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
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www.humboldt.edu/~wasc

Table of Contents: Part One, Essays

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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

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- Biology
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- 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

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.

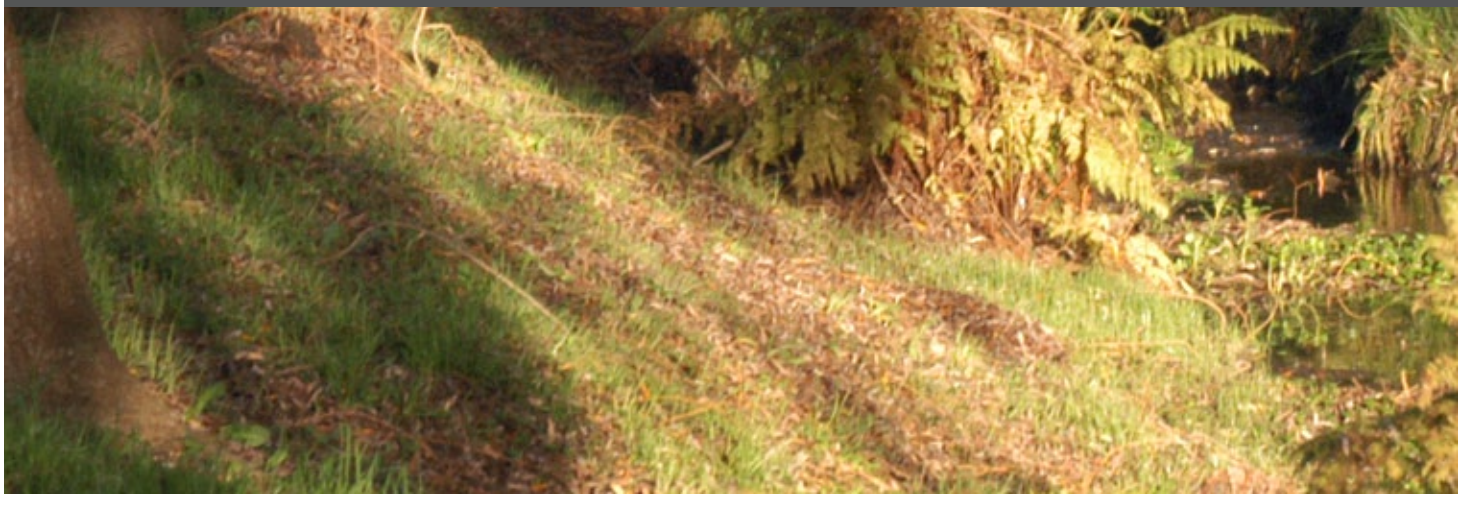
As a means of doing this, the Capacity and Preparatory Review Report provides a number of inset discussions. Some of them provide "snapshots" of innovations, initiatives, and programs that demonstrate HSU's capacity to achieve its goals and live its mission. Others augment the main narrative, further 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

CFR 3.9

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.

CFR 1.4, 1.6, 1.7

CFR 1.8

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 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.

CFR 2.3

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 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

CFR 2.3

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.

CFR 4.7

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.

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

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.

CFR 1.2

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.

CFR 4.1

CFR 4.1

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

CFR 1.5

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

Humboldt State University Students as Social Change Agents

CFR 2.3

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

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 1.7

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.

CFR 2.4

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

CFR 2.10

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:

(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

CFR 2.4

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 4.7

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:

- 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

CFR 2.5

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.

Achieving Inclusiveness by Integrating Core Functions

CFR 2.9

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."

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 photocopy 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.

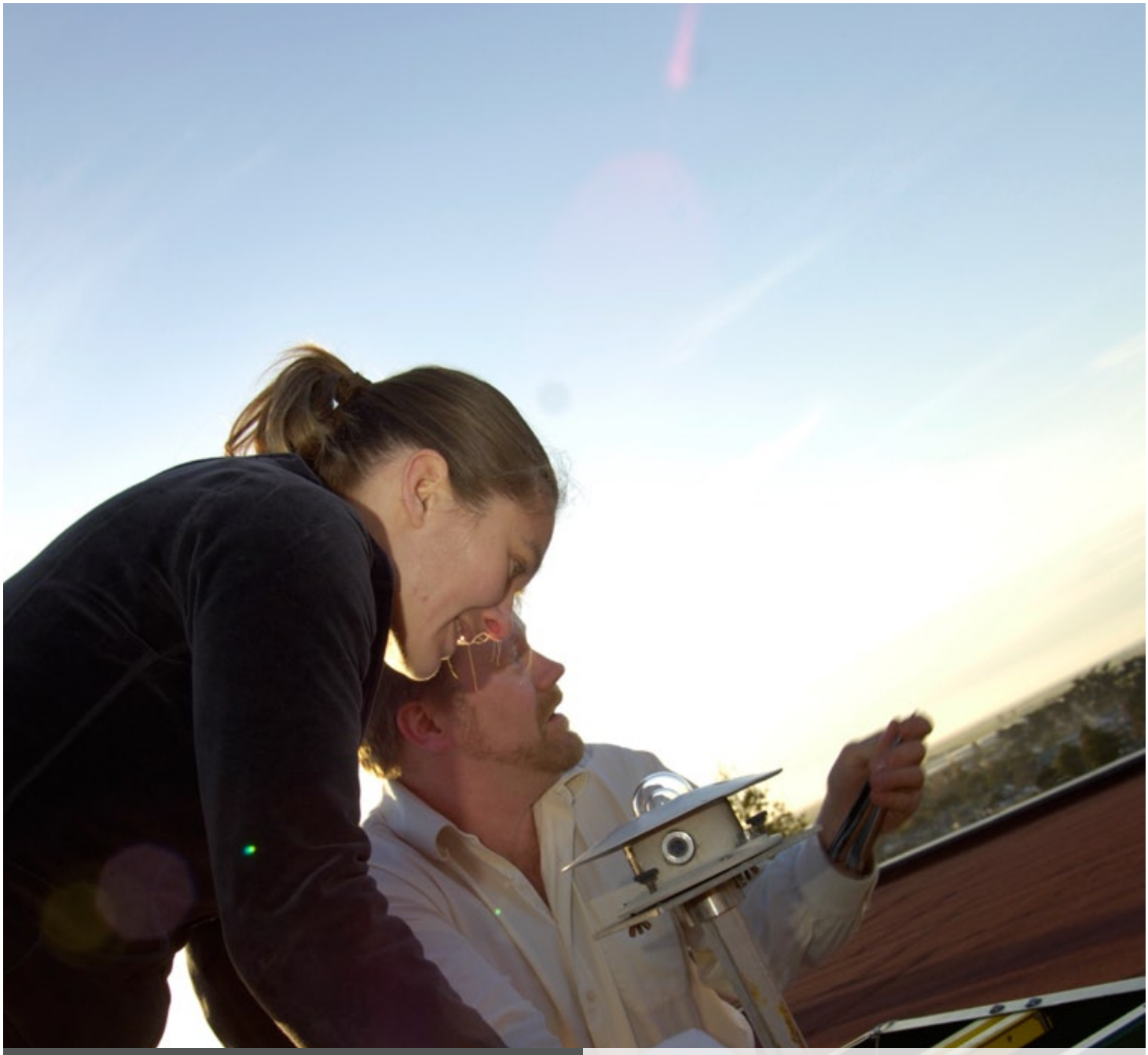
CFR 2.9

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

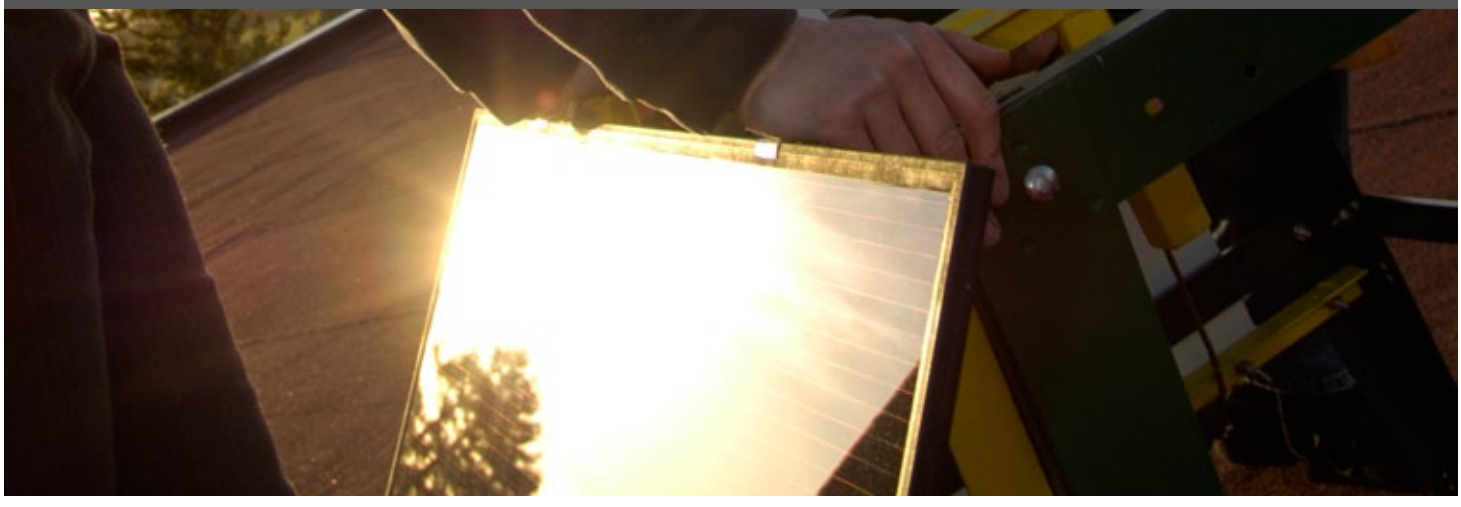
Despite our location behind the 'Redwood Curtain', Humboldt has been striving to promote an expanded world view that far exceeds the parochial boundaries of the North Coast. Beginning with the creation of the MultiCultural Center in 1993, the first Diversity Conference in 1994 and the "Dialogue on Race" 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

CFR 2.12

- 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

CFR 2.14

- 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

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.

CFR 2.12

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.

CFR 3.8

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.

CFR 3.7

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

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

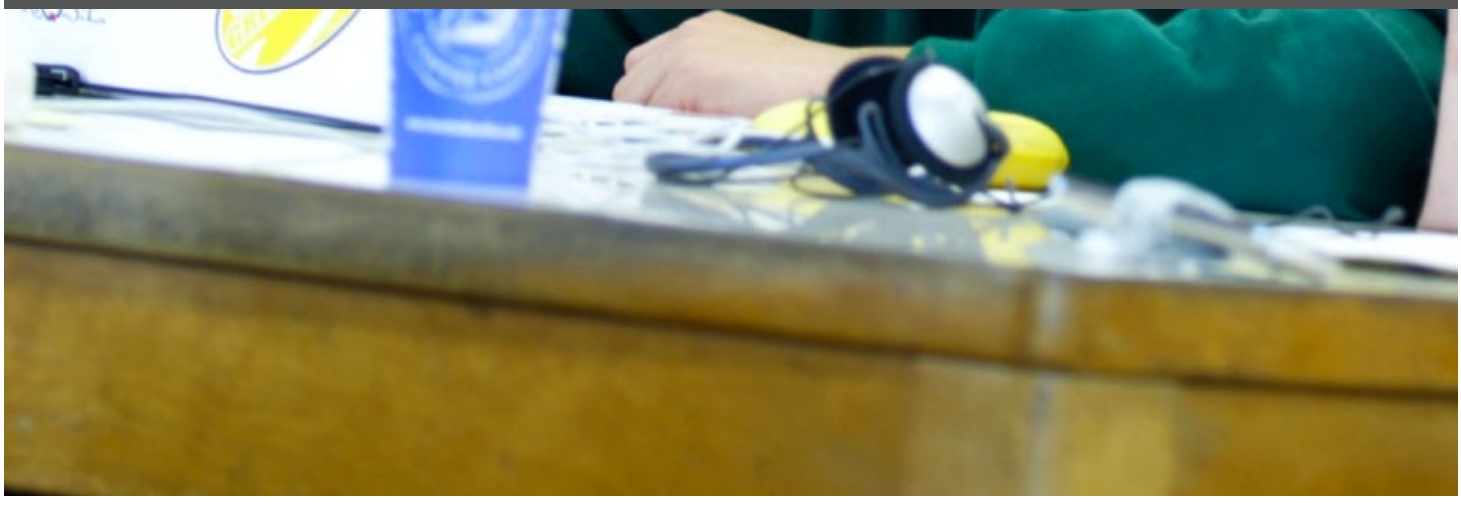
HSU is currently investing extensive personnel time and financial resources in making the transition from Banner to PeopleSoft, as part of the CSU Common Management System (CMS) initiative. CMS will integrate the critical administrative functions of human resources, financial services, and student services across all 23 CSU campuses plus the Chancellor's Office by the end of 2008. Along with the implementation of PeopleSoft's

CFR 3.7

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.

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 interval 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

CFR 4.1

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.

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

CFR 4.4
CFR 4.1

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.

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

CFR 4.3, CFR 4.7

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.

CFR 4.4, 4.5

CFR 2.7

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 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.

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."

CFR 4.4

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

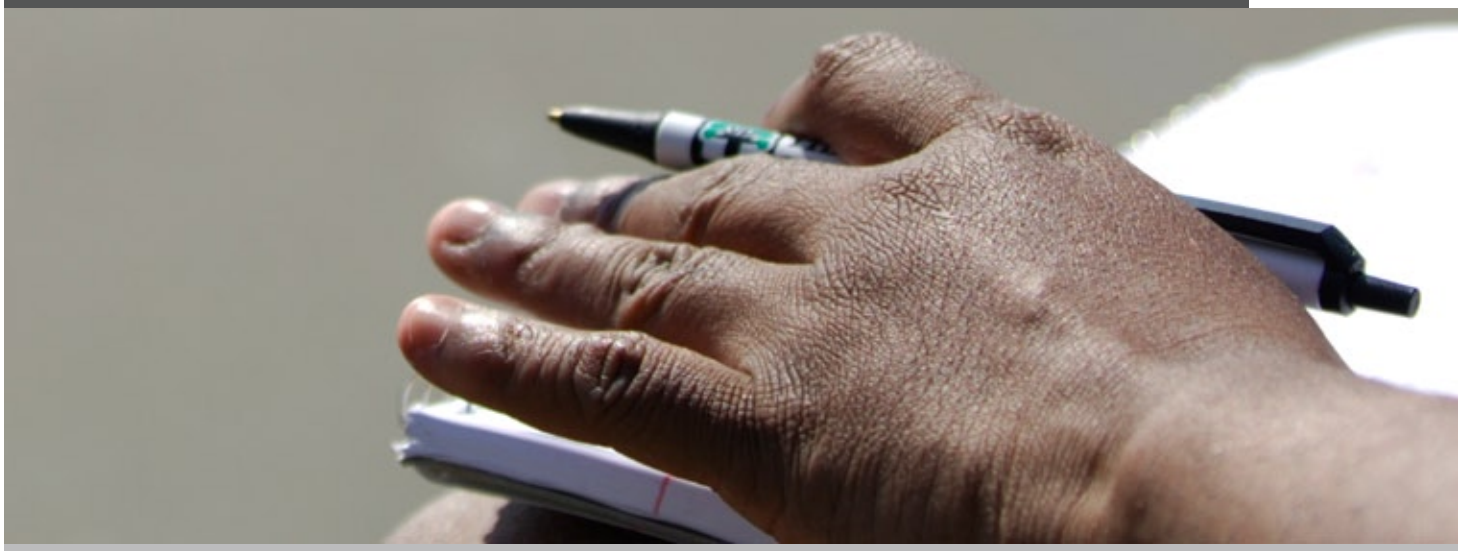
Currently the Division BSC Teams are working through the training and project curriculum. Most teams have been constructed and are developing project priorities, goals, measures and targets. At the end of the academic year, there will be fifteen fully tracked BSC strategic improvement projects, complete 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.

CFR 3.6

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

appendix B

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

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.	**Humboldt State 2004-2009 Strategic Plan: CSS Goal #1** www.humboldt.edu/~planning/docs/FullStrategicPlan.pdf **Faculty Handbook Statement on Academic Freedom** http://www.humboldt.edu/~aavp/FacultyHandbook/appendixP.pdf **Humboldt State Scholar of the Year Award Program:** http://www.humboldt.edu/~aavp/scholyrcrit.htm
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.	**WASC Statement on Diversity (February 23, 1994): 2001 WASC Handbook of Accreditation (Pages 71-76)** http://www.wascsenior.org/wasc/ **HSU Diversity Plan Action Council: (Reports share statistics on recruitment, areas of concern, and diversity development needs)** http://www.humboldt.edu/~dpac/ **HSU Office of Diversity and Social Justice Campus Dialogue on Race:** http://www.humboldt.edu/~dialogue/
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.	**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 **HSU Student Handbook: (Policies, Resources, Academic Regulations, Academic Resources, and Contact Information)** http://studentaffairs.humboldt.edu/handbook/student_policy_info.php **Records of student grievances are maintained in the Office of Judicial Affairs** http://www.humboldt.edu/~studaff/judicial/index.php **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 **Office of the Registrar** http://www.humboldt.edu/~reg/ **Extended Education** http://www.humboldt.edu/~extended/

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.	**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 **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 **Records for response to student grievances are maintained in the Office of Judicial Affairs** http://www.humboldt.edu/~studaff/judicial/index.php **External audits are conducted each year:** All Campus Auxiliary Units are audited by a private CPA firm each year, as is the HSU Children's Center. 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. FSMA (Financial Services and Markets Act of 2000) audits are conducted regularly to confirm soundness of financial procedures.
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.		**HSU WASC Accreditation Reaffirmation Site:** http://www.humboldt.edu/~wasc/

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.	**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) **Department Program Reviews** **Programs with external accreditation** http://www.humboldt.edu/~humboldt/catalogpdfs/accreditation.pdf
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.	**Current Course Catalog** http://www.humboldt.edu/~reg/catalog.html **Individual Department Web Sites** **Individual Department Self-Studies and Accreditation Studies** **Program Review:** **Guidelines for Major Program review (cf. connection to institutional mission):** http://www.humboldt.edu/~ugst/ProgRevGuidelinesNewJan2505.pdf **Assessment Initiative; Outcomes Maps**
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.		**University Catalog description of the undergraduate degree** http://www.humboldt.edu/~humboldt/catalogpdfs/programs/bachelorplan.pdf **EO 595: California State University General Education Breadth Requirements** http://www.calstate.edu/eo/EO-595.pdf

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.		**University Catalog description of the Master's Degree** http://www.humboldt.edu/~humboldt/catalogpdfs/programs/masterplan.pdf **Graduate Degrees** http://www.humboldt.edu/~reg/catalog.html#grad **Graduate Program Reviews** **Policy Handbook for Master's Students** http://humboldt.edu/~gradst/pdfsdocs/Fall_2006_Policy_handbook.pdf
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.		**University Curriculum Committee** http://www.humboldt.edu/~ugst/ucc/uccindex.html **Library** http://library.humboldt.edu/ **Individual department websites and catalog listings** **HSU Outcomes** *(see Chapter One of CPR Report)*
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 it its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.	**University Curriculum Committee** http://www.humboldt.edu/~ugst/ucc/uccindex.html **Individual Department Self-Studies and Accreditation Reviews** **Program Review Guidelines for Major Program review (cf.connection to institutional mission):** http://www.humboldt.edu/~ugst/ProgRevGuidelinesNewJan2505.pdf

Standard 2: Achieving Educational Objectives Through Core Functions		
Criteria For Review	**Guidelines**	**Selected Evidence**
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.	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.	**ATI (Accessible Technology Initiative)** http://www.humboldt.edu/~ati/ **IMAP (Instructional Materials Accessibility Plan)** **National Survey of Student Engagement GE Rigor Survey** http://stream.humboldt.edu/course/ **Admitted Student Survey** **Student Disability Resource Center** http://www.humboldt.edu/~sdrc/ **Advising Center** http://www.humboldt.edu/~advise/ **Learning Center** http://www.humboldt.edu/~learning/ **Testing Center** http://studentaffairs.humboldt.edu/testing/

Standard 2: Achieving Educational Objectives Through Core Functions		
Criteria For Review	**Guidelines**	**Selected Evidence**
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.		**Financial Aid** http://www.humboldt.edu/~finaid/ **Registration** **http://www.humboldt.edu/~reg/** **Advising Center** http://www.humboldt.edu/~advise/ **Career Center** http://www.humboldt.edu/%7Ecareer/ **Academic Computing Student Guide** http://www.humboldt.edu/~its/techguides/guides/student.shtml **ITEPP (Indian Teacher and Educational Preparation Program)** http://www.humboldt.edu/~hsuitepp/ **INRSEP (Indian Natural Resources, Science and Engineering Program)** http://www.humboldt.edu/~inrsep/ **Counseling and Psychological Services** http://studentaffairs.humboldt.edu/counseling/ **Library** **http://library.humboldt.edu/** **Learning Center** http://www.humboldt.edu/~learning/ **Multicultural Center** http://studentaffairs.humboldt.edu/multicultural/ **Student Disability Resource Center** http://www.humboldt.edu/~sdrc/ **First Street Gallery** http://www.humboldt.edu/~first/ **Educational Opportunity Program (EOP)** http://studentaffairs.humboldt.edu/eop/index.php **Humboldt Orientation Program (HOP)** http://studentaffairs.humboldt.edu/hop/index.php **Campus Center for Appropriate Technology (CCAT)** http://www.humboldt.edu/~ccat/

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.	**Humboldt State University "Fast Facts" posted on the main site: (Student Faculty Ratio)** http://www.humboldt.edu/~humboldt/about/facts **HSU Academic Personnel Services: (Policies, Job Postings, Contract News)** http://www.humboldt.edu/~aps/
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.		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. **Policies and processes for faculty recruiting ensure the professional qualifications of HSU faculty** http://www.humboldt.edu/~aps/docs/RecruitmentProcessSteps.pdf **Program Review requires departments to identify the qualifications of their faculty in the context of program requirements** http://www.humboldt.edu/~ugst/ProgRevGuidelinesNewJan2505.pdf
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.		**Academic Personnel Services: (Faculty Resources & Handbook, Evaluation of Faculty, Faculty Travel Guidance, Campus Links)** http://www.humboldt.edu/~aps/faculty.html
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.		**Faculty Development Resource:** http://www.humboldt.edu/~fdo/ **Faculty Technology Solution Center:** http://www.humboldt.edu/~ftsc/ **Freshman Interest Group: (Increases success of students by grouping based on common interest)** http://www.humboldt.edu/firstyear/figs.html

