Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

"HSU should take the work of the prioritization process to its logical conclusion in decisions about resource allocations."

"HSU has a record of finding ways to avoid hard decisions and failing to complete initiatives."

- *WASC Visiting Team Recommendations, 2010*

HSU's WASC Steering and Self-Study Committee (SSSC), using the "Review under WSCUC Standards and Compliance with Federal Requirements Worksheet," evaluated HSU's performance relative to the previous WASC recommendations (see 2010 WASC Site Visiting Team Report and April 7, 2014 letter to President Richmond here: http://www2.humboldt.edu/wasc/). The SSSC identified "High Priority" and "Low Performance" Criteria for Review (CFR); these criteria were then connected to HSU's Strategic Plan Blueprint (SPB) (see Table 1). SSSC priority recommendations to the Strategic Plan Coordinating Committee are presented below.

Overarching recommendations:

1. In collaboration with the head of the division, every unit* will articulate a clear function and purpose and will participate in the process of **continuous improvement** using these steps:
    a. *Step 1:* Develop your outcomes (student learning and/or program). (What are you trying to accomplish?)
    b. *Step 2:* Determine criteria to demonstrate you met those outcomes. (How will you know you were successful?)
    c. *Step 3:* Based on those criteria, identify how you will meaningfully measure activity. (Measures need to align with the criteria and the outcome.)
    d. *Step 4:* Collect and analyze your data. (The evidence)
    e. *Step 5:* Based on that evidence, make specific improvements to your work and document what you did. (Plan your work.)
    f. *Step 6:* Work your revised plan by developing new/revising existing outcomes.

2. The Cabinet and President, in consultation with other stakeholders and in alignment with the Strategic Plan, will take the lead on:
    a. Clarifying the priority and sequencing of campus activity with tracking, timelines and accountability measures,
    b. Developing robust and transparent processes that use the continuous improvement processes outlined above to allocate resources in alignment with identified priorities, mission, and vision,
    c. Removing barriers to collaboration and communication across campus (removing silos),
    d. Reconfiguring existing councils and committees for transparent and efficient decision making, and
    e. Making the hard decisions to ensure positive, sustainable change for improvements in **student learning**.

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Specific recommendations:

1. Establish an Institutional Effectiveness Office and Council.
   a. Develop a sustainable, comprehensive, multi-year assessment plan for all units across campus.
   b. Conduct a comprehensive review and assessment of early alert and support programs that will produce "meaningful and substantial results" (WASC Visiting Team letter to President Rollin Richmond, 2014) of student success from under-represented groups, and will result in systemic changes.
   c. Create a coherent plan to effectively assess student learning.
   d. Clarify curricular alignment of course, major program, general education program, and baccalaureate degree with WASC core competencies.
   e. Incorporate assessment data into the process for proposing and approving curricular decisions.
   f. Hire an Academic Assessment Coordinator to design, implement, and evaluate campus assessment tools/processes in collaboration with a faculty committee and/or IE Council to review and summarize assessment results for the campus community to use in planning faculty development and address curricular issues.
   g. Connect results of student learning assessment to ongoing, campus-wide discussions that will define the "*Meaning, Quality, and Integrity*" (WASC) of HSU degrees.
   h. Use student learning assessment data to make recommendations for resource allocations.
2. Establish a Professional Development Office and committee that reports to the Institutional Effectiveness Council.
   a. Incorporate the development of inclusive pedagogies, applied learning approaches, core competency instruction, learning assessment, curriculum development, and other campus needs into the programming for the new professional development initiative currently underway.
3. Implement strategies for improving retention of underrepresented students, and for increasing the recruitment, hiring, and retention of underrepresented staff and faculty, in order to increase their proportion of the total population.
4. Determine and implement assessment processes that facilitate the definition of "*Meaning, Quality, and Integrity*" (WASC) of HSU degrees at both the undergraduate and graduate level.
   a. Evaluate curricula, and revise as necessary, to improve learning, retention and graduation and to reduce units to degree.
   b. Identify, evaluate and increase the various aspects of diversity embedded in curricula.
   c. Evaluate the role of HSU's General Education. Establish, support, coordination and leadership of General Education as a program.
5. Develop and strengthen connections among campus, alumni, and community to increase improve student learning and success.
6. Examine campus culture to improve collegiality and transparency across campus.

