part of the charge for the Theme I Action Team. Once the Outcomes were developed and approved, the Team turned its attention to developing an assessment plan (see Appendix F). A first stage in the resulting plan is the compilation of an HSU Outcomes Map, individual components of which are being completed by academic programs, co-curricular programs, and any unit that engages students in extended work. This process involves mapping the Outcomes (with an indication of how intensely they are addressed) onto courses and activities. Submitted in electronic form on Excel templates, the program-level Outcomes Inventories will be compiled into the master HSU Outcomes Map.

CFR 4.6

CFR 2.4

The Theme I Action Team also recommended the appointment of a standing committee, chaired by the Faculty Associate for Assessment and comprising faculty and Student Affairs professional staff, to oversee a six-year cycle of annual assessment activities for the HSU Outcomes. The HSU Outcomes Assessment Working Group will develop a rubric for evaluating a specific Outcome each year. Working from the HSU Outcomes Map, the committee will then identify courses and other experiences which will address that year's Outcome during the Spring semester, and it will collaborate with faculty and staff to collect authentic student work produced in those classes and co-curricular activities during the spring semester. The Assessment Working Group will then assemble a team of evaluators over the summer to review the student work, summarize the results, and recommend action steps for improvement of student performance of the Outcome when appropriate. The recommendations are to be shared with the campus community during the following year, as the cycle begins again with a different Outcome (see Appendix F). The first Outcome to undergo a complete cycle will be Outcome 2: Critical and creative thinking skills in acquiring a broad knowledge base and applying it to complex issues.

CFR 1.2

The program is designed to support an electronic-portfolio approach, and the hope is that the entire process can be migrated to electronic sampling methodologies when electronic portfolios that are compatible with Moodle, our Course Management System, become a genuine option.

The financial investment required to implement the assessment program developed by the Theme I Action Team would be modest, though it requires sufficient support for the summer work involved – both for the Faculty Associate for Assessment and for the team of evaluators. There must be a strong connection between the HSU Outcomes Assessment Working Group and the budget process, for two reasons. First, a new category of ongoing, permanent funding will be necessary to sustain the work of the Faculty Associate for Assessment, the Assessment Working Group, and the annual evaluation teams. Second, and just as important: analysis of assessment data should be incorporated into decision-making processes that identify and implement budget priorities.

A First Step: Improving Student Writing

There is widespread feeling that a passing score on the Graduation Writing Proficiency Examination (GWPE), taken by all HSU students as a graduation requirement, may not necessarily indicate an adequate level of writing proficiency (the pass rate is about 90%). The Academic Senate has had discussions of raising the score required for passing but deferred the decision in the absence of evidence that such a move would have the desired effect of improving student writing. The need to pursue such evidence, and, more specifically, a sense that student writing needs improvement regardless of the relatively high pass rate on the GWPE, resulted in the inclusion of student writing skills as a focus in the Institutional Proposal. The urgency of addressing these issues led the Action Team to recommend that the discussion of student writing assessment and improvement begin with the wealth of data already on hand. Thus the HSU Outcomes assessment effort got a jump-start in Fall of 2007, with an analysis of data from several recent administrations of the GWPE.

CFR 4.4

One component of the assessment was a direct, inductive analysis of student work. A random selection of papers written for the February 2007 GWPE administration were evaluated, independent of the GWPE rubric and scores, at a September 2007 writing assessment workshop. Eight groups of faculty and staff evaluators, a total of sixteen readers, each reached consensus on their categorization of a dozen papers as “average/adequate,” “weak,” or “strong.”

The evaluators then did a trait analysis of the student work in the “weak” and “strong” categories, in order to identify the characteristics of student writing most in need of improvement. Using this information, the participants began to form an action plan, to be further developed as the semester progresses.

Another component of the process is an intensive study of GWPE scores, demographic data, and NSSE results for three freshman cohorts and three transfer cohorts. This analysis is being undertaken in Fall of 2007 by a graduate research methods course in the Sociology department, under the direction of Judith Little, Faculty Associate for Assessment, who is also the instructor for the course.

Quality Improvement in Administrative Affairs

CFR 4.2

The Administrative Affairs Division began a Balanced Scorecard Program Initiative in January 2007 by showcasing the Approach Document for the Humboldt State University CMS Quality Improvement Program. This detailed document outlined the Administrative Affairs Division program for improving activities and aligning resources and people with the University’s mission and vision. The two main components of this program are the Balanced Scorecard Initiative and Quality Improvement methodology. The Balanced Scorecard is a performance management and improvement tool for administrative affairs, while the quality improvement methodology and training is available to campus departments involved in specific improvement projects.

What is a “Balanced Scorecard” (BSC)?

A Balanced Scorecard (BSC) is an organizational management system that aligns strategic priorities and resources with activities. The scorecard is organized by a set of perspectives from which to measure performance. Using this approach, a unit carefully monitors progress toward a measurable goal for each of four perspectives within their operation. Traditional BSC perspectives are Customer, Financial, Internal Business Process, and Learning/Growth. The Administrative Affairs Division has five strategic perspectives: Service Excellence, Integrity, Communication Optimization, Efficiency, and Campus Image. Administrative Affairs units at HSU developed, for each of the five perspectives, measurable outcomes in alignment with Division Strategic Planning and the University Strategic Plan.

The key to success in the Balanced Scorecard approach is in limiting the number of efforts tracked, thus focusing resources on a achieving specific, balanced set of high-priority improvements in support of institutional priorities.

The mission of the Quality Improvement Program “is to provide support, resources, and training for quality improvement efforts that enable faculty, staff, and administrators to further the University’s mission of providing a quality education, practicing social and environmental responsibility, and maintaining our positive presence in the community. The QI approach shall be focused on developing a continuous process that aims to prioritize, plan, implement, and measure campus quality improvement activities and strategic goals.” The program will establish an understanding of BSC concepts by promoting the strategic goals of the division in the first two years. This will help align and prioritize Business Unit activities with the division strategic priorities and align division priorities with the University Strategic Plan.