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

Criteria For Review	Guidelines	Selected Evidence
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.	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.	**University Budget Committee:** http://www.humboldt.edu/~budget/Pages/Committees.htm **HSU Academic Senate Resolution to Review the HSU Budget Process and HSU Budget:** http://www.humboldt.edu/~acadsen/Resolution18-06-07-SFFINALRevised.doc **Strategic Enrollment Effort: (Final Reports, Action Team Recommendations, Noel-Levitz Reports)** http://www.humboldt.edu/~oem/see.htm **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/
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.		**Humboldt State University Library** http://library.humboldt.edu/ **Library Resource Component of Departmental Program Reviews** **Faculty Development Resource:** http://www.humboldt.edu/~fdo/ **Faculty Technology Solution Center:** http://www.humboldt.edu/~ftsc/ **Humboldt State Extended Education Distance Learning:** http://www.humboldt.edu/~extended/distance.html **Humboldt State Campus Wireless Service Area Map:** http://www.humboldt.edu/~telcom/online_directory.php *"Wireless Map" [Wireless[1].pdf* **Academic Computing Campus Map of Student Labs:** www.humboldt.edu/~ac/helpdocs/ACMap-Info.pdf

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		**Academic Computing** http://www.humboldt.edu/~ac/ **Center for the Support of Instructional Technology** http://www.humboldt.edu/~its/divisions/csit.shtml **CMS Data Warehouse Project: (Administrative Financial Reporting Tools and Training)** http://www.humboldt.edu/~cms/DW.html **CMS Project Office Training Schedule: (Training Support for Data Warehouse[Hyperion], Peoplesoft, and Quality Improvement)** http://www.humboldt.edu/~cms/Training_calendar.php **Smart Classroom Build-Out and Support Plan – November 2004:** http://www.humboldt.edu/~its/planning/techplan/techplan.shtml **Smart Classrooms Inventory:** http://humboldt.edu/~media/smart/ **Smart Classrooms Update Memo:** http://www.humboldt.edu/~ac/memos/M-f07labinfo.shtml
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.	**Humboldt State University Organizational Chart:** http://www.humboldt.edu/~hsupres/organizationchart.html **University Advancement:** http://www.humboldt.edu/~advance/ **Academic Affairs: (Organization Chart, Policies, Procedures and Committees)** http://www.humboldt.edu/~aavp/ **Student Affairs: (Organization Chart, Student Services, Code of Conduct, Student Handbook, Parent Information)** http://www.humboldt.edu/~studaff/ **Administrative Affairs: (Organization Chart, Campus Projects, Department Links)** http://www.humboldt.edu/~adminaff/ **University Budget Committee:** http://www.humboldt.edu/~budget/Pages/Committees.htm **Academic Senate "Budget Review Process Proposal:"** http://www.humboldt.edu/~acadsen/Resolu01att.doc
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.		**California State University Board of Trustees** http://www.calstate.edu/BOT/\ **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

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.		**The Office of the President: (Organizational Charts, Strategic Plan, Policies)** http://www.humboldt.edu/~hsupres/ **University Budget Office "2007/08 Budget Planning Documents" (Planning and Mission Statements from HSU Campus Divisions):** http://www.humboldt.edu/~budget/Pages/general.htm **University Budget Office "Budget Process" Document : [HSU_Budget2_Process[1].pdf]** http://www.humboldt.edu/~budget/home.htm
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.		**Academic Senate:** http://www.humboldt.edu/~acadsen/ **Faculty Constitution (Appendix E) and Academic Senate Bylaws (Appendix F), HSU Faculty Handbook** http://www.humboldt.edu/~aavp/FacHandbk.htm **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 **University Curriculum Committee:** http://www.humboldt.edu/~ugst/ucc/uccindex.html **Faculty Development Resource:** http://www.humboldt.edu/~fdo/ **Faculty Technology Solution Center:** http://www.humboldt.edu/~ftsc/

Standard 4: Creating an Organization Committed to Learning and Improvement		
Criteria For Review	**Guidelines**	**Selected Evidence**
4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess it 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.	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.	**Strategic Plan (description of the process):** http://www.humboldt.edu/~planning/docs/FullStrategicPlan.pdf **HSU Outcomes planning:** http://www.humboldt.edu/~wasc/expoutdisc.htm **Budget process: Budget Process Committee** http://www.humboldt.edu/~budget/Archives/HSU_Budget_Process.pdf **Budget process: General information, including confidential online budget survey:** http://www.humboldt.edu/~budget/Pages/general.htm **Budget process: University Budget Committee** http://www.humboldt.edu/~budget/Pages/Committees.htm **Diversity enhancement: DPAC** http://www.humboldt.edu/~dpac/ http://www.humboldt.edu/~dpac/task_forces.htm **Diversity enhancement: WASC Action Team, Theme 2:** http://www.humboldt.edu/~wasc/wascT2FebReport.pdf **A sampling of unit strategic plans:** **Women's studies:** http://www.humboldt.edu/~womensst/missionStatement.html **CCAT Strategic Plan:** http://www.humboldt.edu/~ccat/sp/2006-July25_FINALDRAFT_CCAT_STRATEGIC_PLAN.doc **Department of Speech Communication Strategic Plan:** http://www.humboldt.edu/~speech/forms/Strategic%20Plan.pdf **Service Learning Center:** http://studentaffairs.humboldt.edu/slee/governing_committee.php

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/

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

Standard 4: Creating an Organization Committed to Learning and Improvement		
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.	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.	**Campus Financial Reporting and Training at the HSU Reporting Warehouse:** http://www.humboldt.edu/~cms/DW.html **Analytic Studies data reports** http://www.humboldt.edu/~anstud/
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.	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.	**Strategic Enrollment Effort: (Final Reports, Action Team Recommendations, Noel-Levitz Reports)** http://www.humboldt.edu/~oem/see.htm **Student Affairs Annual Report** http://www.humboldt.edu/~studaff/Download/vpoffice/annual_report.pdf **HSU Outcomes Assessment Implementation Plan** **Departmental Assessment Plans** **OAA Program Prioritization Initiative** **Administrative Affairs Balanced Scorecard Program: (CMS HSU Quality Improvement Program)** http://www.humboldt.edu/~cms/qiproject_updates.htm

Standard 4: Creating an Organization Committed to Learning and Improvement		
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.	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.	**GE Rigor Survey** http://stream.humboldt.edu/course/ **Standardized Student Evaluation Questions** http://www.humboldt.edu/~aavp/AdminMemo/0602_Student%20Eval%20Core%20Questions%20Administrative%20Memo.pdf **Department Outcomes Assessment Binder** **Program Reviews**
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.	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.	**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 **Sample Alumni Surveys:** **Economics** http://www.humboldt.edu/~econ/alumni.html **Fisheries Biology** http://humboldt.edu/~fish/programs/surveyresults.html **High School Counselor Survey** http://www.humboldt.edu/~hsupres/SEE/docs/HS-Counselor.pdf **Manuel Esteban's "Report on the Budget Situation at Humboldt State University –December 20, 2006:** http://www.humboldt.edu/~hsupres/documents/ManuelEstebanBudgetReport.pdf

HUMBOLDT STATE UNIVERSITY

Capacity and Preparatory Review
Section Two: Institutional Portfolio

Submitted to the Western Association of Schools and Colleges
November 2007

www.humboldt.edu/~wasc

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Table of Contents: Section Two, Institutional Portfolio

Appendix C

Updated Basic Descriptive Data

C.1 Enrollment History

University Enrollment and Student Credit Unit History									
Year	Summer enroll	Fall enroll	Spring enroll	Summer Credit Units	Fall Credit Units	Spring Credit Units	Summer FTES	Fall FTES	Spring FTES
98/99		7475	7342		106771	105956		7206.2	7147.9
99/00		7545	7334		105902	104687		7142.9	7057.4
00/01	1294	7433	7192	7664	103528	101618	513.7	6986.0	6855.8
01/02	1540	7382	7172	9800	102627	100634	656.8	6923.5	6795.1
02/03	1478	7611	7494	8910	105098	104665	597.9	7097.9	7071.0
03/04	1461	7725	7445	8963	106386	104521	601.7	7185.4	7052.3
04/05		7550	7183		105455	100310		7129.5	6774.7
05/06	1215	7462	7176	7193	103578	99240	489.7	6994.9	6707.5
06/07	1166	7435	7146	6892	101903	99616	465.2	6875.7	6718.9
07/08	1059	7773		5992	106602		406.1	7189.4	

C.2 All Student Demographics – Fall Terms

All Students enrolled Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	4,073	4,094	4,201	4,271	4,195	4,108	4,118	4,200
Male	3,360	3,288	3,410	3,454	3,355	3,354	3,317	3,573
Total	**7,433**	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

All Students FTE Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	3,856	3,851	3,916	3,969	3,940	3,832	3,786	3,865
Male	3,045	2,990	3,090	3,124	3,090	3,073	3,007	3,242
Total	**6,902**	**6,842**	**7,007**	**7,092**	**7,030**	**6,905**	**6,794**	**7,107**

All Students by Part/Full-Time status Fall terms								
Status	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Full-Time	6,395	6,334	6,483	6,615	6,574	6,475	6,331	6,669
Part-Time	1,038	1,048	1,128	1,110	976	987	1,104	1,104
Total	**7,433**	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

Average Age of Students enrolled Fall terms								
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Mean Age	25.5	25.5	25.4	25.5	25.6	25.7	25.4	25.3
Total	**25.5**	**25.5**	**25.4**	**25.5**	**25.6**	**25.7**	**25.4**	**25.3**

Age Categories of Students enrolled Fall terms								
Ages	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
< 20	1,188	1,116	1,302	1,356	1,219	1,260	1,483	1,614
20-24	3,645	3,685	3,682	3,650	3,595	3,479	3,430	3,621
25-29	1,361	1,368	1,417	1,490	1,506	1,459	1,343	1,351
30-34	485	456	462	454	451	502	477	446
35-39	207	199	200	226	216	215	188	197
40-44	154	165	155	135	137	117	95	111
45-49	147	136	130	127	135	106	95	83
50-54	93	94	85	89	96	96	84	74
55-59	27	30	39	49	39	43	42	35
>= 60	126	133	139	149	156	185	198	241
	7,433	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

All Students enrolled Fall terms by Ethnicity								
ETHNICITY	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Asian	215	220	222	247	242	267	267	294
Black	165	185	191	212	209	231	264	278
Hispanic	579	553	603	614	588	703	743	797
Native Amer	197	194	199	199	176	163	180	176
Other	233	237	251	263	395	461	632	881
Pacific Is	34	25	28	34	44	38	43	49
Unknown	1,048	1,181	1,321	1,370	1,321	1,245	1,188	1,184
White	4,962	4,787	4,796	4,786	4,575	4,354	4,118	4,114
Total	**7,433**	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

Students enrolled Fall terms by Origin (based on prior institution)								
ORIGIN	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Local	1,832	1,852	1,944	1,971	1,797	1,805	1,723	1,683
Northern CA	890	898	930	970	931	893	923	899
Bay Area	1,235	1,212	1,221	1,175	1,208	1,198	1,161	1,236
Central CA	914	865	874	894	892	855	847	912
Los Angeles	1,004	960	994	1,061	1,080	1,131	1,191	1,344
San Diego	378	371	352	373	388	390	410	404
Out of state	1,130	1,172	1,242	1,226	1,197	1,136	1,114	1,226
Foreign	49	51	54	54	56	53	63	66
Unknown	1	1	0	1	1	1	3	3
	7,433	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

Students by Class Fall terms								
CLASS	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Freshmen	1,323	1,287	1,420	1,485	1,289	1,280	1,542	1,670
Soph	857	975	946	892	973	893	860	1,011
Jr	1,655	1,601	1,733	1,646	1,654	1,647	1,637	1,719
Sr	2,634	2,555	2,467	2,659	2,613	2,575	2,427	2,360
Post-bacc	964	964	1,045	1,043	1,021	1,067	969	1,013
	7,433	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

Average Unit Load by Class Fall terms								
CLASS	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Freshman	14.23	14.32	14.00	13.97	14.34	14.48	14.15	14.31
Soph	14.69	14.63	14.74	14.95	14.76	14.61	14.54	14.58
Jr	14.54	14.37	14.34	14.25	14.45	14.50	14.38	14.25
Sr	14.15	14.19	14.07	14.04	14.22	14.10	13.91	13.83
Post-bacc	11.20	11.06	11.19	11.05	11.32	11.05	10.62	10.68
Overall	13.93	13.90	13.81	13.77	13.97	13.88	13.71	13.71

C.3 All Students by Sex and Ethnicity – Latest Term - Fall 2007 and Ten Year Total

Census Enrollments by sex and ethnicity - Fall 2007 Census																
College	Female AmInd	Female Asian	Female Black	Female Latino	Female White	Female Unknown	Male AmInd	Male Asian	Male Black	Male Latino	Male White	Male Unknown	Total	% Female	% Male	% Ethnic
All University	10	13	12	38	183	181	7	10	17	25	166	140	802	54	46	16
Arts, Humanities & Social Sci	35	52	47	139	633	346	27	43	49	106	522	270	2,269	55	45	22
Natural Resources & Sciences	31	82	50	173	888	422	22	78	23	143	888	401	3,201	51	49	19
Professional Studies	30	42	28	99	492	174	14	23	52	74	342	131	1,501	58	42	24
Total	**106**	**189**	**137**	**449**	**2,196**	**1,123**	**70**	**154**	**141**	**348**	**1,918**	**942**	**7,773**	**54**	**46**	**21**

Census Enrollments by sex and ethnicity - 10 Year Totals																
College	Female AmInd	Female Asian	Female Black	Female Latino	Female White	Female Unknown	Male AmInd	Male Asian	Male Black	Male Latino	Male White	Male Unknown	Total	% Female	% Male	% Ethnic
All University	89	118	70	252	2,133	1,115	60	91	62	180	1,645	878	6,693	56	44	14
Arts, Humanities & Social Sci	209	229	176	641	4,293	1,715	144	189	207	486	3,389	1,416	13,094	55	45	17
Natural Resources & Sciences	237	434	211	878	5,925	1,991	189	348	152	690	5,570	1,971	18,596	52	48	17
Professional Studies	212	221	143	578	4,378	1,083	101	160	213	336	2,485	699	10,609	62	38	19
Total	**747**	**1,002**	**600**	**2,349**	**16,729**	**5,904**	**494**	**788**	**634**	**1,692**	**13,089**	**4,964**	**48,992**	**56**	**44**	**17**

C.4 Undergraduate Student Demographics – Fall Terms

Count of Undergraduates enrolled Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	3,508	3,529	3,598	3,649	3,563	3,468	3,521	3,589
Male	2,961	2,889	2,968	3,033	2,966	2,927	2,945	3,171
Total	**6,469**	**6,418**	**6,566**	**6,682**	**6,529**	**6,395**	**6,466**	**6,760**

Full-Time Equivalent (FTE) Undergraduates Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	3,409	3,414	3,446	3,496	3,448	3,353	3,350	3,406
Male	2,773	2,717	2,781	2,828	2,812	2,766	2,757	2,980
Total	**6,182**	**6,131**	**6,227**	**6,324**	**6,260**	**6,119**	**6,107**	**6,386**

Undergrads by Part/Full-Time status Fall terms								
Status	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Full-Time	5,756	5,722	5,809	5,947	5,899	5,753	5,726	6,057
Part-Time	713	696	757	735	630	642	740	703
Total	**6,469**	**6,418**	**6,566**	**6,682**	**6,529**	**6,395**	**6,466**	**6,760**

Average Age of Undergraduates enrolled Fall terms								
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Mean Age	23.9	23.9	23.7	23.8	23.9	23.8	23.5	23.3
Total	**23.9**	**23.9**	**23.7**	**23.8**	**23.9**	**23.8**	**23.5**	**23.3**

Age Categories of Undergraduates enrolled Fall terms								
Ages	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
< 20	1,188	1,116	1,302	1,356	1,219	1,260	1,483	1,614
20-24	3,518	3,551	3,536	3,519	3,480	3,371	3,330	3,486
25-29	1,054	1,061	1,057	1,112	1,162	1,108	1,033	1,059
30-34	309	299	284	299	282	305	302	274
35-39	133	129	120	134	126	123	113	118
40-44	101	106	94	81	78	61	53	61
45-49	72	74	75	71	75	58	50	44
50-54	44	42	48	48	49	47	42	33
55-59	13	12	20	22	15	16	15	16
>= 60	37	28	30	40	43	46	45	55
	6,469	**6,418**	**6,566**	**6,682**	**6,529**	**6,395**	**6,466**	**6,760**

Undergraduates enrolled Fall terms by Ethnicity								
ETHNICITY	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Asian	187	191	200	222	211	238	241	264
Black	156	177	180	200	202	219	247	256
Hispanic	537	501	548	566	548	642	690	747
Native American	175	176	176	180	158	144	163	157
Other	205	198	209	224	354	409	582	826
Pacific Is	30	24	27	33	42	36	38	46
Unknown	896	997	1,123	1,166	1,112	1,019	966	940
White	4,283	4,154	4,103	4,091	3,902	3,688	3,539	3,524
Total	**6,469**	**6,418**	**6,566**	**6,682**	**6,529**	**6,395**	**6,466**	**6,760**

Undergraduates enrolled Fall terms by Origin (based on prior institution)								
ORIGIN	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Local	1,376	1,385	1,436	1,460	1,329	1,293	1,264	1,178
Northern CA	859	869	898	941	904	869	904	879
Bay Area	1,133	1,113	1,118	1,088	1,111	1,094	1,070	1,134
Central CA	862	818	815	839	826	790	782	841
Los Angeles	956	909	946	1,005	1,033	1,078	1,139	1,289
San Diego	362	357	336	351	366	368	391	380
Out of state	887	930	977	956	916	858	869	1,004
Foreign	33	36	40	41	43	44	44	52
Unknown	1	1	0	1	1	1	3	3
	6,469	**6,418**	**6,566**	**6,682**	**6,529**	**6,395**	**6,466**	**6,760**

Undergraduates by Class Fall terms								
CLASS	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Freshman	1,323	1,287	1,420	1,485	1,289	1,280	1,542	1,670
Sophomore	857	975	946	892	973	893	860	1,011
Junior	1,655	1,601	1,733	1,646	1,654	1,647	1,637	1,719
Senior	2,634	2,555	2,467	2,659	2,613	2,575	2,427	2,360
	6,469	**6,418**	**6,566**	**6,682**	**6,529**	**6,395**	**6,466**	**6,760**

Original Division of Undergraduate Students								
Original Division	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
First-time	2,874	2,883	2,982	3,051	3,032	3,065	3,194	3,422
LD Transfer	849	887	909	876	825	802	810	938
UD Transfer	2,534	2,439	2,427	2,522	2,510	2,378	2,249	2,220
Non-matric	212	209	248	233	162	150	213	180
	6,469	**6,418**	**6,566**	**6,682**	**6,529**	**6,395**	**6,466**	**6,760**

Average Unit Load by Class Fall terms								
CLASS	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Freshman	14.23	14.32	14.00	13.97	14.34	14.48	14.15	14.31
Sophomore	14.69	14.63	14.74	14.95	14.76	14.61	14.54	14.58
Junior	14.54	14.37	14.34	14.25	14.45	14.50	14.38	14.25
Senior	14.15	14.19	14.07	14.04	14.22	14.10	13.91	13.83
Overall	14.34	14.33	14.23	14.20	14.38	14.35	14.17	14.17

C.5 Post Baccalaureate Student Demographics – Fall Terms

New Post-baccalaureate Students enrolled Fall terms at census								
TYPE	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
2nd Bachelors	46	46	75	59	63	63	72	59
Credential	164	130	124	137	127	201	131	166
Masters	160	171	179	187	167	169	133	193
Transitory	96	108	105	107	118	133	137	163
Unclassified GR	25	44	25	21	22	11	16	19
Total	**491**	**499**	**508**	**511**	**497**	**577**	**489**	**600**

Continuing Post-baccalaureate Students enrolled Fall terms at census								
TYPE	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
2nd Bachelors	69	81	76	84	107	117	114	102
Credential	82	89	108	78	38	24	44	22
Masters	308	286	342	353	362	332	314	282
Unclassified GR	14	9	11	17	17	17	8	7
Total	**473**	**465**	**537**	**532**	**524**	**490**	**480**	**413**

Post-baccalaureate Students enrolled Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	565	565	603	622	632	640	597	611
Male	399	399	442	421	389	427	372	402
Total	**964**	**964**	**1,045**	**1,043**	**1,021**	**1,067**	**969**	**1,013**

Post-baccalaureate Students FTE Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	447	437	470	473	492	480	436	459
Male	272	274	309	296	278	307	250	262
Total	**720**	**711**	**780**	**768**	**770**	**786**	**686**	**721**

Post-baccalaureate Students by Part/Full-Time status Fall terms								
Status	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Full-Time	639	612	674	668	675	722	605	612
Part-Time	325	352	371	375	346	345	364	401
Total	**964**	**964**	**1,045**	**1,043**	**1,021**	**1,067**	**969**	**1,013**

Age Categories of Post-baccalaureate Students enrolled Fall terms								
Ages	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
20-24	127	134	146	131	115	108	100	135
25-29	307	307	360	378	344	351	310	292
30-34	176	157	178	155	169	197	175	172
35-39	74	70	80	92	90	92	75	79
40-44	53	59	61	54	59	56	42	50
45-49	75	62	55	56	60	48	45	39
50-54	49	52	37	41	47	49	42	41
55-59	14	18	19	27	24	27	27	19
>= 60	89	105	109	109	113	139	153	186
	964	**964**	**1,045**	**1,043**	**1,021**	**1,067**	**969**	**1,013**

Post-baccalaureate Students enrolled Fall terms by Ethnicity								
ETHNICITY	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Asian	28	29	22	25	31	29	26	30
Black	9	8	11	12	7	12	17	22
Hispanic	42	52	55	48	40	61	53	50
Native Amer	22	18	23	19	18	19	17	19
Other	28	39	42	39	41	52	50	55
Pacific Is	4	1	1	1	2	2	5	3
Unknown	152	184	198	204	209	226	222	244
White	679	633	693	695	673	666	579	590
Total	**964**	**964**	**1,045**	**1,043**	**1,021**	**1,067**	**969**	**1,013**