Unit definition: *Any campus office or department with a budget and a leader, or any standing committee or working group.*

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Table 1. Priorities for the Strategic Plan Implementation

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
1.1 All HSU students' experiences are impactful and purposeful through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.	1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.	Specific Recommendations 4a, 4b, 4c.
	2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.	Specific Recommendations 1a, 1c, 1d, 1e, 1f, 1g
	2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.	Specific Recommendations 4, 4a, b, 5
	4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of	Specific Recommendations 1e, 1f, 2, 2a

HSU SP BluePrint	WASC Criteria for Review (CFR)	SSSC Recommendations
	student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.	
1.2.D.1 Develop a plan to support diversity informed by campus climate assessments 1.2D.2 Clarify as a community what it means to HSU to be a Hispanic Serving Institution and seek opportunities to realize this vision. 2.1 HSU's workforce is reflective of the populations we serve. 2.2 Diverse perspectives, identities, and communities are acknowledged, respected, and taught throughout curriculum	1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.	Specific Recommendation 3, 4b, 5
1.2F.1 Reduce time-to-degree and number of units at graduation.	1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid. 2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction,	Specific Recommendation 3, 4a Specific Recommendations 1, 4a, 4b

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HSU SP BluePrint		WASC Criteria for Review (CFR)	SSSC Recommendations
		and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.	
1.3A.6	Establish a dedicated professional development center for faculty and staff that provides year-round resources and training in areas such as experiential learning, intercultural competence, anti-racist education, engaging pedagogy, written and oral communication, social and environmental responsibility, and other areas of learning and teaching aligned with campus needs.	3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.	Specific Recommendations 1f, 2, 2a
1.3B 1.3C	Institutional learning outcomes are aligned with those defined by regional and professional accrediting agencies. General Education is a coherent program, contributing to a balanced baccalaureate degree that prepares students for a changing world	2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. 2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.	Overarching Recommendation 1 Specific Recommendation 1 Specific Recommendation 1c, 1g, 4, 4c
1.3D	Graduate programs are viable and of high quality.	2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster	Specific Recommendations 4, 4a, 4b

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		students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.	
3.2	HSU and the local community collaborate to enhance students' intellectual, emotional, ethical and spiritual development, and well-being.	4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.	Overarching Recommendation 2 Specific Recommendation 5
4.3C.3	Build on existing support from alumni, particularly by partnering with academic departments on a regular basis for outreach.		
4.1	HSU's Budget model is unified, transparent, and evidence-based; reflects institutional priorities and program allocations reflect actual costs.	1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.	Overarching Recommendations 1, 2 Specific Recommendation 6
4.1B	Evidence based decision making and continuous improvement are cornerstones of resource considerations.	3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.	Overarching Recommendations 1, 2 Specific Recommendations 1g, 1h
		4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.	Overarching Recommendations 1, 2

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4.1.B1 Develop periodic assessment of programs in all units and divisions, both academic and administrative, based on criteria and benchmarks with midpoint and endpoint assessment.	4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. 1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning. 2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work. 4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.	General Recommendation 1 Specific Recommendations 1, 2, 4, 5
2.2A.1 Ensure that everyone on campus has knowledge, awareness, and capacity on	4.7. Within the context of its mission and structural and financial realities, the institution considers changes that	Overarching Recommendation 2 Specific Recommendations 2, 3, 6

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4.1C 4.2B 4.3	diversity-related topics. An optimal mix of programs exists to provide students with the best educational experience. Resources are utilized and allocated with a "whole campus" perspective including auxiliaries rather than from individual units' perspectives'. Resources are adequate to support the University's mission.	are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.	
4.4D	The overall density of tenure track faculty in each college has been increased.	3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.	Overarching Recommendation 2 Specific Recommendations 1h, 3