CFR 4.6

Administrative Directors were brought together for a series of presentations to teach them about Quality Improvement principles and the Balanced Scorecard. Directors read excerpts from Jim Collins’s book *From Good to Great* and viewed several webcast presentations by leading experts in the performance management industry. In addition, the Directors reviewed Manuel Esteban’s *Report on the Budget Situation at Humboldt State University*. A systematic analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) was conducted within each of the following Major Business Units (MBU’s): Business Services, Facilities Management, Planning and Design, and Common Management Systems (the MBU’s of Common Management Systems and Planning and Design were later combined into a single Administrative Headquarters group). This exercise involved a wide range of support staff, supervisors, managers, and directors from all Administrative Departments. The Department-level sessions contributed to a SWOT summary for each MBU that assessed the current state of their strategic positions in order to identify opportunities and direct future improvement projects.

These results were reviewed by Administrative Affairs Directors to identify Strategic Themes that would align with the University Strategic Plan (2004-2009) and complement the design of the Strategic Balanced Scorecard structure. The strategic planning that followed resulted in identifying five strategic themes for the Administrative Affairs Division. The five themes identified were Service Excellence, Integrity, Communication Optimization, Efficiency, and Campus Image.

CFR 4.2

The next phase of planning identified what general outcomes were important to achieve for each MBU during the first year of the program, in alignment with the SWOT strategic planning results and the University Strategic Plan (2004-2009). The directors of each MBU used the SWOT Analyses from their area, feedback from managers, and their own awareness of operational issues to provide a basic goal for each of the five strategic themes. When the basic goals were established, the themes and goals were shared with MBU managers who, in turn, developed a Balanced Scorecard team structure in each area. The teams were deliberately constructed to form a cross-functional blend of stakeholders to specify how the team would promote the strategic goal. Unlike a traditional Balanced Scorecard that is superimposed on the preexisting structure of individual departments, the BSC teams were structured to blur boundaries between departments in the division and encourage teams to focus on shared outcomes.

CFR 4.1

The next phase assigned Balanced Scorecard Team leads for each MBU Balanced Scorecard perspective. Each MBU was charged with creating a cross-functional team for each BSC perspective, so each MBU has a Service Excellence Team, an Integrity Team, and so on. Across the Division there are fifteen total teams. The teams contain members from various departments with the MBU that have a stake in the process and activities involved with the team goals. Under the direction of the CMS Quality Improvement Analyst, each BSC Team has begun participating in a series of BSC Project activity sessions to learn skills and work through the improvement project. There are eight sessions that assist teams to work through the improvement project and two review sessions for a Business Unit- and Division-level assessment of the strategic improvement projects.

A Long History of Quality Improvement

There is a history of using QI strategies and benchmarking within many student service units. Parking Services and the University Police have made extensive use of process mapping to streamline a number of procedures. The Career Center, Housing, and the Health Center have collaborated with peer institutions to benchmark key performance

variables and identify best practices. The Career Center has undertaken a comprehensive program review. Housing and Dining conducts an annual satisfaction survey of all residents. The Health Center is subject to an intense accreditation review every three years. The Child Care Center undergoes a similar accreditation process.