Post-baccalaureate Students enrolled Fall terms by Origin (based on prior institution)								
ORIGIN	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Local	456	467	508	511	468	512	459	505
Northern CA	31	29	32	29	27	24	19	20
Bay Area	102	99	103	87	97	104	91	102
Central CA	52	47	59	55	66	65	65	71
Los Angeles	48	51	48	56	47	53	52	55
San Diego	16	14	16	22	22	22	19	24
Out of state	243	242	265	270	281	278	245	222
Foreign	16	15	14	13	13	9	19	14
	964	**964**	**1,045**	**1,043**	**1,021**	**1,067**	**969**	**1,013**

C.6 Masters Student Demographics – Fall Terms

Masters Students enrolled Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	264	259	292	306	319	308	276	295
Male	204	198	230	234	211	193	172	181
Total	**468**	**457**	**522**	**540**	**530**	**501**	**448**	**476**

Masters Students FTE Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	197	191	204	212	234	223	209	217
Male	140	136	161	160	163	136	120	113
Total	**336**	**327**	**365**	**372**	**397**	**359**	**329**	**331**

Masters Students by Part/Full-Time status Fall terms								
Status	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Full-Time	335	307	361	351	373	357	322	307
Part-Time	133	150	161	189	157	144	126	169
Total	**468**	**457**	**522**	**540**	**530**	**501**	**448**	**476**

Age Categories of Masters Students enrolled Fall terms								
Ages	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
20-24	61	77	77	68	51	52	51	70
25-29	188	188	221	224	220	199	174	168
30-34	98	82	93	88	98	117	110	109
35-39	34	36	54	58	53	45	35	49
40-44	20	19	24	34	37	25	28	33
45-49	35	26	26	33	36	25	17	14
50-54	24	18	15	18	26	26	17	15
55-59	2	4	6	10	6	8	13	11
>= 60	6	7	6	7	3	4	3	7
	468	**457**	**522**	**540**	**530**	**501**	**448**	**476**

Masters Students enrolled Fall terms by Ethnicity								
ETHNICITY	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Asian	14	18	15	18	19	19	16	18
Black	7	5	7	7	4	6	10	13
Hispanic	16	26	32	30	25	31	27	32
Native Amer	13	7	12	8	8	8	11	10
Other	15	21	22	20	20	32	32	31
Pacific Is	2	1	0	0	2	2	2	3
Unknown	66	95	90	88	83	86	86	86
White	335	284	344	369	369	317	264	283
Total	**468**	**457**	**522**	**540**	**530**	**501**	**448**	**476**

Masters Students enrolled Fall terms by Origin								
ORIGIN	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Local	215	231	252	268	251	235	213	254
Northern CA	11	13	16	16	11	8	5	8
Bay Area	41	39	46	40	41	38	30	27
Central CA	32	22	36	34	42	36	37	38
Los Angeles	18	14	17	21	16	20	16	22
San Diego	8	5	10	10	10	8	7	11
Out of state	136	124	134	144	154	153	132	109
Foreign	7	9	11	7	5	3	8	7
	468	**457**	**522**	**540**	**530**	**501**	**448**	**476**

Masters Students Average Unit Load Fall terms								
Avg Units	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Avg Units	10.78	10.72	10.50	10.34	11.23	10.75	11.01	10.42
Total	**10.78**	**10.72**	**10.50**	**10.34**	**11.23**	**10.75**	**11.01**	**10.42**

C.7 Credential Student Demographics – Fall Terms

Credential students enrolled during Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	119	91	89	98	99	129	91	114
Male	45	39	35	39	28	72	40	52
Total	**164**	**130**	**124**	**137**	**127**	**201**	**131**	**166**

Age Categories of Credential Students enrolled Fall terms								
Ages	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
20-24	41	36	33	44	40	36	32	46
25-29	46	37	43	53	41	68	62	55
30-34	23	18	19	15	16	29	14	24
35-39	11	10	5	8	15	24	8	11
40-44	17	18	10	3	5	12	1	9
45-49	13	7	10	7	6	13	9	10
50-54	7	4	1	5	3	12	3	7
55-59	6	0	3	2	1	5	1	3
>= 60	0	0	0	0	0	2	1	1
	164	**130**	**124**	**137**	**127**	**201**	**131**	**166**

Credential Students enrolled Fall terms by Ethnicity								
ETHNICITY	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Asian	2	1	1	1	5	0	0	4
Black	1	0	1	1	0	1	0	2
Hispanic	9	12	6	8	6	19	9	7
Native Amer	4	2	6	3	3	3	4	5
Other	4	3	6	7	7	9	4	6
Pacific Is	1	0	1	1	0	0	1	0
Unknown	22	10	10	23	17	25	20	21
White	121	102	93	93	89	144	93	121
Total	**164**	**130**	**124**	**137**	**127**	**201**	**131**	**166**

Credential Students enrolled Fall terms by Origin								
ORIGIN	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Local	109	96	96	104	100	141	96	121
Northern CA	5	2	6	1	5	6	5	4
Bay Area	14	8	9	3	4	15	6	14
Central CA	10	8	4	6	5	9	6	9
Los Angeles	6	5	0	5	3	4	5	3
San Diego	2	2	2	4	1	2	3	1
Out of state	18	8	7	14	9	24	9	14
Foreign	0	1	0	0	0	0	1	0
	164	**130**	**124**	**137**	**127**	**201**	**131**	**166**

C.8 Miscellaneous Enrollment Statistics – Fall Terms

Fall headcounts at Census								
FALL	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Undergrad full-time	5,756	5,722	5,809	5,947	5,899	5,753	5,726	6,057
Undergrad part-time	713	696	757	735	630	642	740	703
Post-bac full-time	639	612	674	668	675	722	605	612
Post-bac part-time	325	352	371	375	346	345	364	401
Total	**7,433**	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**
International	0	0	0	0	0	1	0	0
CA resident	7,031	6,955	7,175	7,325	7,169	7,134	7,008	7,152
Out of state	368	388	387	350	338	278	374	563
International	34	39	49	50	43	49	53	58
Total	**7,433**	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

Fall FTEs at Census								
FALL	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Undergrad full-time	5,832.6	5,779.2	5,856.5	5,963.8	5,943.6	5,792.3	5,747.0	6,044.8
Undergrad part-time	349.7	351.6	370.5	360.3	316.5	326.5	360.3	340.7
Post-bac full-time	616.0	596.6	666.8	649.0	669.6	682.5	574.7	605.1
Post-bac part-time	103.5	114.4	112.8	119.2	100.7	103.8	111.5	116.2
Total	**6,901.9**	**6,841.8**	**7,006.5**	**7,092.4**	**7,030.3**	**6,905.2**	**6,793.5**	**7,106.8**
International	.0	.0	.0	.0	.0	1.1	.0	.0
CA resident	6,535.3	6,449.0	6,606.8	6,731.9	6,686.2	6,604.3	6,391.8	6,502.0
Out of state	336.9	358.5	357.3	319.5	307.4	256.6	354.1	552.6
International	29.6	34.3	42.4	41.0	36.7	43.1	47.6	52.2
Total	**6,901.9**	**6,841.8**	**7,006.5**	**7,092.4**	**7,030.3**	**6,905.2**	**6,793.5**	**7,106.8**

C.9 Annual Summary of Degrees Granted

Degrees Awarded by Coll, Degree and Year (includes primary and second majors)									
College	**DEGREE**	**AY 99/00**	**AY 00/01**	**AY 01/02**	**AY 02/03**	**AY 03/04**	**AY 04/05**	**AY 05/06**	**AY 06/07**
All Univ	BA	71	63	88	83	65	46	56	63
	BS	40	34	19	13	6	7	5	6
Arts, Hum, Soc Sci	BA	426	495	519	461	568	505	558	577
	BS	3	3	3	4	1	3	7	3
	MA	38	30	28	37	34	66	52	24
	MFA	2	4	7	6	2	3	3	1
Nat Res and Sci	BA	98	131	106	115	107	135	125	128
	BS	477	448	478	467	381	461	451	404
	MA	38	37	23	31	43	40	26	27
	MS	47	24	37	46	46	40	48	40
Professional Studies	BA	178	177	206	165	199	174	145	153
	BS	131	124	110	114	142	133	134	100
	MA	0	0	3	3	6	7	7	8
	MBA	5	2	11	14	13	14	16	17
	MS	11	15	11	5	6	6	5	3
	MSW	0	0	0	0	0	0	29	28
UNIV Total		**1565**	**1587**	**1649**	**1564**	**1619**	**1640**	**1667**	**1582**

Degrees Awarded Summary By Degree and Year									
University Totals	**DEGREE**	**AY 99/00**	**AY 00/01**	**AY 01/02**	**AY 02/03**	**AY 03/04**	**AY 04/05**	**AY 05/06**	**AY 06/07**
	BA	773	866	919	824	939	860	884	921
	BS	651	609	610	598	530	604	597	513
	MA	76	67	54	71	83	113	85	59
	MBA	5	2	11	14	13	14	16	17
	MFA	2	4	7	6	2	3	3	1
	MS	58	39	48	51	52	46	53	43
	MSW	0	0	0	0	0	0	29	28
UNIV Total		**1565**	**1587**	**1649**	**1564**	**1619**	**1640**	**1667**	**1582**

C.10 Teaching Credentials Awarded by Academic Year

Credentials Awarded* by sex and Year								
Sex	**AY 99/00**	**AY 00/01**	**AY 01/02**	**AY 02/03**	**AY 03/04**	**AY 04/05**	**AY 05/06**	**AY 06/07**
Female	179	186	199	189	179	162	158	154
Male	83	76	78	83	75	61	80	66
Total	**262**	**262**	**277**	**272**	**254**	**223**	**238**	**220**

Credentials Awarded* by Ethnicity and Academic Year credawards report generated: 29-OCT-07								
ETHNICITY	**AY 99/00**	**AY 00/01**	**AY 01/02**	**AY 02/03**	**AY 03/04**	**AY 04/05**	**AY 05/06**	**AY 06/07**
White	190	207	220	196	180	155	170	165
Asian	9	2	1	1	1	8	2	2
Pacific Is	0	2	0	1	3	0	0	1
Other	12	4	7	7	18	10	14	7
Black	3	3	0	1	1	2	0	0
Unknown	30	33	28	33	33	35	33	26
Native Amer	5	4	5	12	6	4	3	5
Hispanic	13	7	16	21	12	9	16	14
Total	**262**	**262**	**277**	**272**	**254**	**223**	**238**	**220**

Credentials Awarded* by Major and Academic Year								
PROGRAM	**AY 99/00**	**AY 00/01**	**AY 01/02**	**AY 02/03**	**AY 03/04**	**AY 04/05**	**AY 05/06**	**AY 06/07**
Administrative Services	12	21	14	26	14	12	20	18
Art	8	5	5	8	6	6	4	7
Business Administration	1	5	0	1	1	2	1	1
English	12	13	20	11	22	8	19	6
French	1	0	0	1	0	0	1	0
Health Science	0	0	0	0	0	0	0	1
Industrial Technology	2	2	3	0	0	0	0	1
Life Science	2	0	1	2	1	0	0	0
Mathematics	6	9	8	5	8	8	9	11
Mild/Moderate Disabilities	13	21	21	24	25	22	26	39
Moderate/Severe Disabilities	0	0	0	0	0	0	0	6
Multiple Subjects	129	125	134	143	108	108	95	96
Music	6	6	6	1	2	6	11	4
PE (Adapted PE Specialist)	7	3	2	0	2	1	1	0
PPS - Counseling	12	5	9	2	0	0	0	0
PPS - School Psychology	11	5	7	11	10	9	9	4
Physical Education	13	9	15	6	11	7	10	4
Psych(Schl Couns/Psych)	0	1	0	0	0	0	0	0
Science - Biology	7	10	13	8	16	12	12	7
Science - Chemistry	0	2	1	0	0	1	1	1
Science - Geoscience	2	0	1	2	3	2	1	0
Science - Physics	0	1	0	0	0	4	0	1
Single Subject	0	0	1	0	0	0	0	0
Social Science	15	16	14	17	21	14	14	11
Spanish	3	3	2	4	4	1	4	2
Total	**262**	**262**	**277**	**272**	**254**	**223**	**238**	**220**

- **NOTES:** Technically, the University only recommends students for the issuance of a credential by the California Commission on Teacher Credentialing. However, since these recommendations directly result in the award of a credential, these statistics are described as such.
- These statistics are published within the framework of the University/College Year starting with the summer term and ending with the spring term. Credentials are reported externally on a year that starts on July 1 and ends on June 30.

C.11 Instructor Appointments

Summary of Instructor Appointments -- AY Average Count of Appointments						
Appt Category	**AY 01/02**	**AY 02/03**	**AY 03/04**	**AY 04/05**	**AY 05/06**	**AY 06/07**
Admin	1	0	0	0	0	0
Coach	20	18	17	18	17	11
Counselor	0	0	0	0	0	1
EXED	0	0	0	1	0	0
Grad Assist	0	3	1	1	1	1
Lecturer	265	270	221	234	264	266
Assist Prof	79	72	65	57	62	69
Assoc Prof	50	51	55	62	65	82
Professor	159	159	160	146	136	125
Staff	1	1	1	1	1	1
Teach Assoc	46	51	52	44	48	37
Volunteer	60	73	83	90	68	50
Total	**680**	**697**	**652**	**652**	**660**	**640**

NOTE: All active faculty positions are counted where individuals have at least one class or else some release time for the given period. This data is based on instructor appointments by department as entered in Banner. There may be some differences between this data and the FTEF used for Student/Faculty Ratios since SFRs are based on the positions used to conduct instruction in each subject area.
For Assigned Time, the WTU workload is divided by 15 to obtain the FTEF.

AY average FTEF (time base totals)						
Appt Category	**AY 01/02**	**AY 02/03**	**AY 03/04**	**AY 04/05**	**AY 05/06**	**AY 06/07**
Admin	.07	.00	.00	.00	.00	.00
Coach	16.05	16.20	14.97	13.05	8.26	1.05
Counselor	.00	.00	.00	.00	.00	.50
EXED	.00	.00	.00	1.00	.00	.00
Grad Assist	.00	1.50	.38	.38	.19	.04
Lecturer	112.94	114.74	93.83	101.37	117.49	111.39
Assist Prof	78.50	72.00	63.63	56.50	61.50	68.84
Assoc Prof	48.91	49.55	53.71	61.84	63.38	79.88
Professor	147.84	149.29	148.01	134.86	126.83	115.60
Staff	1.00	1.00	1.00	1.00	1.00	1.00
Teach Assoc	11.42	12.29	12.30	11.54	11.93	8.85
Volunteer	10.15	11.77	13.31	14.51	10.18	2.47
Total	**426.87**	**428.33**	**401.12**	**396.04**	**400.74**	**389.60**

AY Average FTEF Release/Assigned Time

Assignment Description	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Excess Enrollment (=>75)	2.15	2.29	2.75	3.34	3.06	3.25
New Preparations	1.11	0.91	0.49	0.73	1.69	4.13
Course or Supervision Overload	0.00	0.00	0.10	0.00	0.00	0.48
Non-Traditional Instruction	0.16	0.03	0.46	0.91	1.12	0.00
In-serv Training for K-12 pers	1.11	0.86	0.69	0.62	0.40	0.07
Credit by Exam/Evaluation	0.00	0.00	0.00	0.00	0.10	0.06
Instr Support of Grad Students	0.00	0.20	0.20	0.46	0.10	0.47
Special Instr Programs	1.38	2.30	1.73	1.79	2.09	1.86
Instr Experimt Innov/Research	4.53	4.14	4.18	5.11	0.59	0.52
Instr-Related Services	2.06	3.19	1.99	2.07	2.58	1.67
Advising Responsibilities	3.27	3.12	2.62	2.19	2.87	2.10
Instr-Related Comm Assignmts	7.35	7.63	8.63	9.06	6.98	3.92
Curricular Planning or Studies	1.42	1.39	1.38	0.62	1.24	0.56
Accrediation Responsibilities	0.10	0.07	0.47	0.80	0.87	1.03
Instr-related Facilities Plan	0.10	0.00	0.00	0.00	0.00	0.00
Calif Faculty Assoc Activities	0.50	0.60	1.40	1.00	0.70	0.20
Dept Chair AY, Leaders/Dir.	8.32	8.49	7.89	8.01	10.72	12.42
Dept Chair - 12mo	9.16	9.01	8.84	9.41	9.40	8.98
Teacher Prep Coordinator	0.00	0.00	0.00	0.00	0.00	0.30
Proj/Prog Leaders, Dir., Coord	0.87	0.57	0.32	0.63	0.55	2.31
Other State Funds	0.00	0.00	0.00	0.00	8.52	6.94
Grant: Redwood Projects	0.00	0.00	0.00	0.00	0.73	0.20
Grant: GWPE	0.20	0.20	0.00	0.00	0.20	0.20
NOT USED - Grant	0.00	0.00	0.00	0.00	0.00	0.20
Grant: Academic	0.00	0.00	0.00	0.00	0.19	3.04
External non-State Funds	0.00	0.00	0.00	0.00	0.00	0.55
Total	43.77	44.96	44.09	46.73	54.67	55.42

Appendix D

Required Data Exhibits

D.1.1 **Admissions Activities by Level – Fall Terms**

Total Fall Applications Received

Student level	2003	2004	2005	2006	2007
First Time Freshmen	5,522	6,319	7,205	7,203	8,217
Transfer	2,266	2,449	2,455	2,495	2,669
Masters	526	490	530	384	469
2nd Bachelors	140	156	150	189	156
Credential	200	196	257	187	255
Unclassified GR	36	44	38	57	47
Returning UG	132	183	167	173	177
Transitory	243	209	199	276	211
Total	**9,065**	**10,046**	**11,001**	**10,964**	**12,201**

Total Fall Applications Admitted

Student level	2003	2004	2005	2006	2007
First Time Freshmen	3,676	3,671	4,986	5,789	6,769
Transfer	1,374	1,393	1,398	1,589	1,742
Masters	278	242	272	189	280
2nd Bachelors	118	129	122	143	126
Credential	157	149	212	142	182
Unclassified GR	34	37	34	47	40
Returning UG	106	160	137	141	158
Transitory	240	207	197	274	205
Total	**5,983**	**5,988**	**7,358**	**8,314**	**9,502**

Total Fall Applicants who enrolled

Student level	2003	2004	2005	2006	2007
First Time Freshmen	871	772	826	979	1,051
Transfer	817	836	790	807	926
Masters	188	164	169	132	194
2nd Bachelors	60	62	62	71	59
Credential	138	127	200	128	167
Unclassified GR	22	23	16	23	19
Returning UG	74	126	95	108	109
Transitory	204	169	160	227	173
Total	**2,374**	**2,279**	**2,318**	**2,475**	**2,698**

Percentage of Total Fall Applicants who enrolled

Student level	2003	2004	2005	2006	2007
First Time Freshmen	16%	12%	11%	14%	13%
Transfer	36%	34%	32%	32%	35%
Masters	36%	33%	32%	34%	41%
2nd Bachelors	43%	40%	41%	38%	38%
Credential	69%	65%	78%	68%	65%
Unclassified GR	61%	52%	42%	40%	40%
Returning UG	56%	69%	57%	62%	62%
Transitory	84%	81%	80%	82%	82%
All levels	**26%**	**23%**	**21%**	**23%**	**22%**

D.1.2 Preparations/Selectivity Levels of Entering Students – Fall Terms

High School GPA of First Time Freshman Applicants for Fall Terms

GPA	2003	2004	2005	2006	2007
<=2.00	63	81	89	132	155
> 2.00	122	179	182	189	284
> 2.25	343	440	526	522	651
> 2.50	617	715	857	905	945
> 2.75	1,056	1,186	1,364	1,263	1,498
> 3.00	960	1,019	1,225	1,209	1,388
> 3.25	904	1,042	1,185	1,226	1,322
> 3.50	615	732	808	815	912
> 3.75	512	569	601	617	695
> 4.00	195	266	273	294	340
Unknown	135	90	95	31	27
TOTAL	**5,522**	**6,319**	**7,205**	**7,203**	**8,217**

Percentage of First Time Freshman Applicants for Fall Terms

GPA	2003	2004	2005	2006	2007
<=2.00	1.1%	1.3%	1.2%	1.8%	1.9%
> 2.00	2.2%	2.8%	2.5%	2.6%	3.5%
> 2.25	6.2%	7.0%	7.3%	7.2%	7.9%
> 2.50	11.2%	11.3%	11.9%	12.6%	11.5%
> 2.75	19.1%	18.8%	18.9%	17.5%	18.2%
> 3.00	17.4%	16.1%	17.0%	16.8%	16.9%
> 3.25	16.4%	16.5%	16.4%	17.0%	16.1%
> 3.50	11.1%	11.6%	11.2%	11.3%	11.1%
> 3.75	9.3%	9.0%	8.3%	8.6%	8.5%
> 4.00	3.5%	4.2%	3.8%	4.1%	4.1%
Unknown	2.4%	1.4%	1.3%	.4%	.3%

High School GPA of First Time Freshman Applicants Who Enrolled for Fall Terms

GPA	2003	2004	2005	2006	2007
<=2.00	2	1	2	1	3
> 2.00	9	7	8	19	20
> 2.25	41	39	52	76	91
> 2.50	102	107	98	138	154
> 2.75	182	165	166	187	220
> 3.00	158	138	163	173	203
> 3.25	150	121	154	171	152
> 3.50	110	85	90	115	121
> 3.75	84	77	61	66	55
> 4.00	26	32	30	33	32
Unknown	7	0	2	0	0
TOTAL	**871**	**772**	**826**	**979**	**1,051**

Percentage of First Time Freshman Applicants Who Enrolled for Fall Terms

GPA	2003	2004	2005	2006	2007
<=2.00	.2%	.1%	.2%	.1%	.3%
> 2.00	1.0%	.9%	1.0%	1.9%	1.9%
> 2.25	4.7%	5.1%	6.3%	7.8%	8.7%
> 2.50	11.7%	13.9%	11.9%	14.1%	14.7%
> 2.75	20.9%	21.4%	20.1%	19.1%	20.9%
> 3.00	18.1%	17.9%	19.7%	17.7%	19.3%
> 3.25	17.2%	15.7%	18.6%	17.5%	14.5%
> 3.50	12.6%	11.0%	10.9%	11.7%	11.5%
> 3.75	9.6%	10.0%	7.4%	6.7%	5.2%
> 4.00	3.0%	4.1%	3.6%	3.4%	3.0%
Unknown	.8%	.0%	.2%	.0%	.0%