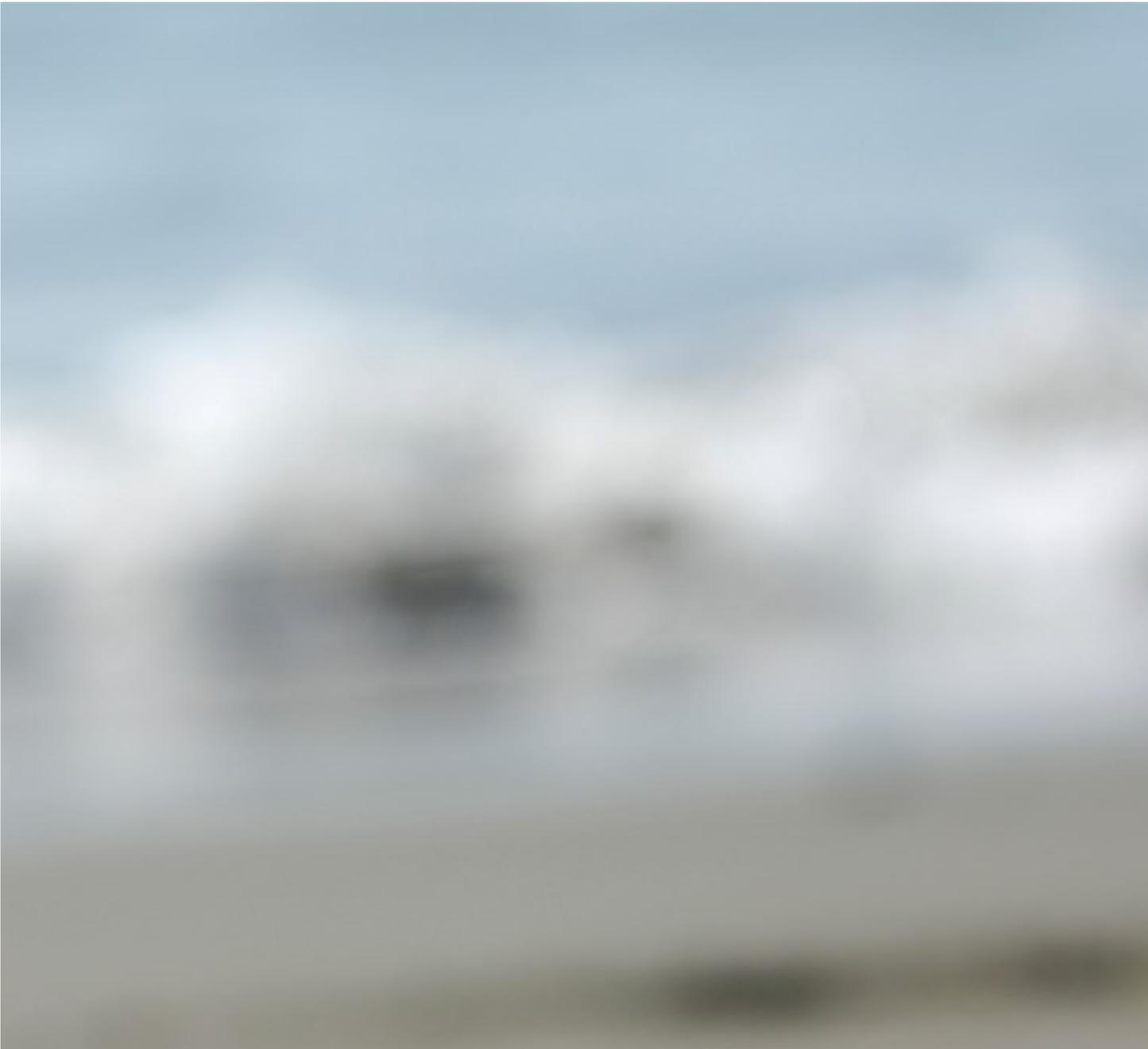
CFR 4.5

Currently the Division BSC Teams are working through the training and project curriculum. Most teams have been constructed and are developing project priorities, goals, measures and targets. At the end of the academic year, there will be fifteen fully tracked BSC strategic improvement projects, complete with goals, measures, and an assessment of performance. These BSC Projects will be reviewed at all division levels prior to the annual UBC (University Budget Committee) discussions in order to discuss resource requests when needed. The Business Unit and Division reviews will assess and prioritize the direction and focus of the BSC Teams for the upcoming year.

The Quality Improvement Analyst is working closely with the Data Warehouse Project Manager and ITC Training Manager to provide access for Administrative Affairs Departments to the data they need to make decisions.

CFR 4.4

Involving cross-functional members has helped team members learn about – as well as from – each other, and it allows the groups to include campus stakeholders who have expertise related to the project. First-year projects have already included a variety of campus stakeholders outside of the division structure such as University Police, Information Technology, library staff, and a variety of academic departments who often use the services provided by divisions in Administrative Affairs. It is also an opportunity to share improvement project methods with campus stakeholders who may find them useful in their own areas, supporting the core value of being a “community of learning.”



Conclusion



This Capacity and Preparatory Review Report began with a reference to the journey represented by our WASC reaccreditation process. Of course, neither the end of the Report nor the end of the Capacity and Preparatory Review marks the end of the journey; both are simply an opportunity to pause, take stock, and affirm our commitment to continue the expedition in pursuit of ongoing institutional improvement.

HSU Meets the Commitment to Capacity

Humboldt State University has a multifaceted mission and has demonstrated the capacity to achieve that mission. For ease of reference, Appendix B, “Index of Criteria for Review,” provides links to evidence of capacity with respect to specific Criteria for Review.

In this Report, we have chosen to forego a comprehensive description of the many ways in which the University demonstrates its commitment to capacity. Instead, the Report reflects our choice, in response to the new WASC guidelines, to approach the Capacity and Preparatory Review as an opportunity to build our capacity for addressing the institutional priorities set forth as Themes in our Institutional Proposal.

These activities took very different forms in the case of each Theme.

The activities for Theme One -- identification of, and assessment planning for, the core HSU Outcomes -- had to be rooted in the HSU community itself, because the Outcomes were to be an expression of institutional identity. This approach required broad involvement in visioning, subsequent analysis to distill common ideas from the multiple conversations, and collaborative refinement of the resulting set of Outcomes. This was followed by the development of a provisional, comprehensive assessment plan to be set in motion and reassessed after a year.

The approach for Theme Two -- enhancement of effective support for students who are members of underrepresented groups -- was quite different. The Action Team began by grappling with the national research into factors that might influence the success of underrepresented students. When the Team turned to the analysis of our own institutional data on student achievement, they began to develop a model for decentralizing responsibility for student success. The Pilot Study that resulted from their work was less institutionally visible than were the activities for Theme One, as it was located within specific programs, where opportunities for working with individual students are most abundant. The potential impact on institutional capacity, however, is just as great.

The work of the University in engaging both of the Themes demonstrates its commitment to learning, to students, and to institutional improvement.

HSU’s Strengths and Weaknesses in Relation to the Commission’s Standards

This Report has outlined specific ways in which the University is working to build on its strengths and overcome its weaknesses with respect to the four Standards of the Commission.

Chapter One, while acknowledging the challenges of achieving a consensus regarding the University’s central identity, described the development of student learning Outcomes that characterize Humboldt State University graduates. This is a major accomplishment in Defining Institutional Purposes, and a necessary step in Ensuring Educational Objectives.

Chapter Two described HSU’s willingness to look beyond its many successes in Achieving Educational Objectives Through Core Functions, in order to make good on its long-held intention to improve success for students who are members of underrepresented groups.

Chapter Three recounted institutional efforts to overcome the factors that led to the recent financial crisis, and it described progress toward improving the organizational and decision-making structures for dealing with budget issues. The chapter also provided examples of successful efforts to Develop and Apply Resources and Organizational Structures to Ensure Sustainability.

Chapter Four provided examples of specific ways in which HSU is working to create an Organization Committed to Learning and Improvement. The need for planning and for assessment, both highlighted in previous accreditation reviews, has been difficult to address effectively. The chapter defined some of the reasons that earlier efforts stalled, and it described what is being done to address those problems.

Recommendations and Action Steps

It is no accident that the groups that convened to address the institutional Themes were called Action Teams. Our Institutional Proposal was an Action Plan, and the Action Steps that it outlined provided the blueprint for conducting our Capacity and Preparatory Review. They defined the terms for evaluating our Educational Effectiveness. Each of the chapters in this Report thus describes the action steps taken to date; each also outlines the next steps required to achieve the institutional priorities to which we have committed.