Average High School GPA by First Time Freshmen for Fall Terms

all	2003	2004	2005	2006	2007
Applicants	3.16	3.15	3.14	3.13	3.12
Enrolled	3.18	3.18	3.16	3.12	3.09

Yield by High School GPA of First Time Freshman Applicants for Fall Terms

GPA	2003	2004	2005	2006	2007
<=2.00	3.2%	1.2%	2.2%	.8%	1.9%
> 2.00	7.4%	3.9%	4.4%	10.1%	7.0%
> 2.25	12.0%	8.9%	9.9%	14.6%	14.0%
> 2.50	16.5%	15.0%	11.4%	15.2%	16.3%
> 2.75	17.2%	13.9%	12.2%	14.8%	14.7%
> 3.00	16.5%	13.5%	13.3%	14.3%	14.6%
> 3.25	16.6%	11.6%	13.0%	13.9%	11.5%
> 3.50	17.9%	11.6%	11.1%	14.1%	13.3%
> 3.75	16.4%	13.5%	10.1%	10.7%	7.9%
> 4.00	13.3%	12.0%	11.0%	11.2%	9.4%
Unknown	5.2%	.0%	2.1%	.0%	.0%
Total	**15.8%**	**12.2%**	**11.5%**	**13.6%**	**12.8%**

D.1.3 Admissions by Gender – Freshmen – Fall Terms

Gender of First Time Freshman Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	3,230	3,724	4,332	4,231	4,727
Male	2,292	2,595	2,873	2,972	3,490
TOTAL	**5,522**	**6,319**	**7,205**	**7,203**	**8,217**

Percentage of First Time Freshman Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	58.5%	58.9%	60.1%	58.7%	57.5%
Male	41.5%	41.1%	39.9%	41.3%	42.5%

Gender of First Time Freshman Applicants Who Enrolled for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	488	435	466	554	556
Male	383	337	360	425	495
TOTAL	**871**	**772**	**826**	**979**	**1,051**

Percentage of First Time Freshman Applicants Who Enrolled for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	56.0%	56.3%	56.4%	56.6%	52.9%
Male	44.0%	43.7%	43.6%	43.4%	47.1%

Yield by Gender of First Time Freshman Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	15.1%	11.7%	10.8%	13.1%	11.8%
Male	16.7%	13.0%	12.5%	14.3%	14.2%
Total	**15.8%**	**12.2%**	**11.5%**	**13.6%**	**12.8%**

Admissions by Gender – Transfers – Fall Terms

Gender of Transfer Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	1,203	1,279	1,367	1,327	1,440
Male	1,063	1,170	1,088	1,168	1,229
TOTAL	**2,266**	**2,449**	**2,455**	**2,495**	**2,669**

Percentage of Transfer Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	53.1%	52.2%	55.7%	53.2%	54.0%
Male	46.9%	47.8%	44.3%	46.8%	46.0%

Gender of Transfer Applicants Who Enrolled for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	421	439	429	401	468
Male	396	397	361	406	458
TOTAL	**817**	**836**	**790**	**807**	**926**

Percentage of Transfer Applicants Who Enrolled for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	51.5%	52.5%	54.3%	49.7%	50.5%
Male	48.5%	47.5%	45.7%	50.3%	49.5%

Yield by Gender of Transfer Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	35.0%	34.3%	31.4%	30.2%	32.5%
Male	37.3%	33.9%	33.2%	34.8%	37.3%
Total	**36.1%**	**34.1%**	**32.2%**	**32.3%**	**34.7%**

Admissions by Gender – Masters Students – Fall Terms

Gender of Masters Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	305	296	334	238	307
Male	221	194	196	146	162
TOTAL	**526**	**490**	**530**	**384**	**469**

Percentage of Masters Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	58.0%	60.4%	63.0%	62.0%	65.5%
Male	42.0%	39.6%	37.0%	38.0%	34.5%

Gender of Masters Applicants Who Enrolled for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	112	101	111	84	129
Male	76	63	58	48	65
TOTAL	**188**	**164**	**169**	**132**	**194**

Percentage of Masters Applicants Who Enrolled for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	59.6%	61.6%	65.7%	63.6%	66.5%
Male	40.4%	38.4%	34.3%	36.4%	33.5%

Yield by Sex of Masters Applicants for Fall Terms

SEX	2003	2004	2005	2006	2007
Female	36.7%	34.1%	33.2%	35.3%	42.0%
Male	34.4%	32.5%	29.6%	32.9%	40.1%
Total	**35.7%**	**33.5%**	**31.9%**	**34.4%**	**41.4%**

D.1.4 Admissions by Race/Ethnicity – Freshmen - Fall Terms

Ethnicity of First Time Freshman Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	85	81	82	100	109
Asian Amer	398	527	591	570	671
Black	521	579	843	734	846
Latino	1,201	1,437	1,912	1,710	1,990
Unknown	644	1,047	979	1,124	1,422
White	2,673	2,648	2,798	2,965	3,179
TOTAL	**5,522**	**6,319**	**7,205**	**7,203**	**8,217**

Percentage of First Time Freshman Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	1.5%	1.3%	1.1%	1.4%	1.3%
Asian Amer	7.2%	8.3%	8.2%	7.9%	8.2%
Black	9.4%	9.2%	11.7%	10.2%	10.3%
Latino	21.7%	22.7%	26.5%	23.7%	24.2%
Unknown	11.7%	16.6%	13.6%	15.6%	17.3%
White	48.4%	41.9%	38.8%	41.2%	38.7%

Ethnicity of First Time Freshman Applicants Who Enrolled for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	20	12	13	22	26
Asian Amer	51	46	32	42	47
Black	58	47	51	68	56
Latino	113	73	143	129	141
Unknown	118	163	145	228	303
White	511	431	442	490	478
TOTAL	**871**	**772**	**826**	**979**	**1,051**

Percentage of First Time Freshman Applicants Who Enrolled for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	2.3%	1.6%	1.6%	2.2%	2.5%
Asian Amer	5.9%	6.0%	3.9%	4.3%	4.5%
Black	6.7%	6.1%	6.2%	6.9%	5.3%
Latino	13.0%	9.5%	17.3%	13.2%	13.4%
Unknown	13.5%	21.1%	17.6%	23.3%	28.8%
White	58.7%	55.8%	53.5%	50.1%	45.5%

Yield by Ethnicity of First Time Freshman Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	23.5%	14.8%	15.9%	22.0%	23.9%
Asian Amer	12.8%	8.7%	5.4%	7.4%	7.0%
Black	11.1%	8.1%	6.0%	9.3%	6.6%
Latino	9.4%	5.1%	7.5%	7.5%	7.1%
Unknown	18.3%	15.6%	14.8%	20.3%	21.3%
White	19.1%	16.3%	15.8%	16.5%	15.0%
Total	**15.8%**	**12.2%**	**11.5%**	**13.6%**	**12.8%**

Admissions by Race/Ethnicity – Transfers - Fall Terms

Ethnicity of Transfer Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	53	56	55	51	59
Asian Amer	102	149	170	181	186
Black	92	124	160	130	156
Latino	226	268	316	295	331
Unknown	554	594	536	588	612
White	1,239	1,258	1,218	1,250	1,325
TOTAL	**2,266**	**2,449**	**2,455**	**2,495**	**2,669**

Percentage of Transfer Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	2.3%	2.3%	2.2%	2.0%	2.2%
Asian Amer	4.5%	6.1%	6.9%	7.3%	7.0%
Black	4.1%	5.1%	6.5%	5.2%	5.8%
Latino	10.0%	10.9%	12.9%	11.8%	12.4%
Unknown	24.4%	24.3%	21.8%	23.6%	22.9%
White	54.7%	51.4%	49.6%	50.1%	49.6%

Ethnicity of Transfer Applicants Who Enrolled for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	32	19	20	29	20
Asian Amer	26	37	40	39	54
Black	14	20	17	19	19
Latino	57	67	78	57	87
Unknown	204	231	193	216	254
White	484	462	442	447	492
TOTAL	**817**	**836**	**790**	**807**	**926**

Percentage of Transfer Applicants Who Enrolled for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	3.9%	2.3%	2.5%	3.6%	2.2%
Asian Amer	3.2%	4.4%	5.1%	4.8%	5.8%
Black	1.7%	2.4%	2.2%	2.4%	2.1%
Latino	7.0%	8.0%	9.9%	7.1%	9.4%
Unknown	25.0%	27.6%	24.4%	26.8%	27.4%
White	59.2%	55.3%	55.9%	55.4%	53.1%

Yield by Ethnicity of Transfer Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	60.4%	33.9%	36.4%	56.9%	33.9%
Asian Amer	25.5%	24.8%	23.5%	21.5%	29.0%
Black	15.2%	16.1%	10.6%	14.6%	12.2%
Latino	25.2%	25.0%	24.7%	19.3%	26.3%
Unknown	36.8%	38.9%	36.0%	36.7%	41.5%
White	39.1%	36.7%	36.3%	35.8%	37.1%
Total	**36.1%**	**34.1%**	**32.2%**	**32.3%**	**34.7%**

Admissions by Race/Ethnicity – Masters Students - Fall Terms

Ethnicity of Masters Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	7	7	13	8	10
Asian Amer	31	31	29	20	24
Black	12	9	10	11	11
Latino	28	28	34	31	38
Unknown	134	86	143	97	107
White	314	329	301	217	279
TOTAL	**526**	**490**	**530**	**384**	**469**

Percentage of Masters Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	1.10%	2.40%	2.40%	3.80%	2.60%
Asian Amer	2.70%	4.90%	4.10%	6.10%	3.60%
Black	0.50%	1.20%	1.20%	3.00%	2.60%
Latino	4.80%	5.50%	7.10%	4.50%	7.70%
Unknown	23.40%	14.60%	34.90%	25.00%	22.20%
White	67.60%	71.30%	50.30%	57.60%	61.30%

Ethnicity of Masters Applicants Who Enrolled For Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	2	4	4	5	5
Asian Amer	5	8	7	8	7
Black	1	2	2	4	5
Latino	9	9	12	6	15
Unknown	44	24	59	33	43
White	127	117	85	76	119
TOTAL	**188**	**164**	**169**	**132**	**194**

Percentage of Masters Applicants Who Enrolled for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	1.1%	2.4%	2.4%	3.8%	2.6%
Asian Amer	2.7%	4.9%	4.1%	6.1%	3.6%
Black	.5%	1.2%	1.2%	3.0%	2.6%
Latino	4.8%	5.5%	7.1%	4.5%	7.7%
Unknown	23.4%	14.6%	34.9%	25.0%	22.2%
White	67.6%	71.3%	50.3%	57.6%	61.3%

Yield by Ethnicity of Masters Applicants for Fall Terms

ETHNICITY	2003	2004	2005	2006	2007
Am Indian	28.6%	57.1%	30.8%	62.5%	50.0%
Asian Amer	16.1%	25.8%	24.1%	40.0%	29.2%
Black	8.3%	22.2%	20.0%	36.4%	45.5%
Latino	32.1%	32.1%	35.3%	19.4%	39.5%
Unknown	32.8%	27.9%	41.3%	34.0%	40.2%
White	40.4%	35.6%	28.2%	35.0%	42.7%
Total	**35.7%**	**33.5%**	**31.9%**	**34.4%**	**41.4%**

D.2.1 Headcount Enrollments by Degree Objective

Fall headcounts at census						
Degree objective	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Bachelors	6,318	6,450	6,368	6,245	6,254	6,581
Masters	521	540	529	501	447	475
Credential	232	215	165	225	175	188
2nd Bach	151	143	170	180	186	161
No degree	389	377	318	311	373	368
Total	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

Fall FTEs at census						
Degree objective	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Bachelors	6,084	6,202	6,160	6,034	6,000	6,296
Masters	365	372	397	359	329	330
Credential	263	236	192	248	192	228
2nd Bach	104	107	129	130	124	110
No degree	190	176	152	134	150	143
Total	**7,007**	**7,092**	**7,030**	**6,905**	**6,794**	**7,107**

Fall average unit loads at census						
Degree objective	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Bachelors	14.45	14.42	14.51	14.49	14.39	14.35
Masters	10.51	10.34	11.25	10.75	11.03	10.43
Credential	16.98	16.43	17.48	16.52	16.43	18.16
2nd Bach	10.33	11.19	11.39	10.81	9.97	10.20
No degree	7.34	6.99	7.17	6.48	6.03	5.83
Total	**13.81**	**13.77**	**13.97**	**13.88**	**13.71**	**13.71**

D.2.2 Headcount Enrollments by Gender

All Students enrolled Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	4,073	4,094	4,201	4,271	4,195	4,108	4,118	4,200
Male	3,360	3,288	3,410	3,454	3,355	3,354	3,317	3,573
Total	**7,433**	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

All Students FTE Fall terms at census								
SEX	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Female	3,856	3,851	3,916	3,969	3,940	3,832	3,786	3,865
Male	3,045	2,990	3,090	3,124	3,090	3,073	3,007	3,242
Total	**6,902**	**6,842**	**7,007**	**7,092**	**7,030**	**6,905**	**6,794**	**7,107**

D.2.3 Headcount Enrollments by Race/Ethnicity

All Students enrolled Fall terms by Ethnicity								
ETHNICITY	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Asian	215	220	222	247	242	267	267	294
Black	165	185	191	212	209	231	264	278
Hispanic	579	553	603	614	588	703	743	797
Native Amer	197	194	199	199	176	163	180	176
Other	233	237	251	263	395	461	632	881
Pacific Is	34	25	28	34	44	38	43	49
Unknown	1,048	1,181	1,321	1,370	1,321	1,245	1,188	1,184
White	4,962	4,787	4,796	4,786	4,575	4,354	4,118	4,114
Total	**7,433**	**7,382**	**7,611**	**7,725**	**7,550**	**7,462**	**7,435**	**7,773**

D.2.4 Students Receiving Financial Aid

Financial aid data					
Academic year	**2002**	**2003**	**2004**	**2005**	**2006**
Distinct enrolled undergrads	7,492	7,535	7,120	7,169	7,280
- - undergrads who applied for aid	64%	65%	67%	67%	67%
- - undergrads who received aid	58%	61%	63%	65%	62%
- - undergrads who received PELL grants	38%	40%	41%	41%	38%
Distinct enrolled postbacs	1,297	1,280	1,195	1,265	1,138
- - postbacs who applied for aid	50%	53%	57%	56%	56%
- - postbacs who received aid	46%	49%	53%	53%	52%
avg expected family contribution	5,566	5,299	5,718	6,051	7,164

D.3.1 Degrees Granted by Degree-Level Program

Degrees Awarded by College, Degree and Year (includes primary and second majors)									
College	**DEGREE**	**AY 99/00**	**AY 00/01**	**AY 01/02**	**AY 02/03**	**AY 03/04**	**AY 04/05**	**AY 05/06**	**AY 06/07**
All University	BA	71	63	88	83	65	46	56	63
	BS	40	34	19	13	6	7	5	6
Arts, Hum, Soc Sciences	BA	426	495	519	461	568	505	558	577
	BS	3	3	3	4	1	3	7	3
	MA	38	30	28	37	34	66	52	24
	MFA	2	4	7	6	2	3	3	1
Nat Res and Sciences	BA	98	131	106	115	107	135	125	128
	BS	477	448	478	467	381	461	451	404
	MA	38	37	23	31	43	40	26	27
	MS	47	24	37	46	46	40	48	40
Professional Studies	BA	178	177	206	165	199	174	145	153
	BS	131	124	110	114	142	133	134	100
	MA	0	0	3	3	6	7	7	8
	MBA	5	2	11	14	13	14	16	17
	MS	11	15	11	5	6	6	5	3
	MSW	0	0	0	0	0	0	29	28
UNIV Total		**1565**	**1587**	**1649**	**1564**	**1619**	**1640**	**1667**	**1582**

D.3.2 Cohort Graduation and Retention

Freshmen Entering Fall 2000	
75.8% returned Fall 2001	
61.0% returned Fall 2002	
55.5% returned Fall 2003	
42.4% returned Fall 2004	12.1% graduated by Fall 2004
19.4% returned Fall 2005	33.0% graduated by Fall 2005
3.7% returned Fall 2006	49.8% graduated by Fall 2006
3.5% returned Fall 2007	48.6% graduated by Fall 2007
Freshmen Entering Fall 2001	
76.4% returned Fall 2002	
61.7% returned Fall 2003	
57.2% returned Fall 2004	
44.3% returned Fall 2005	11.0% graduated by Fall 2005
18.6% returned Fall 2006	33.0% graduated by Fall 2006
9.4% returned Fall 2007	41.7% graduated by Fall 2007
Freshmen Entering Fall 2002	
72.1% returned Fall 2003	
58.3% returned Fall 2004	
52.5% returned Fall 2005	
38.4% returned Fall 2006	11.6% graduated by Fall 2006
15.6% returned Fall 2007	31.9% graduated by Fall 2007

Freshmen Entering Fall 2003	
76.0% returned Fall 2004	
62.6% returned Fall 2005	
55.8% returned Fall 2006	
43.2% returned Fall 2007	11.2% graduated by Fall 2007
Freshmen Entering Fall 2004	
70.8% returned Fall 2005	
55.7% returned Fall 2006	
51.3% returned Fall 2007	.4% graduated by Fall 2007

Freshmen Entering Fall 2005	
76.1% returned Fall 2006	
62.7% returned Fall 2007	
Freshmen Entering Fall 2006	
74.5% returned Fall 2007	

D.4.1 Faculty Composition

	2003/04		2004/05		2005/06		2006/07		2007/08	
Full-Time Faculty	290		287		276		288		276	
Male	197	67.9%	186	64.8%	146	52.9%	179	62.2%	174	63.0%
Female	93	32.1%	101	35.2%	130	47.1%	109	37.8%	102	37.0%
White, Non-Hispanic	254	87.6%	249	86.8%	240	87.0%	249	86.5%	236	85.5%
Black, Non-Hispanic	5	1.7%	5	1.7%	5	1.8%	4	1.4%	4	1.4%
American Indian/Alaskan Native	3	1.0%	5	1.7%	4	1.4%	4	1.4%	4	1.4%
Asian/Pacific Islander	18	6.2%	19	6.6%	16	5.8%	20	6.9%	19	6.9%
Hispanic	8	2.8%	8	2.8%	8	2.9%	7	2.4%	7	2.5%
Other	2	0.7%	1	0.3%	3	1.1%	4	1.4%	6	2.2%
Part-Time Faculty	199		203		257		263		242	
Male	81	40.7%	81	39.9%	105	40.9%	110	41.8%	101	41.7%
Female	118	59.3%	122	60.1%	152	59.1%	153	58.2%	141	58.3%
White, Non-Hispanic	164	82.4%	169	83.3%	206	80.2%	208	79.1%	199	82.2%
Black, Non-Hispanic	1	0.5%	1	0.5%	2	0.8%	1	0.4%	2	0.8%
American Indian/Alaskan Native	9	4.5%	8	3.9%	14	5.4%	11	4.2%	10	4.1%
Asian/Pacific Islander	10	5.0%	10	4.9%	14	5.4%	12	4.6%	13	5.4%
Hispanic	10	5.0%	10	4.9%	10	3.9%	10	3.8%	10	4.1%
Other	5	2.5%	5	2.5%	11	4.3%	21	8.0%	8	3.3%

D.4.2 Faculty Headcount by Department/Program

Department	AY 02/03		AY 03//04		AY 04/05		AY 05//06		AY 06/07	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
All University	0	2	1	3	0	3	0	3	0	3
Anthropology	5	4	5	4	6	3	5	5	5	6
Applied Technology	0	6	0	6	1	4	1	4	2	5
Art	14	12	15	10	15	9	16	8	14	8
Biological Sciences	23	10	20	8	21	9	20	8	24	9
Chemistry	8	3	9	3	7	5	8	4	9	5
Child Development	4	5	4	4	4	4	3	5	4	4
Communication	7	6	7	5	7	6	6	6	7	6
Computing Science	8	3	8	1	8	0	8	4	8	0
Economics	0	0	3	3	2	5	1	5	3	3
Engineering	11	6	9	2	8	7	9	6	9	5
English	14	14	14	14	13	14	15	12	15	13
Environmental & Natural Resource Sciences	6	7	7	3	6	4	7	5	7	5
Fisheries Biology	5	2	5	1	6	1	6	2	5	2
Forestry and Watershed Management	10	1	9	2	8	2	9	1	10	3
Geography	4	4	4	3	4	3	5	4	5	3
Geology	8	1	9	0	9	0	7	1	7	2
Government and Politics	7	6	7	3	6	4	7	4	7	5
History	8	6	8	2	7	4	6	4	6	4
Journalism and Mass Communication	4	4	5	5	3	6	4	8	5	4
Kinesiology & Recreation Administration	12	19	12	18	10	18	10	19	9	22
Liberal Studies/ Elementary Education	0	4	0	5	0	9	0	7	0	7
Mathematics	15	12	17	6	13	8	14	7	16	9
Music	8	13	8	12	8	14	8	15	7	14
Native American Studies	4	2	2	3	3	3	3	3	3	2
Nursing	10	6	8	6	9	8	6	8	6	9
Oceanography	4	1	3	1	3	1	3	3	4	1
Philosophy	8	3	8	3	4	4	5	4	6	5
Physics and Astronomy	8	1	9	1	8	1	6	2	7	2
Psychology	16	15	13	12	15	10	14	9	15	9
Rangeland Resources & Wildland Soils	3	1	3	1	3	1	2	1	2	3
Religious Studies	4	3	3	3	3	4	2	2	2	4
School of Business	10	10	7	4	7	8	6	11	7	8
School of Education	9	53	9	41	8	35	10	41	9	45
Social Work	4	1	4	4	8	2	8	6	9	5
Sociology	8	5	8	5	7	4	7	6	6	6
Theatre, Film and Dance	10	13	10	7	10	9	10	10	9	10
Wildlife	7	2	7	2	7	1	7	1	8	1
Women's Studies	1	2	1	4	2	2	2	2	2	2
World Languages and Cultures	8	9	9	7	9	5	8	11	7	12

NOTE: All active faculty positions are counted where individuals have at least one class or else some release time for the given period. This data is based on instructor appointments by department as entered in Banner.

D.4.3 Staff by Gender and Race/Ethnicity

	Year 1 (2002) N (%)	Year 2 (2003) N (%)	Year 3 (2004) N (%)	Year 4 (2005) N (%)	Year 5 (2006) N (%)
Full-Time	563	540	595	516	519
Male	(249) 44.2%	(242) 44.8%	(266) 44.7%	(228) 44.2%	(224) 43.2%
Female	(314) 55.8%	(298) 55.2%	(329) 55.3%	(288) 55.8%	(295) 56.8%
White, Non-Hispanic	(473) 84.0%	(460) 85.1%	(507) 85.2%	(435) 84.3%	(440) 84.8%
Black, Non-Hispanic	(11) 2.0%	(8) 1.5%	(9) 1.5%	(10) 1.9%	(9) 1.7%
American Indian / Alaskan Native	(30) 5.5%	(27) 5.0%	(29) 4.9%	(27) 5.2%	(27) 5.2%
Asian / Pacific Islander	(19) 3.0%	(16) 3.0%	(16) 2.7%	(16) 3.1%	(17) 3.3%
Hispanic	(30) 5.5%	(29) 5.4%	(32) 5.4%	(28) 5.5%	(26) 5.0%
Other			(2) .3%		
Part-Time	100	114	167	111	97
Male	(21) 21.0%	(20) 17.5%	(36) 21.5%	(25) 22.5%	(22) 22.7%
Female	(79) 79.0%	(94) 82.5%	(131) 78.5%	(86) 77.5	(75) 77.3%
White, Non-Hispanic	(87) 87.0%	(98) 86.0%	(142) 85.0%	(99) 89.2%	(87) 89.7%
Black, Non-Hispanic			(1) .6%	(1) .9%	(1) 1.0%
American Indian / Alaskan Native	(6) 6.0%	(7) 6.1%	(8) 4.8%	(3) 2.7%	(2) 2.1%
Asian / Pacific Islander	(4) 4.0%	(5) 4.4%	(5) 3.0%	(3) 2.7%	(3) 3.1%
Hispanic	(3) 3.0%	(4) 3.5%	(7) 4.2%	(5) 4.5%	(4) 4.1%
Other			(4) 2.4%		

Notes:
This is a report of Staff by Gender and Race/Ethnicity. All figures are derived from the Affirmative Action Plans "Employee Data" files.

D.4.4 Full-Time Faculty/Staff Turnover Over the Last 5 Years

	Faculty Headcount	Faculty %	Staff Headcount	Staff %	Total Headcount	Total %
Total Number of Individuals Employed in this Period	443		824		1,267	
Number of New Hires in this Period	82	19%	194	24%	276	22%
Number of Retirements in this Period	25	6%	119	14%	144	11%
Number of Departures in this Period	58	13%	128	16%	186	15%
Stable Base Employees in this Period	273	63%	383	46%	662	52%

This chart demonstrates the relative stability of the workforce. For example, it shows that of the 443 full-time faculty here at least one of the five years of this report, that 63% (278) of the full-time faculty were here all five years.

The chart does not demonstrate increases or decreases in the number of faculty vs. staff over time.

Notes:
Total Number of Individuals Employed in this Period — the total number of unique employees working full-time for at least one of the five years.
Number of new hire, retirement, and departure totals — where an employee had multiple events in a category (hire, separate, hire), the most recent event was tablulated, so that each unique employee is counted only once in this table.
Number of Retirements — counted only when an employee separated, not the FERP (faculty early retirement plan) date.
Stable Base Employees in this Period — represents the number of employees who were employed all five years and full-time for at least one of those years.

Source: Peoplesoft HR query
Contact: University Budget Office

D.5.1 Information and Computing Resources – Library

	2002/03	2003/04	2004/05	2005/06
Libraries Total Library Collections	1,984,648	1,989,423	2,008,643	2,008,109
Books	995,632 (50.2%)	994,746 (50.0%)	1,007,472 (50.2%)	1,000287 (49.8 %)
Periodicals	2,746 (0.1%)	1,898 (0.1%)	1,714 (0.1%)	1,413 (0.1%)
Non-Print Media	623,214 (31.4%)	628,425 (31.6%)	631,271(31.4%)	632,947 (31.5%)
Maps and pictures	32,058 (1.6%)	32,371 (1.6%)	33,892 (1.7%)	38,648 (1.9%)
Other printed works not cataloged	330,998 (16.7%)	331,983 (16.7%)	334,294 (16.6%)	334,814 (16.7%)
Total $ Spent on Library Acquisitions	$ 1,293,629	$ 938,594	$ 771,017	$ 817,486

Information and Computing Resources – Computing Resources

	02/03		03/04		04/05		05/06		06/07	
	#	%	#	%	#	%	#	%	#	%
Number and Percent of Computer-Equipped Classrooms and Labs	31	44.9%	31	51.7%	30	48.4%	29	41.4%	43	61.0%
Number of Computer Workstations Available										
To Students	1170		1123		1129		1149		1191	
To Faculty/Staff	1473		1463		1618		1409		1611	
Networked	2643		2586		2747		2558		2802	
Not Networked	0		0		0		0		0	

06/07- Current year

D.5.2 Physical Resources – Current Year

Inventory by Space Type
September 24, 2007

Number of Rooms	ASF	SpCd	Space Type	Stations	FTES
56	38,001	0001 Total	Lecture	2,537	5,911.21
10	750	0002 Total	Lecture Serv	0	.00
3	881	0004 Total	Seminar	49	114.17
114	103,163	0010 Total	Tch Lab	2,105	943.02
159	39,771	0011 Total	Tch Lab Serv	0	.00
97	22,102	0016 Total	Rsrch Lab	331	.00
38	7,984	0017 Total	Rsch Lab Srv	0	.00
22	12,796	0019 Total	Slf Inst Cmp	346	.00
17	8,052	0020 Total	Slf Inst Lab	222	.00
21	2,495	0021 Total	Mus Prc Stud	28	.00
31	91,454	0022 Total	Phs Ed-Indr	132	.00
13	5,147	0025 Total	Animal Qtrs	0	.00
21	11,359	0026 Total	Greenhouse	0	.00
1	205	0028 Total	Radio-Tv Etc	0	.00
64	9,888	0029 Total	Spec Instruction	144	.00
488	62,626	0030 Total	Profsnl-Fac	528	.00
14	1,763	0031 Total	Clerical-Fac	17	.00
10	1,236	0032 Total	Service-Fac	0	.00
50	7,613	0035 Total	Prf Fac/Admn	53	.00
62	13,696	0036 Total	Clr Fac/Admn	86	.00
48	5,491	0037 Total	Svc Fac/Admn	0	.00
174	26,418	0040 Total	Prof Admn	200	.00
135	37,163	0041 Total	Clrcl Admn	280	.00
84	14,363	0042 Total	Svc Admn	9	.00
18	2,651	0045 Total	Stdt-Gen Ofc	37	.00
9	1,444	0046 Total	Stdt-Cl Ofc	13	.00
7	464	0047 Total	Stdt-Svc Ofc	3	.00
32	5,029	0049 Total	Other Office	52	.00
49	21,825	0051 Total	Conf Room	1,139	.00
76	28,820	0052 Total	Lounge	908	.00
13	8,927	0053 Total	Recreation	288	.00
171	24,529	0056 Total	Gen Storage	0	.00
13	8,973	0057 Total	Warehouse	0	.00
2	1,329	0063 Total	Lib SpecStdy	0	.00
4	77,922	0066 Total	Lib Stk/Stdy	1,134	.00
18	11,040	0068 Total	Library Svc	14	.00
33	18,262	0070 Total	Museum/Gallery	1	.00
4	9,783	0075 Total	Auditoria	1,091	.00
3	7,513	0077 Total	Stage	0	.00
29	14,000	0079 Total	Aud Service	0	.00
8	1,626	0081 Total	Locker Rooms	0	.00
46	31,994	0083 Total	Maint Rpr Sp	0	.00
9	778	0084 Total	Field Areas	0	.00
117	26,725	0085 Total	Spec Inst Sup	216	.00
62	17,247	0091 Total	Student Use	424	.00
9	1,705	0092 Total	Admin Use	45	.00
717	113,916	0095 Total	Dorm-Single	1,343	.00
8	11,423	0096 Total	Food Service	0	.00
50	15,576	0098 Total	Living Quarters	0	.00
124	50,160	0099 Total	Otr-Gen Misc	143	.00
	1,038,078		Grand Total	13,918	6,968.40

D.5.3 Statements of Revenues, Expenses and Changes in Net Assets

HUMBOLDT STATE UNIVERSITY

Statement of Revenues, Expenses, and Changes in Net Assets

	Audited June 30, 2003	%	Audited June 30, 2004	%	Reported June 30, 2005	%	Audited June 30, 2006	%	Reported June 30, 2007	%
Revenues:										
Operating revenues:										
Student tuition and fees (net of scholarship allowances)	$ 16,549,747	46.55%	20,284,250	50.73%	22,956,680	53.99%	21,838,825	52.15%	21,122,914	49.07%
Grants and contracts, noncapital:										
Federal	9,432,133	26.53%	9,511,214	23.79%	9,757,256	22.95%	9,772,248	23.33%	10,174,879	23.64%
State and local	1,767,701	4.97%	2,403,588	6.01%	2,932,301	6.90%	3,280,170	7.83%	3,326,280	7.73%
Nongovernmental	1,678,497	4.72%	1,141,604	2.86%	633,969	1.49%	553,081	1.32%	359,980	0.84%
Sales and services of educations activities	49,359	0.14%	61,587	0.15%	56,700	0.13%		0.00%	0	0.00%
Sales and services of auxiliary enterprises (net of scholarship allowances)	5,343,591	15.03%	5,591,897	13.99%	5,767,625	13.56%	5,956,177	14.22%	6,409,214	14.89%
Other operating revenues	731,576	2.06%	990,188	2.48%	416,456	0.98%	478,463	1.14%	1,654,667	3.84%
Total operating revenues	35,552,604	100.00%	39,984,328	100.00%	42,520,987	100.00%	41,878,964	100.00%	43,047,934	100.00%
Expenses:										
Operating expenses:										
Instruction	41,464,863	37.38%	41,411,809	36.59%	39,671,376	34.66%	41,217,548	36.56%	43,759,312	36.16%
Research	7,082	0.01%	3,270	0.00%	0	0.00%		0.00%	0	0.00%
Public service	99,931	0.09%	114,519	0.10%	311,433	0.27%	323,374	0.29%	286,831	0.24%
Academic support	11,840,695	10.67%	11,964,957	10.57%	11,557,490	10.10%	11,408,431	10.12%	13,138,084	10.86%
Student services	12,191,171	10.99%	11,903,251	10.52%	11,719,693	10.24%	10,725,207	9.51%	14,999,849	12.40%
Institutional support	13,165,989	11.87%	13,396,392	11.84%	12,949,604	11.32%	13,200,405	11.71%	13,276,566	10.97%
Operation and maintenance of plant	8,225,833	7.42%	7,790,694	6.88%	9,124,874	7.97%	8,207,383	7.28%	10,306,471	8.52%
Student grants and scholarships	12,315,117	11.10%	14,288,253	12.63%	15,591,901	13.62%	13,040,800	11.57%	13,396,670	11.07%
Auxiliary enterprise expenses	5,582,348	5.03%	6,086,699	5.38%	7,419,194	6.48%	8,654,218	7.68%	5,861,831	4.84%
Depreciation	6,038,206	5.44%	6,203,603	5.48%	6,100,020	5.33%	5,968,453	5.29%	5,977,607	4.94%
Total operating expenses	110,931,235	100.00%	113,163,447	100.00%	114,445,585	100.00%	112,745,819	100.00%	121,003,221	100.00%
Operating loss	(75,378,631)		(73,179,119)		(71,924,598)		(70,866,855)		(77,955,287)	
Nonoperating revenues (expenses):										
State appropriations, noncapital	72,776,017	99.69%	67,984,657	100.16%	66,601,646	95.80%	68,802,930	96.55%	71,424,206	98.42%
Gifts, noncapital	74,043	0.10%	67,514	0.10%	35,058	0.05%	319,912	0.45%	420,898	0.58%
Investment income, net	837,141	1.15%	(92,025)	-0.14%	539,982	0.78%	685,445	0.96%	1,729,516	2.38%
Endowment income (loss)	121,172	0.17%	(9,828)	-0.01%	82,109	0.12%	43,899	0.06%	121,113	0.17%
Interest on capital-related debt	(797,557)	-1.09%	(827,662)	-1.22%	(972,345)	-1.40%	(976,244)	-1.37%	(934,864)	-1.29%
Other nonoperating revenues (expenses), net	(11,055)	-0.02%	756,012	1.11%	3,235,784	4.65%	2,385,991	3.35%	(190,756)	-0.26%
Net nonoperating revenues (expenses)	72,999,761	100.00%	67,878,668	100.00%	69,522,234	100.00%	71,261,933	100.00%	72,570,113	100.00%
Income (loss) before other additions	(2,378,870)		(5,300,451)		(2,402,364)		395,078		(5,385,174)	
State appropriations, capital	7,359,000		26,245,000		1,817,000		51,187,000		4,546,129	
Grants and gifts, capital	262,705		315,894		98,101		161,248		142,738	
Additions to permanent endowments	192,508		340,682		46,307		11,822		48,711	
Transfers from(to) other CSU campuses, net									2,953,368	
Increase (decrease) in net assets	5,435,343		21,601,125		(440,956)		51,755,148		2,305,772	
Net assets:										
Net assets at beginning of year	96,521,770		101,957,113		123,858,238		123,417,282		175,172,430	
Restatement									(1,002,829)	
Net Assets at beginning of year, restated	96,521,770		101,957,113		123,858,238		123,417,282		174,169,601	
Net assets at end of year	$ 101,957,113		123,558,238		123,417,282		175,172,430		176,475,373	

D.5.4 Statement of Net Assets

HUMBOLDT STATE UNIVERSITY

Statement of Net Assets

Assets	Audited June 30, 2003	%	Audited June 30, 2004	%	Reported June 30, 2005	%	Audited June 30, 2006	%	Reported June 30, 2007	%
Current assets:										
Cash and cash equivalents	$ 2,930,529	2.15%	2,247,436	1.37%	3,889,901	2.36%	3,226,384	1.50%	163,358	0.07%
Short-term investments	16,716,429	12.26%	21,280,394	12.98%	17,987,758	10.89%	21,748,724	10.08%	27,256,925	12.20%
Accounts receivable, net	4,287,591	3.15%	1,750,126	1.07%	1,378,612	0.83%	2,248,731	1.04%	1,285,197	0.58%
Pledges receivable, net							31,000	0.01%	31,000	0.01%
Prepaid expenses and other assets	1,139,988	0.84%	916,444	0.56%	1,289,268	0.78%	781,272	0.36%	1,063,774	0.48%
Total current assets	25,074,537		26,194,400		24,545,539		28,036,111		29,800,254	
Noncurrent assets:										
Restricted cash and cash equivalents	7,515	0.01%	39,667	0.02%	489,370	0.30%	76,753	0.04%	72	0.00%
Accounts receivable, net	7,567,490	5.55%	26,501,167	16.17%	21,437,399	12.98%	56,006,933	25.95%	34,287,652	15.34%
Student loans receivable, net	4,000,707	2.94%	3,864,003	2.36%	3,660,131	2.22%	3,553,745	1.65%	3,450,570	1.54%
Pledges receivable, net							91,000	0.04%	60,000	0.03%
Endowment investments	2,009,677	1.47%	2,290,188	1.40%	2,317,788	1.40%	2,274,570	1.05%	2,335,104	1.04%
Other long-term investments	126,007	0.09%	192,846	0.12%	443,743	0.27%		0.00%	331,744	0.15%
Capital assets, net	97,501,377	71.53%	103,767,058	63.30%	112,258,611	67.97%	125,707,944	58.25%	153,051,662	68.48%
Other assets	15,658	0.01%	1,084,745	0.66%	—	0.00%	52,000	0.02%	177,205	0.08%
Total noncurrent assets	111,228,431		137,739,674		140,607,042		187,762,945		193,694,009	
Total assets	136,302,968	100.00%	163,934,074	100.00%	165,152,581	100.00%	215,799,056	100.00%	223,494,263	100.00%
Liabilities and Net Assets										
Current liabilities:										
Accounts payable	3,399,375	9.90%	3,012,947	7.52%	2,576,768	6.17%	2,191,786	5.39%	6,870,938	14.61%
Accrued salaries and benefits payable	5,467,513	15.92%	6,333,356	15.80%	6,147,335	14.73%	6,503,586	16.01%	7,181,877	15.27%
Accrued compensated absences	2,362,224	6.88%	874,508	2.18%	2,165,018	5.19%	2,410,336	5.93%	2,619,859	5.57%
Deferred revenue	971,026	2.83%	2,365,262	5.90%	968,570	2.32%	1,090,637	2.68%	1,041,229	2.21%
Capitalized lease obligations – current portion	100,183	0.29%	105,088	0.26%	119,561	0.29%	125,422	0.31%	131,498	0.28%
Long-term debt obligations – current portion	549,502	1.60%	873,798	2.18%	994,835	2.38%	1,048,134	2.58%	1,030,636	2.19%
Self-insurance claims liability – current portion			115,486		540,000	1.29%	282,000	0.69%	—	0.00%
Other liabilities	336,929	0.98%	352,036	0.88%	982,876	2.36%	488,287	1.20%	441,443	0.94%
Total current liabilities	13,186,752		14,032,481		14,494,963		14,140,188		19,317,480	
Noncurrent liabilities:										
Deferred revenue										
Accrued compensated absences, net of current portion	2,470,205	7.19%	2,351,854	5.87%	2,198,208	5.27%	2,257,825	5.56%	2,328,080	4.95%
Grants refundable	4,551,619	13.25%	4,532,509	11.31%	4,581,657	10.98%	4,511,804	11.11%	4,546,641	9.67%
Capitalized lease obligations, net of current portion	796,892	2.32%	682,924	1.70%	563,363	1.35%	905,944	2.23%	2,931,446	6.23%
Long-term debt obligations, net of current portion	13,309,782	38.75%	18,381,039	45.87%	19,805,051	47.45%	18,709,443	46.05%	17,686,719	37.62%
Self-insurance claims liability, net of current portion										
Depository accounts	30,605	0.09%	95,029	0.24%	92,057	0.22%	101,422	0.25%	208,524	0.44%
Other liabilities									—	
Total noncurrent liabilities	21,159,103		26,043,355		27,240,336		26,486,438		27,701,410	
Total liabilities	34,345,855	100.00%	40,075,836	99.71%	41,735,299	100.00%	40,626,626	100.00%	47,018,890	100.00%
Net assets:										
Invested in capital assets, net of related debt	82,745,018	81.16%	87,138,660	70.35%	90,345,250	73.20%	105,277,002	60.10%	129,445,492	73.35%
Restricted for:										
Nonexpendable – endowments	2,009,677	1.97%	2,290,189	1.85%	2,317,788	1.88%	2,286,393	1.31%	2,335,104	1.32%
Expendable:										
Scholarships and fellowships	1,367,444	1.34%	1,578,536	1.27%	1,600,836	1.30%	1,994,634	1.14%	2,319,610	1.31%
Loans	650,380	0.64%	661,552	0.53%	684,442	0.55%	685,205	0.39%	704,128	0.40%
Capital projects	6,075,815	5.96%	24,260,661	19.59%	18,886,502	15.30%	55,645,284	31.77%	32,861,963	18.62%
Debt service	248,120	0.24%	494,934	0.40%	513,421	0.42%	489,435	0.28%	15,563	0.01%
Other										
Unrestricted	8,860,659	8.69%	7,433,706	6.00%	9,069,043	7.35%	8,794,477	5.02%	8,793,513	4.98%
Total net assets	$ 101,957,113	100.00%	123,858,238	100.00%	123,417,282	100.00%	175,172,430	100.00%	176,475,373	100.00%

D.5.5 Capital Investments

HUMBOLDT STATE UNIVERSITY
Capital Investments

	Audited June 30, 2003	Audited June 30, 2004	Reported June 30, 2005	Audited June 30, 2006	Reported June 30, 2007
Land					
Beginning Book Value	3,474,725	3,474,725	3,474,725	3,474,725	3,474,725
Additions					160,000
Deductions					
Ending Bood Value	3,474,725	3,474,725	3,474,725	3,474,725	3,634,725
Buildings					
Beginning Book Value	152,182,601	157,361,121	159,359,090	160,136,994	160,527,428
Additions	5,178,520	2,013,344	777,904	401,435	10,456,495
Deductions		(15,375)		(11,001)	
Ending Bood Value	157,361,121	159,359,090	160,136,994	160,527,428	170,983,923
Furniture and Equipment					
Beginning Book Value	29,339,237	30,142,238	30,555,046	30,446,964	30,446,964
Additions	1,463,812	1,048,521	631,192	5,946,119	1,415,670
Deductions	(660,811)	(635,713)	(739,274)	(1,106,000)	(1,238,754)
Ending Bood Value	30,142,238	30,555,046	30,446,964	35,287,083	30,623,880
Construction in Progress					
Beginning Book Value	22,152,019	2,784,943	12,221,331	23,843,042	30,719,497
Additions	4,929,687	11,105,831	12,407,274	19,779,314	32,920,322
Deductions	(24,296,763)	(1,669,443)	(785,563)	(12,902,859)	(11,863,423)
Ending Bood Value	2,784,943	12,221,331	23,843,042	30,719,497	51,776,396

D.5.6 Endowment Values and Performance

As Reported in the NACUBO Endowment Survey

	Market Value of True/Term Endowments	Market Value of Quasi-Endowment	Total Market Value End of Year	Yield *	Current Fund Income from Endowment *	Net Transfers In/Out of Endowment	Total Annual Return on Investments
Year 1 FYE 2007	$17,210,120	$1,586,777	$18,796,897	See note below	See note below	$2,724,546	$2,905,796
Year 2 FYE 2006	$14,954,026	$1,129,419	$16,083,445	See note below	See note below	$3,417,000	1,224,000

* Investment portfolio is managed on a Total Return Basis, therefore, Yield and Current Fund Income are included in the Total Annual Return on Investments

Definition of Endowments:

1. **True endowments.** A "true" endowment is a permanent fund with provisions that prohibit spending the corpus, or principal, of that fund. Only investment income generated by the fund, which is usually defined to include capital gains, may be used to support designated activities. True endowments are gifts or bequests that contain provisions prohibiting the original principal amount from ever being spent.
2. **Quasi-endowments.** Quasi-endowments are also called "funds functioning as endowment." These are funds that the institution's governing board may choose to treat as endowment, but the board is not subject to any legal prohibitions against spending the principal. Quasi-endowments may originate from several sources-unrestricted gifts, surplus operating funds, or unused reserves.
3. **Term endowments.** Term endowments are sometimes referred to as "wasting endowments." These are funds with provisions that state the principal may be spent at a specified rate, after a specific date, or upon the occurrence of a specific event. These funds are not designed or required to exist in perpetuity.