A broader opportunity involves the timing of the Educational Effectiveness Review, which coincides with preparations for a new strategic planning cycle. This Report highlights a number of planning, implementation, and assessment activities that align with the University's mission and values. It also describes movement toward establishing campus-wide planning processes. The next step, as recommended by previous WASC visiting teams, will be to link "campus planning that begins with a clear sense of what the campus should be like in the next decade...to resource allocations and to the outcomes of program review and curricular assessments." This kind of strategic planning process will provide a meaningful framework for reviewing – and for enhancing – our Educational Effectiveness.

HSU's Preparedness for Undertaking the Educational Effectiveness Review.

Because our Capacity and Preparatory Review process has focused so directly on moving forward with respect to the priorities identified as Themes in our Institutional Proposal, we have developed considerable momentum toward the Educational Effectiveness Review. Both Theme One and Theme Two have established measurable goals; both have established processes by which HSU is working toward those goals.

In short, we are already beginning to undertake the Educational Effectiveness Review.

Humboldt State University's Response to the Previous Concerns of the Commission

The 1998 "Report of WASC Visitation Team" identified several areas of concern and made eight major recommendations. The recommendations were as follows:

1. HSU should develop a campus planning process which establishes a relationship between resource allocations and the outcomes of program review and curricular assessments.
2. HSU should identify a balance that will permit appropriate faculty input and consultation in management and begin a dialog about how faculty and administration can be more collaborative.
3. HSU should develop a comprehensive assessment plan.
4. HSU should match its assessment efforts with the program review process.
5. The diversity and common ground requirement needs to be reviewed.
6. Diversity efforts lack vigorous institutional leadership and need more focus.
7. HSU needs to have further discussion about the relative weight to be given to research, teaching, and service in the RTP process.
8. HSU should integrate the three themes [Diversity, Student Centeredness, Social and Environmental Responsibility] into a comprehensive planning process.

The visiting team's recommendations were endorsed by the Commission, which went on to highlight the following areas as "warranting special attention" in the progress report to be submitted in 2000:

- Assessment (Recommendations #3 and #4)
- Planning (Recommendations #1, #2, and #8)
- Diversity (Recommendations # 6 and #8)
- Library and Graduate Programs

The University's Progress Report, submitted on November 1, 2000, detailed a number of actions taken in each of these areas. The response of the Commission's Interim Report Committee was positive and encouraging. Nevertheless, while progress has continued, the University's intention to make greater strides is evident in the fact that three of the four areas are receiving focused attention in our reaccreditation efforts.

Assessment is addressed in Chapter Four of the Capacity and Preparatory Review Report. Planning – specifically, the kinds of planning intended to align campus resources with campus priorities – is addressed in Chapters Three and Four. The University's work on diversity issues, and a plan for enhancing its compositional diversity and its commitment to diversity as educational process, is described in Chapter Two.

Although the library's response to budget constraints has involved cutting back on the acquisition of books and the cancellation of some core but lower-use journal subscriptions, the library provides subscriptions to electronic books, including Safari Tech Books Online and Ebrary (electronic books in all academic subject areas), and expanded access to full text publisher-based collections of journals. The library also has networked with a variety of other institutions to develop alternative ways of supporting research and graduate programs. For example, the Interlibrary Loan program not only allows members of the campus community to request books and articles that are not included in the library's collections, but also allows them to request copies of library holdings that have been checked out by another user. In 2005, the Library inaugurated HSU's digital institutional repository, Humboldt Digital Scholar, a delivery platform for a growing body of faculty and student scholarship, including master's theses. In short, the library has worked to mitigate gaps in holdings. The library continues to play an important role in the Program Review process for both undergraduate and graduate programs, providing an evaluation of library resources relevant to specific program needs.

Graduate education has also seen improvement since the Progress Report was filed in 2000, though much remains to be done. An important initial step was the strategic planning process undertaken in 2004. After reviewing the

results of a survey of graduate programs, along with other data supplied by the Office for Research and Graduate Studies, the Task Force on Graduate Education focused on strategies in five areas: increasing enrollment of graduate students, increasing diversity of the graduate student body, enhancing financial and human resources and support for graduate students and programs, enhancing research and institutional infrastructure to support independent and applied doctoral degrees, and developing new graduate programs in interdisciplinary areas that build on University strengths. The Strategic Plan also proposed a range of measurable benchmarks.

As a result of this work, there have been some successes. Although graduate enrollments have fluctuated, the number of new graduate students increased in Fall 2007 compared to Fall 2006. Programs have enhanced their websites and developed recruitment materials. Faculty have been successful in securing support for graduate students through grants and contracts; the dollar amount of grants and contracts in 2006-2007 was an all time high of \$14, 200,000. Progress is also beginning to be seen in the implementation of assessment processes. Graduate programs have developed mission statements and learning outcomes, and they have begun to focus on defining how the culminating experience in their program demonstrates student attainment of the program's learning outcomes. The CSU system has changed the FTES ratio for calculating full-time equivalency at the graduate level from 15 to 12 student credit hours, to better reflect the higher cost of offering graduate education. Discussions are underway to determine the best strategy to participate in the CSU doctoral program in educational leadership.

The campus has made progress with the other issues raised by the 1998 visiting team in their report as well. The Diversity and Common Ground (DCG) component of the General Education program, identified by the visiting team as needing re-evaluation (Recommendation #5), underwent an extensive reevaluation process that involved the review and recertification of courses, beginning in Fall 2000. With respect to the recommendation (#7) that the University clarify the relative weight to be given to research, teaching, and service in the Retention, Tenure, and Promotion (RTP) process, an extensive revision of Appendix J of the HSU Faculty handbook was approved last year. Incorporating a Boyer model, the policy has gone to individual departments for discipline-specific definition and implementation this year.

CFR 2.8

Index of Criteria for Review

The shift from a focus on compliance to a new emphasis on engagement, inquiry, and institutional improvement has given us an opportunity to use the Capacity and Preparatory Review process as a framework for moving forward on the institutional priorities we identified in the Institutional Proposal. In presenting that action process, instead of presenting the more traditional comprehensive accounting of the institution's overall capacity, this Report does not explicitly address each of the Criteria for Review (CFRs).