HSU Advancement Foundation Spending Policy – representing dominate investment philosophy:

The amount withdrawn in each fiscal year will be targeted at 4.5 percent of the HSU Advancement Foundation's (HSUAF) average total market value during the 12 quarters ending with the last quarter of the previous calendar year. The HSUAF may also spend any additional funds that were available to spend but were not withdrawn in previous fiscal years. The quarter ended June 30, 2005 will be the earliest quarter used in the calculation of average total market value. Until there are 12 full quarters of history, the average total market value calculation will include as many quarters as possible, beginning with the June 30, 2005 quarter.

D.6.1 Key Undergraduate Educational Operations Ratios

	2003/04	2004/05	2005'06	2006/07	2007/08
Admissions					
Admit/Apply	0.666	0.581	0.692	0.804	0.824
Enroll Admit	0.237	0.210	0.166	0.169	0.155
Retention					
1st Year Freshman Retention	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort
	0.721	0.760	0.708	0.761	0.745
Freshmen 6-year Completion to Graduation	Fall 1997 Cohort	Fall 1998 Cohort	Fall 1999 Cohort	Fall 2000 Cohort	Fall 2001 Cohort
	45.0%	40.9%	44.9%	49.8%	41.7%
% Completing Degrees Begun At another Institution (Transfer Retention)	62.0%	62.0%	61.0%	62.0%	50.0%
Instruction (Undergraduate)					
FTE Student/FTE Faculty Ratio	17:1	18:1	19:1	18:1	19:1
Classes with 1-9 Students	0.1241	0.0938	0.1541	0.1245	0.1081
Classes with 10-19 Students	0.2811	0.3031	0.2812	0.2590	0.2812
Classes with 20-39 Students	0.4605	0.4868	0.4346	0.4601	0.4649
Classes with 40-49 Students	0.0738	0.0547	0.0724	0.0943	0.0627
Classes with 50+ Students	0.0602	0.0614	0.0575	0.0618	0.0829
Average Credit Load per Student	14.42	14.51	14.49	14.39	14.35
Average GPA	2.92	2.90	2.89	2.87	2.84

D.6.2 Key Asset and Maintenance Ratios

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Tenured/Tenure Track Faculty Headcount	290	287	276	288	276
Faculty 59 and Older	128	115	96	81	72
Faculty ≥59 / Total Faculty	.441	.40	.348	.281	.261

	Audited June 30, 2003	**Audited June 30, 2004**	**Reported June 30, 2005**	**Audited June 30, 2006**	**Reported June 30, 2007**
Operating and Maintenance Expense	8,225,833	7,790,694	9,528,398	8,207,383	10,306,471
Total Operating Expense	110,931,235	113,163,447	113,987,859	112,745,819	121,003,221
O&M / Total Operating	7.42%	6.88%	8.36%	7.28%	8.52%
Total Equipment Expenditures	807,617	693,914	631,192	1,196,597	841,843
Total Book Value of Equipment					
Cost	12,658,862	12,717,063	12,825,034	12,962,666	13,055,967
Accum Depn	(8,755,163)	(9,103,160)	(9,537,620)	(9,440,832)	(9,798,227)
Net Book Value	3,903,699	3,613,903	3,287,414	3,521,834	3,257,740
EquipmentExpenditures / Net Book Value	20.69%	19.20%	19.20%	33.98%	25.84%

D.6.3 Key Financial Ratios

Humboldt State University
Key Financial Ratios

	2003	2004	2005	2006
Beginning Net Assets	96,521,770	101,957,113	123,858,238	123,417,282
Ending Net Assests	101,957,113	123,858,238	123,417,282	175,172,430
Change in Net Assets	5,435,343	21,901,125	(440,956)	51,755,148
Return on Net Assets Ratio	0.0563	0.2148	(0.0036)	0.4194
Unrestricted Net Assets	8,860,659	7,433,706	9,069,043	8,794,477
Operating Revenue	35,552,604	40,284,328	42,520,987	41,878,964
Grants and gift, capital	0	0	98,101	161,248
State appropriations	66,601,646	68,802,930	72,776,017	67,984,657
Investment income (loss)	837,141	(92,025)	622,091	729,344
Total unrestricted revenue	102,991,391	108,995,233	116,017,196	110,754,213
Net Income Ratio	0.086	0.068	0.078	0.079
Operating Revenue	35,552,604	40,284,328	42,520,987	41,878,964
Endowment income	0	0	46,307	11,822
Investment income (loss)	837,141	(92,025)	622,091	729,344
Total operating income	36,389,745	40,192,303	43,189,385	42,620,130
Operating expenses	110,931,235	113,163,447	114,445,585	112,745,819
Operating Income Ratio	0.328	0.355	0.377	0.378
Unrestricted net assets	8,860,659	7,433,706	9,069,043	8,794,477
Restricted, expendable net assets		26,995,683	21,685,201	58,814,558
Total Expendable Net Assets	8,860,659	34,429,389	30,754,244	67,609,035
Long-term Debt	13,309,782	18,381,039	20,368,414	19,615,387
Other non-current debt		7,662,316	6,871,922	6,871,051
	13,309,782	26,043,355	27,240,336	26,486,438
Viability Ratio	2.553	1.322	1.129	0.666

Data obtained from audited financial statements, University activity only does not include Auxilliary Organizations

D.7.1 Inventory of Educational Effectiveness Indicators

Category	Have Formal SLOs	Data, Evidence	How the data are interpreted and used	Last Program Review
Information is provided about HSU & CSU Undergraduate requirements and BA and BS degree programs	SLOs will be publicized via our web site. Additionally the goal is to have all SLOs included in the 2009 HSU catalogue	Unless noted in the cells below, all assessment activity involved direct assessment of students' performance of various kinds	All programs report faculty discussions of assessment results at meeting. For several, the new reporting process is simply a formalization of what they have been doing for years. Most report modification or addition of curricular elements as a result of these discussions. A few programs report modifying their assessment activities abased on their experience.	
At the Institutional Level				
Graduation Writing Proficiency Exam		Students take the GWPE after completing 60 semester units and freshman comp with a C or better. Offered through the Testing Center once in the fall and twice in the spring. See Chapter 4 of CPR report.		
Collegiate Learning Assessment		Pilot administration in AY 07-08		
HSU	Yes	See Appendix F		
NSSE		The NSSE was administered in 2002 and 2005. Results were shared with the campus community for discussion, and a GE Rigor Survey was designed and administered to follow up (see Chapter 4 of CPR Report).		
Institutions	No			2006-08
Diversity & Common Ground	No			2010-12
General Education				
GE Area A	No			2009-11
GE Area B	Yes			2009-11
GE Area C	Yes			2005-07
GE Area D	In progress			2002-04
GE Area E	Yes			2006-08
GE UD Comm. & Thinking	No			2007-09
Arts Humanities & Social Sciences				
Anthropology	In progress			2004-05
Art	Yes			2007-09
Communication	Yes			2008-10
English	Yes			2007-09

Category	Have Formal SLOs	Data, Evidence	How the data are interpreted and used	Last Program Review
Geography	Yes			2010-12
Government & Politics	Yes			2004-05*
History	Yes			2010-12
Journalism	In progress	Internship supervisor evaluation		2008-10
Music	Yes			2007-09
Native American Studies	No			2003-04
Philosophy	No			2009-11
Religious Studies	Yes			2006-08
Sociology	Yes			2005-07
Theatre Arts	Yes			2008-10
IS/Dance Studies	Yes			2008-12
Women's Studies	Yes			2010-12
World Languages & Cultures				
French	Yes	Alumni survey		2002-03*
German	Yes	Alumni survey		2002-03*
Spanish	Yes	Alumni survey		2002-03*
IS/Ethnic Studies	Yes	Alumni survey		2008-10
IS/International Studies	Yes	Alumni survey		2008-10
Natural Resources and Sciences				
Biology	Yes			2003-04
Botany	Yes			2003-04
Zoology	Yes			2003-04
Chemistry	Yes			2010-12
Computer Information Systems	No			2006-08
Computer Science	No	ETS major field test		2006-08
Environmental Resources Engineer	Yes			2008-10
Environmental Science	major restru			2007-09
Fisheries Biology	Yes			2007-09
Forestry & Watershed Management	Yes			2006-08
Geology	Yes	Alumni survey of related employment or advanced study		2011-13
Mathematics	Yes			2005-07*
NR Planning & Interpretation	Yes			2006-08
Nursing	Yes	NCLEX exam success rates		2006-08
Oceanography	Yes			2008-10

Category	Have Formal SLOs	Data, Evidence	How the data are interpreted and used	Last Program Review
Oceanography	Yes			2008-10
Physical Science	Yes			2005-07
Physics	Yes			2005-07
Psychology	Yes			2005-07
Range Resources & Wildland Soils	No			2009-11
Wildlife Management	Yes			2009-11
Professional Studies				
Business Administration	Yes	ETS major field test, MAPP		2007-09
Economics	Yes			2010-12
Industrial Technology	Yes			2005-07
Kinesiology	Yes			2002-03
Liberal Studies/Recreation Admin	Yes			2002-03
Liberal Studies/Child Development	Yes			2006-08
Child Development/Elem Education	Yes			2006-08
Social Work	Yes	Senior exit survey; field supervisor evaluation		2005-07
University Curriculum Committee				
Liberal Studies (non teaching)	No			2001-03**
Liberal Studies/Elem Ed	Yes			2009-11
Interdisciplinary Studies-student	No			2003-05
Other IS (see above in AHSS)				
Comments				
Graduate Programs are working on their SLOs				** partial
Beginning Spring 2008, departments will be tasked with developing SLOs for their minors and certificate programs		All programs report faculty discussions of assessment results at meeting. For several, the new reporting process is simply a formalization of what they have been doing for years. Most report modification or addition of curricular elements as a result of these discussions. A few programs report modifying their assessment activities abased on their experience.		For dates beginning with 2007 or later, the previous Program Review was 5 to 7 years earlier

D.8.1 Inventory of Concurrent Accreditation and Key Performance Indicators

(1) Professional, special, State, or programmatic accreditations currently held by institution (By agency and program name)	(2) Date of most recent accreditation action by each listed agency	(3) Summary ("bullet points") of key issues for continuing institutional attention identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) For at least one indicator for each program, provide up to 3 years of trend data. Institution may wish to link cell to a graph or other format.
American Chemical Society-Committee on Professional Training (ACS-CPT) - CHEMISTRY DEPARTMENT	2002	Neither a certification action letter nor a report from the ACS-CPT was received after the 2002 review. However, yearly updates as to names and numbers of faculty, courses taught, and enrollments have been submitted. The guidelines for certification are currently undergoing revision (2007); the revised guidelines are still in draft form. We have not been informed as to the new date for our re-certification; 2007 was to be our re-certification year.	1) courses taught must contain the material recognized as necessary by the ACS-CPT and must correspond to the list of courses previously approved by the ACS-CPT 2)faculty teaching the courses must have a maximum number of contact hours per week	Not available.
National Association of Schools of Music (NASM) – MUSIC	2000	Clarify credit hours/units in University & Department publications (DONE)	No indicators required by NASM or selected by department.	N/A

DEPARTMENT		Apply NASM 3:2 ratio for applied music instruction (HSU uses 2:1) Continue oversight of Music Academy through INDEMS (DONE) Enforce Recital attendance policy (IN PROGRESS) Review Ensembles (IN PROGRESS) Review Advising Process (DONE) Increase advertising & promotion of music department events (DOING OUR BEST – HIRED A PUBLICIST) Clarify Degree titles in printed materials (DONE) Require an audition tape for initial admission (AGAINST CSU POLICY)		
National Association of Schools of Art and Design (NASAD) - ART DEPARTMENT	October, 2005 Next Review 2014/15	Provide evidence that Art Dept missions, goals and objectives are included in appropriate published materials including the institutions web site	Program substance and enrichment opportunities for majors, the university community and the general populace	
		The institution is asked to provide documentation that it either has completed or is in the process of completing all projected	Dept size and number of majors	The Dept has experienced a great degree of growth relative to the number of art majors in recent year. And, with 450 majors the dept. Is now considered to be one of the 2 largest academic units in the institution.

		actions associated with safety and maintenance, repair and replacement of equipment and technology		See NASAD Self Study
		Further clarification is needed regarding the status and purpose of the Certificate of Study in Art Museum and Gallery Practices. Additionally, the progress report should document that published material regarding this program is consistent with actual practice.	Faculty qualifications, number of faculty and distribution of expertise	New tenure track faculty hires sent previous review cycle in 1996/97. All permanent faculty have terminal degrees See NASAD Self Study
		The institution is asked to provide a status report regarding continuing efforts to plan and evaluate for the purpose of making the best possible preparations for the next decade. The process should indicate how the art dept. is continuing to develop strategies with specific timetables for program development and quality enhancement, and for allocating resources that address long-term concerns identified in the NASAD re-accreditation process. As these planning	Governance and Administration	Improvement in department strategic planning, and that the planning is aligned with the institution See NASAD Self Study

		procedures continue, the Commission suggests that the department concentrate on future development based on thorough analysis of current strengths, potentials for new human, material, and fiscal resources, and the need of the institution as related to the institutional mission, size, and scope.		
			Teaching Loads and class sizes	Ratio exceeds NASAD Operational norms
			Facilities, Equipment and Safety	See NASAD self-study
			Library	See NASAD self-study
			Recruitment, Admission, and Retention	See NASAD Self Study
			Published Materials	See NASAD self-study
			Community Involvement and Articulation with Other Schools	See NASAD self-study
			Curriculum	See NASAD self-study
			Visiting Team's Evaluation of Student Work	See NASAD self-study
California Board of Registered Nursing - NURSING DEPARTMENT	March 2003	In full compliance	At least a 70% annual pass rate of first time takers of NCLEX for last 2 years Persistent, substantive pattern of student satisfaction with program	Program outcome benchmark is a first time NCLEX pass rate of 85%. See attached spreadsheet for NCLEX pass rate data

			based on periodic anonymous student surveys Persistent, substantive pattern of employer's satisfaction with graduates of program passed on periodic surveys of employers Evidence of action taken on problems identified in program's total evaluation plan; provide explanation for attrition rate >25% More full time faculty than part time faculty (by head count)	
Commission on Collegiate Nursing Education / American Association of Colleges of Nursing - NURSING DEPARTMENT	Dec. 25, 1999 Interim report: December 2005, Interim report response: March 2006	Demonstrate that resources including support services and technological support, are sufficient to enable the program to fulfill its mission, philosophy, and goals/ objectives (Key Element II-B)	Degree completion rates for the program are >80% per year NCLEX pass rate for all test takers over 3 year period is >80% Job placement rates for program within 12 months following degree completion re >80% Faculty members are qualified & sufficient in number to accomplish the mission, philosophy, goals/ objectives, and expected results of the program.	See above

American Holistic Nursing Certification Corporation - NURSING DEPARTMENT	April 28, 2006	In full compliance	Holistic standards incorporated into all courses with outcomes evaluated Curriculum based on holistic nursing model. At least one faculty member with AHNA certification	
Council on Social Work Education - SOCIAL WORK (Baccalaureate program) - SOCIAL WORK (Masters program)	BASW – 10/07 MSW – 10/07	None: BASW received reaffirmation in 2006 and fully clear after submission of a one-year report October 2007 MSW initial accreditation with no concerns, accredited October 2007	BASW: Field performance evaluations Alumni survey MSW: Field Evaluations Comprehensive Exam outcome As a new program, the MSW will initiate employer survey and alumni survey in 2008	BASW program: See attached MSW program See attached

ABET – EAC, Accreditation Board for Engineering and Technology – Engineering Accreditation Commission - ENVIRONMENTAL RESOURCES ENGINEERING DEPARTMENT	8/8/07 – Accredit to September 30, 2011	Criterion 6 -Facilities and Criterion 7 - Institutional Support and Financial Resources were cited as a concern. Overall institution financial support for the program appeared to be severely limited. Criterion 3 – Program Outcomes Assessment was cited as a concern. Achievement of outcome "k" "the ability to use the techniques, skills and modern engineering tools necessary for engineering practice," has been increasingly difficult due to the long-term lack of adequate programmatic funding for updating equipment and facilities.	Pass rates of the Fundamentals of Engineering Exam Rate at which graduates are employed or in graduate school in a field related to their major (see Table 1: ERE Undergraduate Employment Summary at the end of Appendix D)	Assessment of Performance ERE program performance criteria state 80% of graduates will be employed or continuing education in a field related to environmental engineering within 3 months after graduation. This criterion is met in years 1999, 2000, 2001, and 2002. No data is available beyond 2002. See Figure 1: Passing rate of the Fundamentals of Engineering (FE) exam for environmental engineering majors at HSU (ERE), in California (State) and national for 1997-2004. Assessment of Performance Upon review of the results for each subject, the following recommendations were made in 2004. • Instruction in the Computers subject area is currently effective and should not be changed. • Instruction in the Mathematics subject area is currently effective and should not be changed. • Instruction in the Electrical Circuits subject area is currently effective and should not be changed. • Instruction in the Ethics subject area is currently effective and should not be changed. • Instruction in the Dynamics, Fluid Mechanics, and Thermodynamics subject areas is effective and should not be changed. • Instruction in the Engineering Economics subject area requires moderate improvement and should be more fully integrated throughout the upper division curriculum. • Instruction in the Statics subject area requires moderate improvement. The department should consider requiring Phyx 109 as a prerequisite for Engr 210 Statics. • Instruction in the Materials Science/Strength of Materials subject area requires some improvement. The department should review the role of this subject area in our curriculum.

National Association for the Education of Young Children (NAEYC) - Child Development Laboratory, CHILD DEVELOPMENT DEPARTMENT	Accreditation under new standards July 2007 **We received commendations for** Relationships (91%); Teaching (100%), Teachers (100%), Families (relationships with families and family involvement) (100%).	• 82% rating in Curriculum: improvement in specific subjects • 80% rating in Assessment: improvement in child assessment • 100% rating in Health: improvement in Nutrition (we don't serve meals) • 80% rating in Community Relationships: we do not co-sponsor or co-fund community activities for financial reasons • 90% rating in Physical Environment: improvement in building and physical plant 94% rating in Leadership and Management: improvement in program evaluation	There are 10 program standards (number of performance criteria for each in parentheses): • Relationships (32) • Curriculum (70) • Teaching (56) • Assessment of Child Progress (25) • Health (27) • Teachers (14) • Families (27) • Community Relationships (18) • Physical Environment (44) • Leadership and Management (51) Criteria involve multiple performance indicators including documentation, self-study reports and family and teacher surveys.	NAEYC does not track specific performance criteria on an annual basis and requires that data provided for accreditation be no more than one year old. Annual reports are provided to the accrediting body updating program activities, but not tracking specific performance criteria. Every five years a complete re-accreditation is required. Consequently performance criteria trend data are not available.
National Association of School Psychologists (NASP) (SPA for NCATE) - School Psychology Program, PSYCHOLOGY DEPARTMENT	June 19, 2006 Result: Full Approval through 12/31/2010	Summary of Program Strengths • The program prepared a very well organized portfolio that reflected careful and impressive planning and attention to national and relevant state standards. • There is obvious pride in the program and a commitment to	• **Assessment 1** (Required): CONTENT KNOWLEDGE: National School Psychology Credentialing Exam • **Assessment 2** (Required): CONTENT KNOWLEDGE: Program Embedded Assessment of Candidate Knowledge • **Assessment 3** (Required):	• National Exam Results • Graduation & Employment Trend Data

		students, schools, and school psychology training. • There have been strong recent efforts to revise program curriculum and assessment methods based on national standards with input from various constituencies. • The program is commended for these efforts and planning, and the folio reflects the strength of that work. <u>Summary of Areas for Program Improvement:</u> • All domains of knowledge and practice are addressed and assessed. Due to recent program implementation of requirements for the PRAXIS Exam and the portfolio, there is a resulting lack of attainment data for these two assessments. • It appears that there may still be a dominance of traditional assessment and a need to continue to expand opportunities for students to learn more about and practice assessment linked to intervention and data-	PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS • **Assessment 4** (Required): PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Intern Evaluations by Field Supervisors • **Assessment 5** (Required): PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Comprehensive, Performance-Based Assessment of Candidate Abilities Evaluated by Faculty during Internship • **Assessment 6** (Required): EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING	

		based decision making throughout the intervention process. • Program faculty acknowledge needs for continued improvement, including continued implementation of assessment methods that focus on impacting the students served.		
Commission of Accreditation of the Athletic Training Education - KINESIOLOGY AND RECREATION ADMINISTRATION DEPARTMENT	9/20/2007	Non-compliance of Standard A3. Incomplete clinical education site table on annual report Progress Report demonstrating compliance with Standard A3, included completed clinical education site table.	Results on Certification Examination Employment rates	Graduates since <u>accreditation in 2004: 12</u> Passed exam- 3 One attempt - 4 Two attempts - 1 Nov, 2007 exam - 1 Not taken - 3
Commission on Applied and Clinical Sociology - SOCIOLOGY DEPARTMENT	5 year accreditation 8/15/04	None	None	Degrees awarded: 2007 – 14 2006 – 10 2005 - 6
California Commission on Teacher Credentialing (CCTC) - Multiple Subjects Credential Programs, Elementary Education	2004 through 2013-2014	For CCTC Standard 6, Opportunities to Learn, Practice, and Reflect on Teaching in All Subject Areas, the following element was initially indicated as not met. 6(c) In the program, formative and summative assessment	<u>Response to Panel Comment</u>: The following summative assessments are used to address the pedagogical competencies: • Signature assignments • Journal assignments	Like most CCTC accredited programs, our credential program faculty and staff have considered outcomes assessment in making decisions about needed program improvements. All programs collect a lot of data and they discuss it thoroughly. However, our faculty and staff have yet to establish a system for analyzing the data over time nor have they created systems for reporting trend data. This situation will change when our programs are fully linked with the PACT teacher performance assessment system. Contingent on legislative funding above the

		tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences. Panel Comment: Could you please specifically address what the summative assessments are that address the pedagogical competencies?	• Examinations • Fieldwork performance • Coursework assignments Detailed descriptions of the above assessments are located in the program's original documents and addenda for its accreditation site visit and follow-up institutional responses. See assessment forms for the EED credential program at: http://www.humboldt.edu/~educ/credentials/eed/forms.html	current Compact, we are planning to appoint a part-time PACT Assessment Coordinator in the School of Education who will coordinate the PACT teacher performance assessment activities. At that time, trend data will be routinely summarized and reported.
California Commission on Teacher Credentialing (CCTC) - Single Subjects Credential Programs, Secondary Education Adapted Physical Education, School Psychology Art Education, Business Education , English/Language Arts Education,	2004 through 2013-2014 through 2009	A few years ago, the Secondary Education (SED) program faculty recognized a concern about students' preparation for classroom management.	SED created a new required course for the fall semester of the program as well as a recommended follow-up elective course for the spring semester. Since instituting these changes, students report that they feel well prepared in classroom management.	As required by CCTC, all aspects of credential candidates' performance is carefully assessed and evaluated. See electronic copies of forms used for assessments at: http://www.humboldt.edu/~educ/credentials/sed/forms.html. The EED and SED programs plan to implement pilots as part of Performance Assessment for California Teachers (PACT) in spring 2008 and to engage in a full PACT implementation contingent on State legislative funding in 2008-2009. See the web site for the PACT Consortium located at http://www.pacttpa.org/.