To complement the evidence included in the Report, this Index provides links to selected evidence for the Criteria for Review that address capacity issues. Though not intended to be exhaustive, it does demonstrate Humboldt State University's capacity for educational effectiveness.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives		
Criteria For Review	Guidelines	Selected Evidence
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice..	Humboldt State University Strategic Plan, 2004-2009: Contains Vision, Mission, and Core Values Statements. http://www.humboldt.edu/~planning/
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.	The institution has published educational objectives that are consistent with its purposes.	HSU and CSU Curriculum Guidelines, Policies, and Procedures: http://www.humboldt.edu/~ugst/curric.html HSU Analytic Studies "Program Data Sheets:" (Clicking on Program Links reveals Program Overview, Degrees Awarded, Demographic Breakdown, Time to Degree, and Minors information) http://www.humboldt.edu/~anstud/progdata/pindex.shtml
1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.		HSU Organizational Chart http://www.humboldt.edu/~hsupres/documents/orgchart072007.pdf CSU Accountability reporting requirements http://www.calstate.edu/AcadAff/accountability/index.shtml Yearly performance evaluation requirements http://www.calstate.edu/LaborRel/Contracts_HTML/CSEA_Contract/Article10.shtml Management Personnel Plan Annual Performance Evaluation http://humboldt.edu/~hsuhr/employee/evaluation/documents/mppevaluation_revise2007.doc

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Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Criteria For Review	Guidelines	Selected Evidence
1.4 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 in their writing.	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 conditions, and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	<p>Humboldt State 2004-2009 Strategic Plan: CSS Goal #1 www.humboldt.edu/~planning/docs/FullStrategicPlan.pdf</p> <p>Faculty Handbook Statement on Academic Freedom http://www.humboldt.edu/~aavp/FacultyHandbook/appendixP.pdf</p> <p>Humboldt State Scholar of the Year Award Program: http://www.humboldt.edu/~aavp/scholyrcrit.htm</p>
1.5 Consistent with its purpose and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.	<p>WASC Statement on Diversity (February 23, 1994): 2001 WASC Handbook of Accreditation (Pages 71-76) http://www.wasc.org/wasc/</p> <p>HSU Diversity Plan Action Council: (Reports share statistics on recruitment, areas of concern, and diversity development needs) http://www.humboldt.edu/~dpac/</p> <p>HSU Office of Diversity and Social Justice Campus Dialogue on Race: http://www.humboldt.edu/~dialogue/</p>
1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.	The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate, or other external bodies outside the institution's own governance arrangements.	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."
1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.	The institution has published or readily-available policies on student grievances and complaints, refunds, etc. and has no 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.	<p>HSU Analytic Studies "Program Data Sheets:" (Clicking on Program Links reveals Program Overview, Degrees Awarded, Demographic Breakdown, Time to Degree, and Minors information) http://www.humboldt.edu/~anstud/progdata/pindex.shtml</p> <p>HSU Student Handbook: (Policies, Resources, Academic Regulations, Academic Resources, and Contact Information) http://studentaffairs.humboldt.edu/handbook/student_policy_info.php</p> <p>Records of student grievances are maintained in the Office of Judicial Affairs http://www.humboldt.edu/~studaff/judicial/index.php</p> <p>HSU Office of the Provost; Policy for Protection of Human Subjects in Research (January 2004): http://www.humboldt.edu/~gradst/Human_Subjects_Form_Page.html</p> <p>Office of the Registrar http://www.humboldt.edu/~reg/</p> <p>Extended Education http://www.humboldt.edu/~extended/</p>

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Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Criteria For Review	Guidelines	Selected Evidence
1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.	The institution has published or readily-available grievance procedures for faculty, staff, and students. Its finances are regularly audited by external agencies.	<p>Records for response to faculty and staff grievances are maintained in Academic Personnel Services http://www.humboldt.edu/~aps/ and in Human Resources http://www.humboldt.edu/~hsuhr/index.html</p> <p>All faculty, staff, and students also have access to the services of the campus Ombudspersons http://www.humboldt.edu/~odcs/pdf/currentDocs/discComp_resources.pdf</p> <p>Records for response to student grievances are maintained in the Office of Judicial Affairs http://www.humboldt.edu/~studaff/judicial/index.php</p> <p>External audits are conducted each year:</p> <p>All Campus Auxiliary Units are audited by a private CPA firm each year, as is the HSU Children's Center.</p> <p>HSU has a Financial GAAP (Generally Accepted Accounting Principles) audit conducted by Klynveld, Peat, Marwick, Goerdeler each year after the June 30th close of the fiscal year, which considers the two auxiliary audits within the scope of its review. Complete audited statements, which summarize the GAAP audit, are issued no later than December 15th of each year. Copies of past audits are available from the Director of Financial Services, 707.826.4031.</p> <p>FSMA (Financial Services and Markets Act of 2000) audits are conducted regularly to confirm soundness of financial procedures.</p>
1.9 The institution is committed to honest and open communication with the Accreditation Commission, to undertaking the accreditation review process with seriousness and candor, and to abiding by Commission policies and procedures, including all substantive change policies.		<p>HSU WASC Accreditation Reaffirmation Site: http://www.humboldt.edu/~wasc/</p>

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Standard 2: Achieving Educational Objectives Through Core Functions

Criteria For Review	Guidelines	Selected Evidence
2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	<p>HSU complies with the policies for academic degrees established by the CSU Board of Trustees 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)</p> <p>Department Program Reviews</p> <p>Programs with external accreditation http://www.humboldt.edu/~humboldt/catalogpdfs/accreditation.pdf</p>
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.	Competencies required for graduation are reflected in course syllabi for both General Education and the major.	<p>Current Course Catalog http://www.humboldt.edu/~reg/catalog.html</p> <p>Individual Department Web Sites</p> <p>Individual Department Self-Studies and Accreditation Studies</p> <p>Program Review:</p> <p>Guidelines for Major Program review (cf. connection to institutional mission): http://www.humboldt.edu/~ugst/ProgRevGuidelinesNewJan2505.pdf</p> <p>Assessment Initiative; Outcomes Maps</p>
Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.		<p>University Catalog description of the undergraduate degree http://www.humboldt.edu/~humboldt/catalogpdfs/programs/bachelorplan.pdf</p> <p>EO 595: California State University General Education Breadth Requirements http://www.calstate.edu/eo/EO-595.pdf</p>

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Standard 2: Achieving Educational Objectives Through Core Functions

Criteria For Review	Guidelines	Selected Evidence
Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.		<p>University Catalog description of the Master's Degree http://www.humboldt.edu/~humboldt/catalogpdfs/programs/masterplan.pdf</p> <p>Graduate Degrees http://www.humboldt.edu/~reg/catalog.html#grad</p> <p>Graduate Program Reviews</p> <p>Policy Handbook for Master's Students http://humboldt.edu/~gradst/pdfsdocs/Fall_2006_Policy_handbook.pdf</p>
2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.		<p>University Curriculum Committee http://www.humboldt.edu/~ugst/ucc/uccindex.html</p> <p>Library http://library.humboldt.edu/</p> <p>Individual department websites and catalog listings</p> <p>HSU Outcomes <i>(see Chapter One of CPR Report)</i></p>
2.7 In order to improve currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.	The institution incorporates its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.	<p>University Curriculum Committee http://www.humboldt.edu/~ugst/ucc/uccindex.html</p> <p>Individual Department Self-Studies and Accreditation Reviews</p> <p>Program Review Guidelines for Major Program review (cf. connection to institutional mission): http://www.humboldt.edu/~ugst/ProgRevGuidelinesNewJan2505.pdf</p>

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Standard 2: Achieving Educational Objectives Through Core Functions

Criteria For Review	Guidelines	Selected Evidence
<p>2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.</p>	<p>The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.</p>	<p>ATI (Accessible Technology Initiative) http://www.humboldt.edu/~ati/</p> <p>IMAP (Instructional Materials Accessibility Plan)</p> <p>National Survey of Student Engagement GE Rigor Survey http://stream.humboldt.edu/course/</p> <p>Admitted Student Survey</p> <p>Student Disability Resource Center http://www.humboldt.edu/~sdrcc/</p> <p>Advising Center http://www.humboldt.edu/~advise/</p> <p>Learning Center http://www.humboldt.edu/~learning/</p> <p>Testing Center http://studentaffairs.humboldt.edu/testing/</p>

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Standard 2: Achieving Educational Objectives Through Core Functions

Criteria For Review	Guidelines	Selected Evidence
<p>2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.</p>		<p>Financial Aid http://www.humboldt.edu/~finaid/</p> <p>Registration http://www.humboldt.edu/~reg/</p> <p>Advising Center http://www.humboldt.edu/~advise/</p> <p>Career Center http://www.humboldt.edu/%7Ecareer/</p> <p>Academic Computing Student Guide http://www.humboldt.edu/~its/techguides/guides/student.shtml</p> <p>ITEPP (Indian Teacher and Educational Preparation Program) http://www.humboldt.edu/~hsuitepp/</p> <p>INRSEP (Indian Natural Resources, Science and Engineering Program) http://www.humboldt.edu/~inrsep/</p> <p>Counseling and Psychological Services http://studentaffairs.humboldt.edu/counseling/</p> <p>Library http://library.humboldt.edu/</p> <p>Learning Center http://www.humboldt.edu/~learning/</p> <p>Multicultural Center http://studentaffairs.humboldt.edu/multicultural/</p> <p>Student Disability Resource Center http://www.humboldt.edu/~sdrsc/</p> <p>First Street Gallery http://www.humboldt.edu/~first/</p> <p>Educational Opportunity Program (EOP) http://studentaffairs.humboldt.edu/eop/index.php</p> <p>Humboldt Orientation Program (HOP) http://studentaffairs.humboldt.edu/hop/index.php</p> <p>Campus Center for Appropriate Technology (CCAT) http://www.humboldt.edu/~ccat/</p>

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Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Stability

Criteria For Review	Guidelines	Selected Evidence
3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.	The Institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds by discipline and degree levels.	<p>Humboldt State University “Fast Facts” posted on the main site: (Student Faculty Ratio) http://www.humboldt.edu/~humboldt/about/facts</p> <p>HSU Academic Personnel Services: (Policies, Job Postings, Contract News) http://www.humboldt.edu/~aps/</p>
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.		<p>The six-year average level of tenured and tenure-track FTEF at Humboldt State University is 72.7%, (285 FTEF) which is substantially higher than the CSU six-year average level of 64.74%.. The Student-Faculty Ratio (SFR) averages 19.3 at HSU, while the average for the CSU is 21.7.</p> <p>Policies and processes for faculty recruiting ensure the professional qualifications of HSU faculty http://www.humboldt.edu/~aps/docs/RecruitmentProcessSteps.pdf</p> <p>Program Review requires departments to identify the qualifications of their faculty in the context of program requirements http://www.humboldt.edu/~ugst/ProgRevGuidelinesNewJan2505.pdf</p>
3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.		<p>Academic Personnel Services: (Faculty Resources & Handbook, Evaluation of Faculty, Faculty Travel Guidance, Campus Links) http://www.humboldt.edu/~aps/faculty.html</p>
3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.		<p>Faculty Development Resource: http://www.humboldt.edu/~fdo/</p> <p>Faculty Technology Solution Center: http://www.humboldt.edu/~ftsc/</p> <p>Freshman Interest Group: (Increases success of students by grouping based on common interest) http://www.humboldt.edu/firstyear/figs.html</p>

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Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Stability