Spanish, German, French Education, Industrial Technology Education, Mathematics Education, Music Education, Physical Education , Science Education (Biology, Chemistry, Geoscience, Physics), Social Science Education				
California Commission on Teacher Credentialing (CCTC) - Education Specialist Credential Programs, Special Education	2004 through 2013-2014	The Special Education Program at HSU prepares candidates for credentials to work with K-12 students in Mild/Moderate and Moderate/Severe classroom environments. Recent legislation required programs to incorporate content and fieldwork experiences related to the needs of English-language learners.	SPED successfully addressed the new CCTC standards for the English Learner Authorization Amendment. SPED candidates routinely are assessed and evaluated on their proficiency in supporting English-language learners in the special education environment.	As in the EED and SED credential programs, decisions about SPED program content and fieldwork experiences regularly are based on candidates' assessments on explicit criteria. Select the Special Education program link and review assessment forms for the SPED credential program at: http://www.humboldt.edu/~educ/.
California Commission on Teacher Credentialing (CCTC) - Administrative Services Credential Programs	2004 through 2013-2014	The AS program recently addressed a question from a CCTC reviewer concerning the balance between theory and practice in preparing K-12 principals for their work as instructional leaders.	Based upon results of self-assessments and the nature and types of administrative work in each school district, both theoretical and practical applications of theory are identified for growth plans."	Professional growth opportunities in the Administrative Services Credential Program become part of the interns' comprehensive professional growth plans and are intended to provide multiple and systematic opportunities to learn more about theory and to combine theory with practice. To review the AS performance assessment forms, select the program link at the top of the School of Education web site at: http://www.humboldt.edu/~educ/.

CCTC -Reading Certificate Program	2004 through 2013-2014	The Reading Certificate Program was suspended temporarily due to resource constraints at HSU.	N/A	N/A
Society of American Foresters (SAF) -FORESTRY DEPARTMENT	2003	-Maintain minimum of 8 FTEF teaching Forestry -Continue filling vacant faculty positions as allowed -Recover lost square footage of teaching space and office space -Department web site for promotional and recruitment materials	1998-2002 Career Center Survey • Forestry=84% • Range=83%	See Table 2 presented to the Forestry Advisory Committee, October 2007 (FWR STATISTICS BY SEMESTER--YEAR--AREA).
State Board of Forestry (BOF) -FORESTRY DEPARTMENT	Periodic Registered Professional Foresters (RPF) Examinations	Pass rate on RPF Exam provided by California Licensed Foresters Association and Board of Forestry Licensing Board.	2001-2005 RPF Exam Pass Rate • 55% from HSU • 8% from CalPoly • 8% from UCB • 29% from outside California	See Table 3: RPF EXAMINATION SUMMARY

Federal Office Personnel Management (OPM) -FORESTRY DEPARTMENT	Application for evaluation for Federal Series: 430-Botanist 454-Rangeland Specialist 457-Soil Conservationist 460-Forester 470-Soil Scientist 1315-Hydrologist	-Meet qualifications as specified by OPM Basic Requirements	Entry level at 90 for Rangeland Specialist is met by HSU curriculum	See USAJobs: http://jobsearch.usajobs.opm.gov/series_search.asp
Society of Range Management (SRM-applying) -RANGELAND RESOURCES	Standards have been revised which will allow HSU to apply	Maintain minimum of 2 FTEF	1998-2002 Career Center Survey • Forestry=84% • Range=83%	See: http://www.rangelands.org/srm.shtml

Environmental Resources Engineering Undergraduate Employment Summary

The HSU Career Center conducted an annual survey. The survey was mailed to recent graduates 3 months after graduation. Attached is a summary of positions and employers by the graduates responding to the survey. *Note: Due to recent budget cutbacks, 2001-2002 was the last year the Career Center was able to conduct this survey.*

Table 1: Environmental Resources Engineering Undergraduate Employment Summary

Year	Employed in Position Related to Major	Employed in Position Unrelated to Major	Enrolled in Educational Institution	Seeking Employment	Other
1998-1999	11 (73%)	2 (13%)	2 (13%)	0 (0%)	0 (0%)
1999-2000	17 (89%)	0 (0%)	1 (5%)	0 (0%)	1 (5%)
2000-2001	12 (80%)	1 (7%)	2 (13%)	0 (0%)	0 (0%)
2001-2002	6 (86%)	0 (0%)	1 (14%)	0 (0%)	0 (0%)

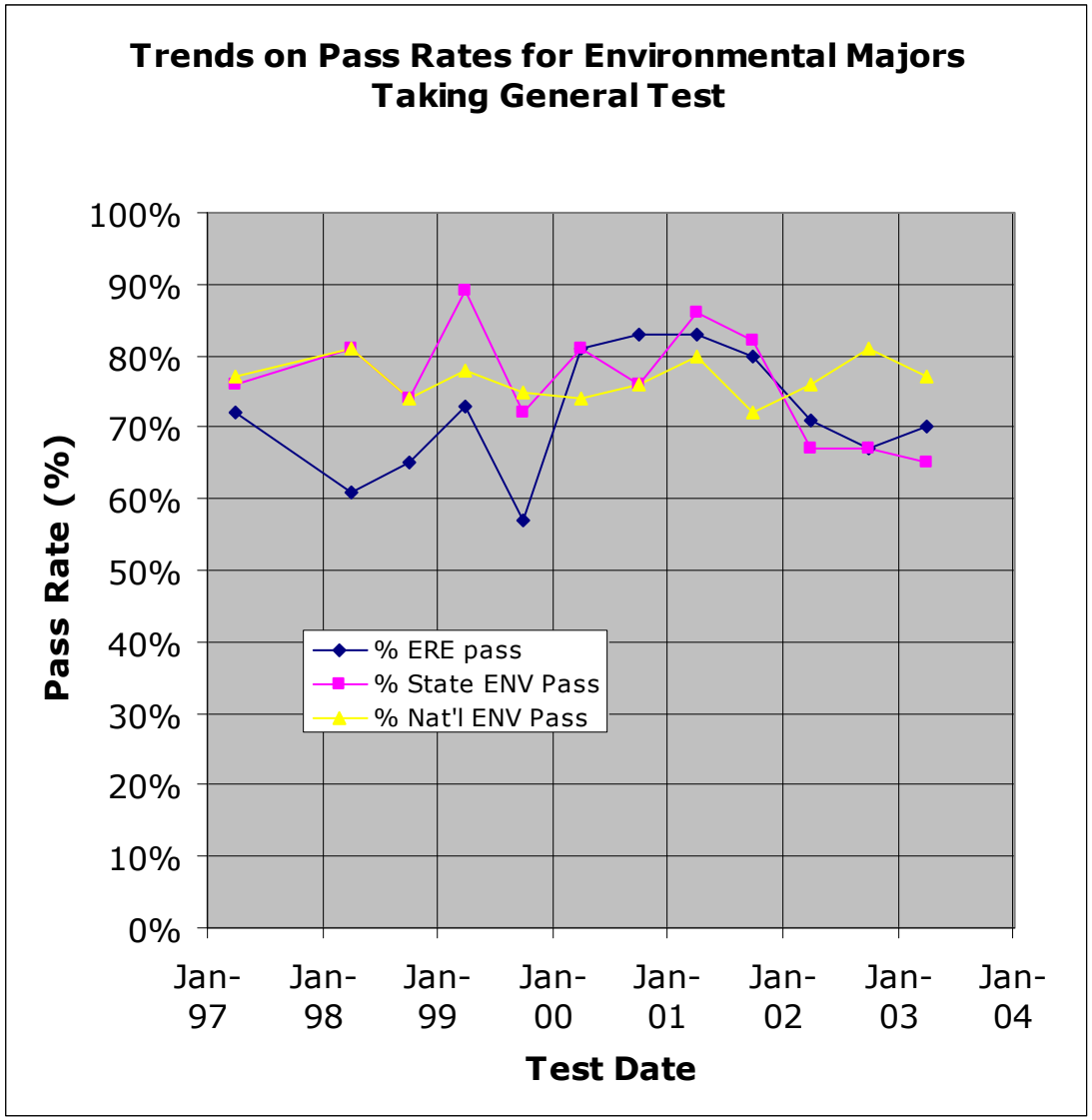


Figure 1: Passing rate of the Fundamentals of Engineering (FE) exam for environmental engineering majors at HSU (ERE), in California (State) and national for 1997-2004.

Table 2: Forestry Wildland Resources Statistics By Semester – Year – Area

FTES BY SEMESTER-YEAR-AREA

AREA	F1996	F1997	F1998	F1999	F2000	F2001	F2002	F2003	F2004	F2005	F2006	F2007
FOREST	120.3	129.2	119.1	129.2	95.1	95.5	91.5	115.8	113.2	98.5		
RANGE	10.8	8.4	11.5	10.9	11.0	8.8	6.9	11.3	13.2	9.7		
SOILS	17.1	19.3	18.9	22.9	16.3	17.5	16.1	17.3	17.4	16.1		
WATER	10.4	13.5	13.7	16.5	14.4	12.3	21.4	17.9	14.5	13.9		
TOTAL	158.6	170.4	163.2	179.5	136.8	134.1	135.9	162.3	158.3	138.2	131.9	173.6

AREA	S1997	S1998	S1999	S2000	S2001	S2002	S2003	S2004	S2005	S2006	S2007	S2008
FOREST	119.0	112.6	102.6	97.7	93.9	87.5	94.9	94.2	79.1	78.7		
RANGE	4.9	2.0	6.3	4.9	2.3	5.1	4.1	8.8	3.5	6.0		
SOILS	25.0	31.6	31.5	27.6	20.9	21.2	22.1	30.2	26.9	25.0		
WATER	17.5	18.7	15.7	15.8	16.6	18.1	16.6	23.7	13.9	10.7		
TOTAL	166.4	164.9	156.1	146.0	133.7	131.9	137.7	156.9	123.4	120.4	138.6	0.0

HEADCOUNT BY SEMESTER-YEAR-AREA

AREA	F1996	F1997	F1998	F1999	F2000	F2001	F2002	F2003	F2004	F2005	F2006	F2007
FOREST			251	225	191	182	157	156	155	145	145	159
RANGE			18	21	22	26	28	36	43	35	24	23
WATER			5	3	2	4	5	9	8	7	3	5
TOTAL	0	0	274	249	215	212	190	201	206	187	172	187

AREA	S1997	S1998	S1999	S2000	S2001	S2002	S2003	S2004	S2005	S2006	S2007	S2008
FOREST		246	217	207	190	164	157	158	139	132	141	
RANGE		17	20	21	22	21	30	41	44	30	27	
WATER		8	5	4	2	4	5	9	9	6	4	
TOTAL	0	271	242	232	214	189	192	208	192	168	172	0

Table 3: Demographics – 2001-2005 RPF Examinations

Exam Attempts	**Fail**	**Pass**		**Total**		**% Pass**
First Time	52	69		121		57%
Retake	111	35		146		24%
Grand Total	**163**	**104**		**267**		**39%**
Education	**Fail**	**Pass**		**Total**		**% Pass**
Cal Poly	9	8		17		47%
UC Berkeley	4	8		12		67%
HSU	86	58		144		40%
Ed. not used to qualify	15	5		20		25%
B.S. Degree - Related	6	3		9		33%
A.S. Degree - Forestry	10	1		11		9%
A.S. Degree - Related	0	1		1		100%
Non-CA, B.S. Forestry	30	17		47		36%
Non-US BS Forestry	3	3		6		50%
Grand Total	**163**	**104**		**267**		**39%**
Recent Employer	**Fail**	**Pass**		**Total**		**% Pass**
Industry	78	61		139		44%
Consulting	60	23		83		28%
State	17	19		36		53%
Federal	6	0		6		0%
County	2	1		3		33%
Grand Total	**163**	**104**		**267**		**39%**

Appendix E

Stipulated Policies

Institutional Integrity

- A widely disseminated, written policy statement of commitment to academic freedom in teaching, learning, research, publication, and oral presentation http://www.humboldt.edu/~aavp/FacultyHandbook/appendixP.pdf
- Due process procedures that demonstrate faculty and students are protected in their quest for truth http://www.humboldt.edu/~aavp/FacultyHandbook/appendixP.pdf
- Written policies on due process and grievance procedures for faculty, staff http://www.humboldt.edu/~aps/policies/grievances.html and students http://www.humboldt.edu/~hsupres/uml/uml00-01.html
- A clear statement of institutional policies, requirements, and expectations to current and prospective employees http://www.humboldt.edu/~hsuhr/hsuPoliciesProcedures.html
- Institutionally developed and published non-discrimination, equal opportunity, and affirmative action policies http://www.humboldt.edu/~odcs/policiesAndProcedures.html
- Clearly written policies on conflict of interest for board, administration, faculty, and staff, including appropriate limitations on the relations of business, industry, government, and private donors to research in the institution http://www.calstate.edu/GC/Docs/Conflict_of_Interest_Handbook.doc
- Humboldt State University agrees to abide by WASC Policy on Substantive Change and the Policy on Distance and Technology-Mediated Instruction.

Research

- Policies covering human subjects http://www.humboldt.edu/~gradst/IRB/02_IRB_Policy.pdf and animals http://www.humboldt.edu/~iacuc/HSUusePOLICY%202006.html in research, classified research, patent provisions, cooperative research relations with industry, and other similar issues related to the integrity and independence of the research enterprise
- Institutions that support applied research having the potential for producing significant revenue have clear policies on how faculty responsible for such research share revenue from patents, licenses, and sales. Institutions supporting entrepreneurial activity of faculty of institutionally sponsored research parks have clear policies covering the involvement of faculty in such ventures, the protection of basic research, and the publication of research results http://www.humboldt.edu/~hsupres/exec_memo/em00-07.html

Educational Programs

- Precise, accurate, and current information in printed material (See University Catalog, available in print as well as online) regarding a) educational purposes; b) degrees, curricular programs, educational resources, and course offerings; c) student charges and other financial obligations, student financial aid, and fee refund policies; d) requirements for admission and for achievement of degrees; and e) the names of the administration, faculty, and governing board http://www.humboldt.edu/~reg/catalog.html
- The University Catalog (261-265) makes clear the status (e.g., full-time, part-time, adjunct) of each faculty member http://www.humboldt.edu/~reg/catalog.html
- Clearly articulated policies for the transfer of credit to ensure that students who transfer in with general education course credits meet the institution's own standards for the completion of the general education requirement http://www.humboldt.edu/admissions/apply/trelig.shtml
- Policies and procedures for additions http://www.humboldt.edu/~ugst/ASresoldegreeproc.html and deletions of programs http://www.humboldt.edu/~ugst/progdicon.htm#DiscontuingProgsPolicy
- Requirements for continuation in, or termination from http://www.humboldt.edu/~reg/regulations/withdrawl.html, academic programs, and a policy for readmission of students who are disqualified for academic reasons http://www.humboldt.edu/~reg/InfoStudentAcademicProbation.html
- Clearly stated graduation requirements that are consistently applied in the degree certification process http://www.humboldt.edu/~reg/graduation.html
- Personnel policies governing employment of teaching fellows and assistants http://www.humboldt.edu/~aps/ase.html
- Policy designed to integrate part-time faculty appropriately (see p. 9) into the life of the institution http://www.calfac.org/allpdf/lecturers/lecturershandbook_Aug2007.pdf
- Explicit and equitable faculty personnel policies and procedures http://www.humboldt.edu/%7Eaavp/FacultyHandbook/AppendixJMay2006FINAL.pdf
- Policies on salaries and benefits http://www.humboldt.edu/~aps/policies/pay.html
- Policies for faculty and staff regarding privacy and accessibility of information http://www.humboldt.edu/~hsupres/uml0503

Library

- Written library collection development and weeding policies, including the bases for accepting gifts http://library.humboldt.edu/friends/gifts.html (see also Library manual, Section V: Collection Development)

Students

- Admission and retention policies and procedures, with particular attention to the application of sound admission and retention policies for athletes, international students, and other cases where unusual pressures may be anticipated. http://www.calstate.edu/SAS/AdmissionHandbook2007_08fin.pdf http://www.calstate.edu/EO/EO-962.html
- Clearly defined admissions policies attentive to the special needs of international students http://www.humboldt.edu/~internat/
- Policies on student rights and responsibilities http://www.humboldt.edu/~studaff/judicial/conduct_code.php , including the rights of due process http://www.humboldt.edu/~studaff/judicial/due_process.php and redress of grievances http://www.humboldt.edu/~studaff/judicial/complaint_staff.php
- Publications that include policies and rules defining inappropriate student conduct http://studentaffairs.humboldt.edu/judicial/conduct_code.php
- A policy regarding fee refunds that is uniformly administered, and consistent with customary standards http://www.humboldt.edu/~fiscal/topics/cashiers/regfees.html

Finances

- Policies http://www.humboldt.edu/~budget/Archives/HSU%20Budget%20Policies1.PDF , guidelines, and processes http://www.humboldt.edu/~budget/Archives/HSU_Budget2_Process.pdf for developing the budget
- Clearly defined and implemented policies with regard to cash management and investments, approved by the governing board http://www.calstate.edu/FT/CashInv/CashInvIndex.shtml
- Policies and a code of ethics for employees involved in buying, bidding, or providing purchase orders http://www.humboldt.edu/~procure/policy_statements.htm
- Policies on risk management, addressing loss by fire, burglary and defalcation; liability of the governing board and administration; and liability for personal injury and property damage http://www.humboldt.edu/~procure/RM%20-%20Risk%20Management%20Policy.pdf
- Policies regarding fundraising activities that comply with sound ethical accounting and financial principles http://www.humboldt.edu/~advance/documents/GPCHandbook.pdf

Humboldt State University Outcomes Assessment Plan
WASC Action Team, Theme One, Greater HSU Expectations

During the 2006-2007 academic year, the HSU community collaborated to identify seven core outcomes of an HSU education.

I. Learner Outcomes

HSU graduates have demonstrated:

1. Effective oral and written communication
2. Critical and creative thinking skills in acquiring a broad knowledge base and applying it to complex issues
3. Competence in a major area of study
4. 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:

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

Identification of these Outcomes was the first, and in many ways the most important, step in preparing a cohesive Assessment Plan for the Outcomes of an HSU education. It supplements and extends the assessment plans already being implemented by major programs across the campus.

II. Outcomes Inventory

Curriculum is the purview of the faculty, and because students in all major programs are expected to achieve the HSU Outcomes listed above, faculty in each major program will be responsible for identifying the HSU Outcomes addressed by each of the courses they offer.

The assessment timeline for major programs already requires the mapping of program learning outcomes (see HSU Outcome #3, above) onto the curriculum by October 15, 2007. The inventory of the other HSU Outcomes onto program courses should occur at the same time. The completed Outcomes Inventory, as part of each program's full Assessment Plan, should be incorporated into the program's Assessment Binder in

addition to being filed as an Excel spreadsheet with Faculty Associate for Assessment Judith Little at jk11@humboldt.edu.

There are several ways of approaching the task of mapping the outcomes onto a program's curriculum and the other events it provides for its students. For purposes of analyzing the distribution of HSU Outcomes across the full range of courses and other academic-program events offered at the University, we ask that programs identify not only the HSU Outcome(s) addressed by each course or event, but also the degree to which the Outcome is a focus of instruction in that course or event:

1 Low Intensity: the Outcome is included implicitly in the content of the course or event. It constitutes an occasional topic of discussion or is addressed in one or two brief assignments.

2 Medium Intensity: the Outcome is an explicit focus of the course or event. It constitutes a continuing theme that arises multiple times throughout the semester and is a focus of instruction, with students receiving specific feedback on their performance of this Outcome (e.g., via quiz or test items, via written comments on papers, etc.).

3 High Intensity: the Outcome is the main purpose of the course or event. It constitutes the core around which the course is organized.

Example:

Course or Event	Outcome 1 Oral/written communication	Outcome 2 Critical/creative thinking; information acquisition and application	Outcome 3 Competence in the major**	Outcome 4 Appreciation for and engagement with diversity	Outcome 5 Preparation for career success	Outcome 6 Responsibility for lifelong learning and setting goals	Outcome 7 Social justice, environmental responsibility, economic improvement
PROG100	3		**				
PROG 101	1	1	**	2			
PROG 200			**				1
PROG 201		2	**				2
PROG 270			**	3			
PROG 300			**				
PROG 365	1	1	**	1			
Majors' Advising meetings			**		2	2	
Monthly Field Colloquy	2		**				1

**See Program Outcomes map

Note that some courses may not address any of the HSU Outcomes, as shown in the example above (as in course "PROG 300").