Criteria For Review	Guidelines	Selected Evidence
<p>3.5 Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kinds of educational programs offered both now and for the foreseeable future.</p>	<p>The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits, and to build sufficient reserves to support long-term viability.</p>	<p>University Budget Committee: http://www.humboldt.edu/~budget/Pages/Committees.htm</p> <p>HSU Academic Senate Resolution to Review the HSU Budget Process and HSU Budget: http://www.humboldt.edu/~acadsen/Resolution18-06-07-SFFINALRevised.doc</p> <p>Strategic Enrollment Effort: (Final Reports, Action Team Recommendations, Noel-Levitz Reports) http://www.humboldt.edu/~oem/see.htm</p> <p>Facilities Planning:</p> <p>Master Planning Process: http://www.humboldt.edu/~mastplan/CommitteeProcess.html</p> <p>Master Planning Survey: http://www.humboldt.edu/%7ehsuas/master_plan/questions.htm</p> <p>Planning for the Learning Commons: http://www.humboldt.edu/~cdc/learningcommons/</p>
<p>3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.</p>		<p>Humboldt State University Library http://library.humboldt.edu/</p> <p>Library Resource Component of Departmental Program Reviews</p> <p>Faculty Development Resource: http://www.humboldt.edu/~fdo/</p> <p>Faculty Technology Solution Center: http://www.humboldt.edu/~ftsc/</p> <p>Humboldt State Extended Education Distance Learning: http://www.humboldt.edu/~extended/distance.html</p> <p>Humboldt State Campus Wireless Service Area Map: http://www.humboldt.edu/~telcom/online_directory.php <i>"Wireless Map" [Wireless[1]].pdf</i></p> <p>Academic Computing Campus Map of Student Labs: www.humboldt.edu/~ac/helpdocs/ACMap-Info.pdf</p>

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Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Stability

Criteria For Review	Guidelines	Selected Evidence
3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative function		<p>Academic Computing http://www.humboldt.edu/~ac/</p> <p>Center for the Support of Instructional Technology http://www.humboldt.edu/~its/divisions/csit.shtml</p> <p>CMS Data Warehouse Project: (Administrative Financial Reporting Tools and Training) http://www.humboldt.edu/~cms/DW.html</p> <p>CMS Project Office Training Schedule: (Training Support for Data Warehouse[Hyperion], Peoplesoft, and Quality Improvement) http://www.humboldt.edu/~cms/Training_calendar.php</p> <p>Smart Classroom Build-Out and Support Plan – November 2004: http://www.humboldt.edu/~its/planning/techplan/techplan.shtml</p> <p>Smart Classrooms Inventory: http://humboldt.edu/~media/smart/</p> <p>Smart Classrooms Update Memo: http://www.humboldt.edu/~ac/memos/M-f07labinfo.shtml</p>
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.	The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.	<p>Humboldt State University Organizational Chart: http://www.humboldt.edu/~hsupres/organizationchart.html</p> <p>University Advancement: http://www.humboldt.edu/~advance/</p> <p>Academic Affairs: (Organization Chart, Policies, Procedures and Committees) http://www.humboldt.edu/~aavp/</p> <p>Student Affairs: (Organization Chart, Student Services, Code of Conduct, Student Handbook, Parent Information) http://www.humboldt.edu/~studaff/</p> <p>Administrative Affairs: (Organization Chart, Campus Projects, Department Links) http://www.humboldt.edu/~adminaff/</p> <p>University Budget Committee: http://www.humboldt.edu/~budget/Pages/Committees.htm</p> <p>Academic Senate “Budget Review Process Proposal:” http://www.humboldt.edu/~acadsen/Resolu01att.doc</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.		<p>California State University Board of Trustees http://www.calstate.edu/BOT/</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/rules_of_procedure.pdf</p>

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Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Stability		
Criteria For Review	Guidelines	Selected Evidence
3.10 The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.		<p>The Office of the President: (Organizational Charts, Strategic Plan, Policies) http://www.humboldt.edu/~hsupres/</p> <p>University Budget Office “2007/08 Budget Planning Documents” (Planning and Mission Statements from HSU Campus Divisions): http://www.humboldt.edu/~budget/Pages/general.htm</p> <p>University Budget Office “Budget Process” Document : [HSU_Budget2_Process[1].pdf] http://www.humboldt.edu/~budget/home.htm</p>
The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.		<p>Academic Senate: http://www.humboldt.edu/~acadsen/</p> <p>Faculty Constitution (Appendix E) and Academic Senate Bylaws (Appendix F), HSU Faculty Handbook http://www.humboldt.edu/~aavp/FacHandbk.htm</p> <p>Academic Senate Resolution by the University Budget Committee to Expand Its Membership – October 10, 2006. http://www.humboldt.edu/~acadsen/Resolution11-06-06-07-SFFINAL.doc</p> <p>University Curriculum Committee: http://www.humboldt.edu/~ugst/ucc/uccindex.html</p> <p>Faculty Development Resource: http://www.humboldt.edu/~fdo/</p> <p>Faculty Technology Solution Center: http://www.humboldt.edu/~ftsc/</p>

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Standard 4: Creating an Organization Committed to Learning and Improvement

Criteria For Review	Guidelines	Selected Evidence
<p>4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.</p>	<p>A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.</p>	<p>Strategic Plan (description of the process): http://www.humboldt.edu/~planning/docs/FullStrategicPlan.pdf</p> <p>HSU Outcomes planning: http://www.humboldt.edu/~wasc/expoutdisc.htm</p> <p>Budget process: Budget Process Committee http://www.humboldt.edu/~budget/Archives/HSU_Budget_Process.pdf</p> <p>Budget process: General information, including confidential online budget survey: http://www.humboldt.edu/~budget/Pages/general.htm</p> <p>Budget process: University Budget Committee http://www.humboldt.edu/~budget/Pages/Committees.htm</p> <p>Diversity enhancement: DPAC http://www.humboldt.edu/~dpac/ http://www.humboldt.edu/~dpac/task_forces.htm</p> <p>Diversity enhancement: WASC Action Team, Theme 2: http://www.humboldt.edu/~wasc/wascT2FebReport.pdf</p> <p>A sampling of unit strategic plans:</p> <p>Women's studies: http://www.humboldt.edu/~womensst/missionStatement.html</p> <p>CCAT Strategic Plan: http://www.humboldt.edu/~ccat/sp/2006-July25_FINALDRAFT_CCAT_STRATEGIC_PLAN.doc</p> <p>Department of Speech Communication Strategic Plan: http://www.humboldt.edu/~speech/forms/Strategic%20Plan.pdf</p> <p>Service Learning Center: http://studentaffairs.humboldt.edu/slee/governing_committee.php</p>

Standard 4: Creating an Organization Committed to Learning and Improvement

4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.

Noel/Levitz and Retention Committee documents:

<http://www.humboldt.edu/~oem/see/finalreports/Humboldt%20ExecSummRechSU505%20RSims.pdf>
<http://www.humboldt.edu/~hsupres/SEE/docs/RecruitingPlanSummary.pdf>
<http://www.humboldt.edu/~oem/see/teams/SEE%20Retention%20Action%20Team%20Recommendations.doc>

(from Exec Committee minutes of March 1 2007 meeting): The EMAC recommendations will be placed on the University Executive Committee agenda on a monthly basis.

http://www.humboldt.edu/~oem/see/NoelLevitz/PDA_ReportFINAL.doc_1.pdf
<http://www.humboldt.edu/~oem/see/teams/SEE%20Retention%20Action%20Team%20Recommendations.doc>
http://www.humboldt.edu/~oem/see/teams/WebRecommendations9_12_05.pdf
<http://www.humboldt.edu/~oem/see/finalreports/October17FinalReport.pdf>

ATI:

<http://www.humboldt.edu/~ati/>

Technology:

http://www.humboldt.edu/~its/planning/techplan/smartroom_plan_final_113004.pdf

CMS Quality Improvement planning

http://www.humboldt.edu/~cms/CMS_QI_Approach%20Plan_20070410.pdf
<http://www.humboldt.edu/%7ecms/qi.html>

Facilities Planning:

Master Planning Process:

<http://www.humboldt.edu/~mastplan/CommitteeProcess.html>

Master Planning Survey:

http://www.humboldt.edu/%7ehsuas/master_plan/questions.htm

Planning for the Learning Commons:

<http://www.humboldt.edu/~cdc/learningcommons/>

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Standard 4: Creating an Organization Committed to Learning and Improvement

4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

Analytic Studies report sites:

<http://www.humboldt.edu/~anstud/>
<http://www.humboldt.edu/~anstud/resources.shtml>

Subject Matter Competency Assessment (credential programs):

<http://www.humboldt.edu/~educ/credentials/sed/smca.html>

Student Teaching Assessment forms:

<http://www.humboldt.edu/~educ/credentials/sed/forms.html>

Instructions for History Portfolio:

<http://www.humboldt.edu/~hist/hist493.html>

ITS e-mail and calendaring survey:

<http://www.humboldt.edu/~itsurvey/phpsurveyor/index.php?sid=1>

4.4 The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.

A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.

University Curriculum Committee:

<http://www.humboldt.edu/~ugst/ucc/uccindex.html>

Program Review:

Guidelines for Major Program review (cf. connection to institutional mission):

<http://www.humboldt.edu/~ugst/ProgRevGuidelinesNewJan2505.pdf>

Quality Improvement

<http://www.humboldt.edu/~cms/qi.html>

Student Affairs Annual Report

http://www.humboldt.edu/~studaff/Download/vpoffice/annual_report.pdf

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Standard 4: Creating an Organization Committed to Learning and Improvement

<p>4.5 Institutional research addresses the strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.</p>	<p>A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.</p>	<p>Campus Financial Reporting and Training at the HSU Reporting Warehouse: http://www.humboldt.edu/~cms/DW.html</p> <p>Analytic Studies data reports http://www.humboldt.edu/~anstud/</p>
<p>4.6 Leadership at all levels is committed to improvement based on the results of the process of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>	<p>A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.</p>	<p>Strategic Enrollment Effort: (Final Reports, Action Team Recommendations, Noel-Levitz Reports) http://www.humboldt.edu/~oem/see.htm</p> <p>Student Affairs Annual Report http://www.humboldt.edu/~studaff/Download/vpoffice/annual_report.pdf</p> <p>HSU Outcomes Assessment Implementation Plan</p> <p>Departmental Assessment Plans</p> <p>OAA Program Prioritization Initiative</p> <p>Administrative Affairs Balanced Scorecard Program: (CMS HSU Quality Improvement Program) http://www.humboldt.edu/~cms/qiproject_updates.htm</p>

Standard 4: Creating an Organization Committed to Learning and Improvement

<p>4.7 The institution, with significant faculty involvement, engages in ongoing inquiry into the process of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of the curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>	<p>A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.</p>	<p>GE Rigor Survey http://stream.humboldt.edu/course/</p> <p>Standardized Student Evaluation Questions http://www.humboldt.edu/~aavp/AdminMemo/0602_Student%20Eval%20Core%20Questions%20Administrative%20Memo.pdf</p> <p>Department Outcomes Assessment Binder Program Reviews</p>
<p>4.8 Appropriate stakeholders including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of educational programs.</p>	<p>A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.</p>	<p>Strategic Enrollment Effort: (Noel-Levitz Reports – Independent assessment of HSU educational programs with National SSI(Student Satisfaction Index) http://www.humboldt.edu/~oem/see.htm</p> <p>Sample Alumni Surveys:</p> <p>Economics http://www.humboldt.edu/~econ/alumni.html</p> <p>Fisheries Biology http://humboldt.edu/~fish/programs/surveyresults.html</p> <p>High School Counselor Survey http://www.humboldt.edu/~hsupres/SEE/docs/HS-Counselor.pdf</p> <p>Manuel Esteban’s “Report on the Budget Situation at Humboldt State University –December 20, 2006: http://www.humboldt.edu/~hsupres/documents/ManuelEstebanBudgetReport.pdf</p>