It is important to note the role of co-curricular experiences, including those available through library programs and student employment, in helping students achieve the HSU Outcomes. It will be necessary, then, for each campus unit to provide the same sort of Outcomes Inventory in order to identify the experience(s) in which students practice, apply, develop, and demonstrate specific HSU Outcomes. The completed Outcomes

Inventory should be filed as an Excel spreadsheet with Faculty Associate for Assessment Judith Little at jkl1@humboldt.edu by October 15, 2007.

There are several ways of approaching the task of mapping the outcomes onto co-curricular programs. For purposes of analyzing the distribution of HSU Outcomes across the full range of co-curricular experiences offered at the university, we ask that programs identify not only the HSU Outcome(s) addressed by, but also the degree to which the Outcome is a focus of, each activity, experience, and event:

1 Low Intensity: the Outcome is included implicitly in the content of the experience. It comes up in the course of addressing related topics.

2 Medium Intensity: the Outcome is an explicit focus of the experience. It constitutes one of several themes.

3 High Intensity: the Outcome is the main purpose of the experience. It constitutes the core around which the experience is organized.

Example:

Activity, experience, or event	Outcome 1 Oral/written communication	Outcome 2 Critical/creative thinking; information acquisition and application	Outcome 3 Competence in the major	Outcome 4 Appreciation for and engagement with diversity	Outcome 5 Preparation for career success	Outcome 6 Responsibility for lifelong learning and setting goals	Outcome 7 Social justice, environmental responsibility, economic improvement
Residence hall Program "speaking confidently"	3						
Career Center resume workshop	3	2		1			
Graduation Pledge rally							3
Peer Mentor experience		3		1			
Organizing Committee, Campus Dialog on Race	2			3			

III. Assessment Approach and Assessment Instruments

Embedded assessment, which evaluates student products resulting from course assignments or co-curricular activities, provides the most authentic information about student performance.

Such an approach requires planning and collaboration. Accordingly, an HSU Outcomes Assessment Working Group will be charged with developing and coordinating the planning processes annually. Because assessment of the HSU Outcomes extends beyond the formal curriculum to include co-curricular experiences, the HSU Outcomes Assessment Working Group will include representative staff who work in relevant co-curricular programs.

The Working Group membership for the first year will be as follows.

Role	**Appointed by**
Chair, Faculty Associate for Assessment	[ex officio]
Faculty member* from CNRS	Dean
Faculty member* from CAHSS	Dean
Faculty member* from CPS	Dean
UCC member	UCC
Two Student Affairs professionals	VP for Student Affairs or designee
Vice Provost	[ex officio]
Student	Associated Students Executive Committee

* Recent member of College Curriculum Committee recommended

At the end of the first year, the group will consider adjusting its membership to improve effectiveness.

In general, the University will assess one of six HSU Outcomes each year, in addition to the major-specific assessment that each major program will conduct every year. Therefore, the University will begin a new cycle every six years.

The following process is recommended:

1) At the beginning of each academic year, the HSU Outcomes Assessment Working Group will confirm the particular Outcome that will be assessed that year.
2) The Working Group will develop or revise a University-wide rubric to be used for that year's Outcome. The rubric will be circulated and refined during the fall semester.
3) The Working Group will identify spring-semester courses and co-curricular programs from which samples of appropriate student work can be drawn for assessment.
4) The refined rubric is sent to faculty members teaching those courses, and staff members supervising those activities, in the spring, along with the description of several activities that could lend themselves to evaluation with the rubric. The faculty and staff members will identify a specific activity or assignment that can be used for the purpose of assessing the HSU Outcome with the rubric provided.
5) Faculty and staff members will be encouraged to share the rubric with their students, and they will be invited (though not required) to use the rubrics for their own evaluation purposes.
6) By the end of the spring semester, faculty and staff members will submit to the Assessment Working Group clean copies of the work their students did for the identified activity.
7) During the following summer, the Assessment Working Group will assemble a team of evaluators to score the student work using the rubric.
8) The Faculty Associate for Assessment will coordinate the analysis of the assessment results and prepare a brief report, along with recommendations, for the campus community to consider.

IV. Assessment and Budget Processes

Assessment is a complex research activity that requires time, planning, coordination, and follow-through. Its effectiveness depends, in part, on the support available.

Accordingly, 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.

V. Timetable for Assessment Plan Implementation

Attached is the proposed timeline for a six-year sequence of collaborative rubric development, embedded assessment, evaluation of results, and translation of results into curricular and instructional action.

The end of the sixth one-year assessment/analysis cycle will constitute an opportunity for the campus community to spend a year revisiting the campus mission, the HSU Outcomes, and the assessment results for each outcome and for the campus as a whole. The annual assessment, evaluation, and action cycle will have provided ample data by then for a thoughtful reassessment of who we are, what our graduates know and can do, and what we would like to change.

VI. First Step: Writing Assessment

Our assessment efforts will get a jump-start in Fall 07, when we begin with the analysis of data from several cohorts' performance on the GWPE and how that performance correlates with a number of variables. Part of this process will be the analysis of actual GWPE papers, in order to identify which areas of student writing performance are in most need of improvement.

Year 1: HSU Outcomes Assessment Timeline

	Outcome 1		Outcome 2	
	Dept/Program	Assessment Working Group	Dept/Program	Assessment Working Group
Aug 2007		Meet to plan schedule for upcoming year		Meet to plan schedule for upcoming year
Sept 2007	***	Review results of Assessment Workshop; make curricular recommendations to campus community	***	Draft rubric for Outcome 2
Oct 2007	***Review Assessment Working Group recommendations; determine curricular/ instructional actions		***Review rubric; provide feedback	Circulate draft and solicit feedback
Nov 2007	Submit first-draft Outcome 1 Action Plan to Faculty Associate for Assessment (FAFA)	Review Outcome 1 Action Plans; FAFA to track and acknowledge receipt of plans, reiterate expected feedback timeline, and request additional information if needed	Collaborate with Working Group to suggest source classes and co-curricular programs	Pilot and refine rubric; identify Spring 08 source-classes/programs
Dec 2007	If needed, revise Outcome 1 Action Plan and resubmit to FAFA			Distribute rubric and task-type examples to those working with Spring 08 source classes and co-curricular programs
Jan 2008		Provide comprehensive feedback on Outcome 1 Action Plan	Selected teachers work w/ FAFA to identify specific source-assignments/ activities	
Feb 2008	Begin to implement Outcome 1 Action Plan with any needed modifications based on feedback from FAFA		Send description of source-assignment/activity to Working Group	Collect and review source-assignment/ activity plans from departments and programs; provide feedback
Mar 2008	Consult with FAFA, as needed		Consult with FAFA, as needed	
Apr 2008	Consult with FAFA, as needed		Submit clean copies of student source-assignment/activity work to FAFA	
May 2008	Submit 1-page update to FAFA on Outcome 1 Action Plan implementation			Convene evaluators for student work; compile results
June 2008		FAFA: compile Outcome 1 Action Plan implementation results for Working Group		FAFA: coordinate analysis of assessment results, prepare report
July 2008		FAFA: prepare and send brief summary to Dept/Program		

***Note also that HSU Outcomes Inventory is to be submitted to Faculty Associate for Assessment (FAFA) Judith Little by October 15, 2007

Year 2: HSU Outcomes Draft Assessment Timeline

	Outcome 2		Outcome 4	
	Dept/Program	Assessment Working Group	Dept/Program	Assessment Working Group
Aug 2008		Meet to plan schedule for upcoming year		Meet to plan schedule for upcoming year
Sept 2008		Review FAFA report; make recommendations to campus community		Draft rubric for Outcome 4
Oct 2008	Review Assessment Working Group recommendations; determine curricular/ instructional actions		Review rubric; provide feedback	circulate draft and solicit feedback
Nov 2008	Submit first-draft Outcome 2 Action Plan to FAFA	Review Outcome 2 Action Plans; FAFA to track and acknowledge receipt of plans, reiterate expected feedback timeline, and request additional information if needed	Collaborate with Working Group to suggest source classes and co-curricular programs	Pilot and refine rubric; identify Spring 08 source-classes/programs
Dec 2008	If needed, revise Outcome 2 Action Plan and resubmit to FAFA			Distribute rubric and task-type examples to those working with Spring 08 source classes and co-curricular programs
Jan 2009		Provide comprehensive feedback on Outcome 2 Action Plan	Selected teachers work w/ FAFA to identify specific source-assignments/ activities	
Feb 2009	Begin to implement Outcome 2 Action Plan with any needed modifications based on feedback from FAFA		Send description of source-assignment/activity to Working Group	Collect and review source-assignment/ activity plans from departments and programs; provide feedback
Mar 2009	Consult with FAFA, as needed		Consult with FAFA, as needed	
Apr 2009	Consult with FAFA, as needed		Submit clean copies of student source-assignment/activity work to FAFA	
May 2009	Submit 1-page update to FAFA on Outcome 2 Action Plan implementation			Convene evaluators for student work; compile results
June 2009		FAFA: compile Outcome 2 Action Plan implementation results for Working Group		FAFA:coordinate analysis of assessment results, prepare report
July 0209		FAFA: prepare and send brief summary to Dept/Program		

Year 3: HSU Outcomes Draft Assessment Timeline

	Outcome 4		Outcome 5	
	Dept/Program	Assessment Working Group	Dept/Program	Assessment Working Group
Aug 2009		Meet to plan schedule for upcoming year		Meet to plan schedule for upcoming year
Sept 2009		Review FAFA report; make recommendations to campus community		Draft rubric for Outcome 5
Oct 2009	Review Assessment Working Group recommendations; determine curricular/ instructional actions		Review rubric; provide feedback	circulate draft and solicit feedback
Nov 2009	Submit first-draft Outcome 4 Action Plan to FAFA	Review Outcome 4 Action Plans; FAFA to track and acknowledge receipt of plans, reiterate expected feedback timeline, and request additional information if needed	Collaborate with Working Group to suggest source classes and co-curricular programs	Pilot and refine rubric; identify Spring 08 source-classes/programs
Dec 2009	If needed, revise Outcome 4 Action Plan and resubmit to FAFA			Distribute rubric and task-type examples to those working with Spring 08 source classes and co-curricular programs
Jan 2010		Provide comprehensive feedback on Outcome 4 Action Plan	Selected teachers work w/ FAFA to identify specific source-assignments/ activities	
Feb 2010	Begin to implement Outcome 4 Action Plan with any needed modifications based on feedback from FAFA		Send description of source-assignment/activity to Working Group	Collect and review source-assignment/ activity plans from departments and programs; provide feedback
Mar 2010	Consult with FAFA, as needed		Consult with FAFA, as needed	
Apr 2010	Consult with FAFA, as needed		Submit clean copies of student source-assignment/activity work to FAFA	
May 2010	Submit 1-page update to FAFA on Outcome 4 Action Plan implementation			Convene evaluators for student work; compile results
June 2010		FAFA: compile Outcome 4 Action Plan implementation results for Working Group		FAFA: coordinate analysis of assessment results, prepare report
July 2010		FAFA: prepare and send brief summary to Dept/Program		

**At this point, if major changes were made to address issues raised by the Outcome 1 Assessment, departments and programs may be asked to participate in a smaller-scale interim assessment of the results of those changes

Year 4: HSU Outcomes Draft Assessment Timeline

	Outcome 5		Outcome 6	
	Dept/Program	Assessment Working Group	Dept/Program	Assessment Working Group
Aug 2010		Meet to plan schedule for upcoming year		Meet to plan schedule for upcoming year
Sept 2010		Review FAFA report; make recommendations to campus community		Draft rubric for Outcome 6
Oct 2010	Review Assessment Working Group recommendations; determine curricular/ instructional actions		Review rubric; provide feedback	circulate draft and solicit feedback
Nov 2010	Submit first-draft Outcome 5 Action Plan to FAFA	Review Outcome 5 Action Plans; FAFA to track and acknowledge receipt of plans, reiterate expected feedback timeline, and request additional information if needed	Collaborate with Working Group to suggest source classes and co-curricular programs	Pilot and refine rubric; identify Spring 08 source-classes/programs
Dec 2010	If needed, revise Outcome 5 Action Plan and resubmit to FAFA			Distribute rubric and task-type examples to those working with Spring 08 source classes and co-curricular programs
Jan 2011		Provide comprehensive feedback on Outcome 5 Action Plan	Selected teachers work w/ FAFA to identify specific source-assignments/ activities	
Feb 2011	Begin to implement Outcome 5 Action Plan with any needed modifications based on feedback from FAFA		Send description of source-assignment/activity to Working Group	Collect and review source-assignment/ activity plans from departments and programs; provide feedback
Mar 2011	Consult with FAFA, as needed		Consult with FAFA, as needed	
Apr 2011	Consult with FAFA, as needed		Submit clean copies of student source-assignment/activity work to FAFA	
May 2011	Submit 1-page update to FAFA on Outcome 5 Action Plan implementation			Convene evaluators for student work; compile results
June 2011		FAFA: compile Outcome 5 Action Plan implementation results for Working Group		FAFA: coordinate analysis of assessment results, prepare report
July 2011		FAFA: prepare and send brief summary to Dept/Program		

**At this point, if major changes were made to address issues raised by the Outcome 2 Assessment, departments and programs may be asked to participate in a smaller-scale interim assessment of the results of those changes

Year 5: HSU Outcomes Draft Assessment Timeline

	Outcome 6		Outcome 7	
	Dept/Program	Assessment Working Group	Dept/Program	Assessment Working Group
Aug 2011		Meet to plan schedule for upcoming year		Meet to plan schedule for upcoming year
Sept 2011		Review FAFA report; make recommendations to campus community		Draft rubric for Outcome 7
Oct 2011	Review Assessment Working Group recommendations; determine curricular/ instructional actions		Review rubric; provide feedback	circulate draft and solicit feedback
Nov 2011	Submit first-draft Outcome 6 Action Plan to FAFA	Review Outcome 6 Action Plans; FAFA to track and acknowledge receipt of plans, reiterate expected feedback timeline, and request additional information if needed	Collaborate with Working Group to suggest source classes and co-curricular programs	Pilot and refine rubric; identify Spring 08 source-classes/programs
Dec 2011	If needed, revise Outcome 6 Action Plan and resubmit to FAFA			Distribute rubric and task-type examples to those working with Spring 08 source classes and co-curricular programs
Jan 2012		Provide comprehensive feedback on Outcome 6 Action Plan	Selected teachers work w/ FAFA to identify specific source-assignments/ activities	
Feb 2012	Begin to implement Outcome 6 Action Plan with any needed modifications based on feedback from FAFA		Send description of source-assignment/activity to Working Group	Collect and review source-assignment/ activity plans from departments and programs; provide feedback
Mar 2012	Consult with FAFA, as needed		Consult with FAFA, as needed	
Apr 2012	Consult with FAFA, as needed		Submit clean copies of student source-assignment/activity work to FAFA	
May 2012	Submit 1-page update to FAFA on Outcome 6 Action Plan implementation			Convene evaluators for student work; compile results
June 2012		FAFA: compile Outcome 6 Action Plan implementation results for Working Group		FAFA: coordinate analysis of assessment results, prepare report
July 2012		FAFA: prepare and send brief summary to Dept/Program		

**At this point, if major changes were made to address issues raised by the Outcome 4 Assessment, departments and programs may be asked to participate in a smaller-scale interim assessment of the results of those changes

Year 6: HSU Outcomes Draft Assessment Timeline

	Outcome 7		Outcome 1	
	Dept/Program	Assessment Working Group	Dept/Program	Assessment Working Group
Aug 2012		Meet to plan schedule for upcoming year		Meet to plan schedule for upcoming year
Sept 2012		Review FAFA report; make recommendations to campus community		Draft rubric for Outcome 1
Oct 2012	Review Assessment Working Group recommendations; determine curricular/ instructional actions		Review rubric; provide feedback	circulate draft and solicit feedback
Nov 2012	Submit first-draft Outcome 7 Action Plan to FAFA	Review Outcome 7 Action Plans; FAFA to track and acknowledge receipt of plans, reiterate expected feedback timeline, and request additional information if needed	Collaborate with Working Group to suggest source classes and co-curricular programs	Pilot and refine rubric; identify Spring 08 source-classes/programs
Dec 2012	If needed, revise Outcome 7 Action Plan and resubmit to FAFA			Distribute rubric and task-type examples to those working with Spring 08 source classes and co-curricular programs
Jan 2013		Provide feedback on Outcome 7 Action Plan	Selected teachers work w/ FAFA to identify specific source-assignments/ activities	
Feb 2013	Begin to implement Outcome 7 Action Plan with any needed modifications based on feedback from FAFA		Send description of source-assignment/activity to Working Group	Collect and review source-assignment/ activity plans from departments and programs; provide feedback
Mar 2013	Consult with FAFA, as needed		Consult with FAFA, as needed	
Apr 2013	Consult with FAFA, as needed		Submit clean copies of student source-assignment/activity work to FAFA	
May 2013	Submit 1-page update to FAFA on Outcome 7 Action Plan implementation			Convene evaluators for student work; compile results
June 2013		FAFA: compile Outcome 7 Action Plan implementation results for Working Group		FAFA:coordinate analysis of assessment results, prepare report
July 2013		FAFA: prepare and send brief summary to Dept/Program		

**At this point, if major changes were made to address issues raised by the Outcome 5 Assessment, departments and programs may be asked to participate in a smaller-scale interim assessment of the results of those changes

Humboldt State University
WASC Accreditation Reaffirmation
Theme 2: Making Excellence Inclusive
Final Report

Preface: Becoming What We Want (and Need) To Be

To accomplish the goals of the accreditation process, and in support of the campus Diversity Action Plan, the focus of WASC Theme 2 has been defined as "ensuring inclusive academic excellence for traditionally under-represented students in the areas of student access, persistence and graduation." The WASC proposal identified three research questions for exploration by the Theme 2 Action Team:

1. ***In which HSU program areas are the largest numbers and percentages of under-represented 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 under-represented students' access, retention, achievement, and graduation?***
3. ***How can these "best practices," circumstances, or other conditions be used to facilitate under-represented students' access, persistence, academic achievement, and graduation in other HSU program areas?***

Answers to these questions will explore HSU's best practices in the areas of student access, persistence, and graduation in an effort to determine how these best practices might enhance academic success for under-represented students. The Action Team is 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.*** The processes being employed to develop answers to these questions and to formulate action plans for the campus are discussed below. Before that, we need to turn to a more basic question: Why is diversity important in the formation of the lives of our students, staff, faculty, and administrators? We must answer that question, for only when we are claimed by the conviction that diversity matters will our efforts toward access, persistence, graduation, and academic success for under-represented students be energized and sustained.

To focus the brief discussion in this report, we draw on a paper (one of three[1]) commissioned by the Association of American Colleges and Universities to provide an intellectual framework for its new initiative, Making Excellence Inclusive. That initiative is a multi-year endeavor designed to help campuses "(a) integrate their diversity and quality efforts, (b) situate this work at the core of institutional functioning, and (c) realize the educational benefits available to students and to the institution when this integration is done well and is sustained over time." HSU's WASC themes, the basis for future accreditation, are directly in accord with (a) since Theme 1 is to identify learning outcomes which all HSU graduates should demonstrate, verified with assessment measurements, while Theme 2 focuses specifically on improving access, persistence, and academic achievement of under-represented students

[1] The three commissioned papers are "Making Diversity Work on Campus: A Research Based Perspective", "Achieving Equitable Educational Outcomes with All Students: The Institution's Roles and Responsibilities," and "Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions. " Each examines one or more elements which comprehensively link diversity and quality of learning, embedding this into the campus structure and sustaining it over time so that it becomes the campus culture. All three papers are available at <http://www.aacu.org/inclusive_excellence/papers.cfm>.

within the larger framework of the learning outcomes for all students. Key to our understanding is the inextricable necessity of achieving the goals of Theme 2 in order to achieve Theme 1. Becoming who we want and need to be cannot occur without diversifying our campus.

Integrating diversity and quality into the core of our institutional functioning (point b above) is a key element (and will be discussed in our final report) in re-visioning our diversity efforts. Presently, we have "pockets" of faculty, staff, and students who provide our campus with an array of support systems and activities that serve to increase the access, retention, and academic success of under-represented students. Their service and advocacy play a critical role in helping the campus community engage and reflect upon the nature, challenges, and benefits of being among persons with identities other than one's own. 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 (point c above).

Diversity as Educational Process

A common tendency on university campuses is to focus too heavily on diversity mainly in terms of the ethnic composition of the student body. Increasing the proportion of under-represented students on campuses is absolutely crucial—the educational benefits of diversity cannot occur unless diversity exists! However, increasing the proportion of under-represented students enrolled and succeeding is not the ultimate goal. Rather, the ultimate goal is the learning outcomes—the valuable attributes of human existence that emerge within an atmosphere of diversity and are essential to the making of a learned person. Those characteristics—those learning outcomes—are goals we have identified for all our graduates; and to achieve most of them requires increasing compositional diversity so that those attributes can develop in all our students.

For example, Chang (1999) found that the likelihood that students will engage with students of different backgrounds increases as compositional diversity increases. [2] Likewise, in a later study, Chang (2003) found that there are differences of opinion between racial groups at the point of college entry on important social and political issues. Campus communities with greater compositional diversity tend to create more richly varied, interactive pedagogies which require direct interaction not only with persons who have differences of opinion, but also with a broader array of worldview constructions. "Such an atmosphere creates greater discontinuity for students and subsequently improves the chances for enhanced cognitive and identity development. For example, when students encounter novel ideas and new social situations, they are pressed to abandon automated scripts and think in more active ways." [3] 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. These learning outcomes, these abilities, occur more frequently and with greater integrative depth when there is greater compositional diversity. That is the type of benefit inherent in diversity—and that is the goal.

We should examine the numbers to alert ourselves to the extent of our compositional diversity; and to increase the numbers, we will need to be truly captivated by the educational vision that diversity enables. Only then will we have the motivation to prioritize resources and practices that will recruit and retain students and faculty of color and other under-represented students to ensure the success of *all* our students and the enrichment of all our lives. Recruitment, retention, and success of under-represented students is not the majority society's way of lending a "helping hand" to them; it is a recognition of the value of *all*

[2] Cited in Milem, Chang, and Antonio, "Making Diversity Work on Campus: A Research-Based Perspective", p. 6.
[3] Milem, Chang, and Antonio, pp. 6, 8.

persons in their particularity, and the benefits that we all experience as persons when each of us is affirmed, challenged, and expanded by the presence of others different from ourselves.

A campus will not reap the full extent of the above benefits without increasing its compositional diversity. However, increasing compositional diversity does not in itself automatically result in extensive gains in such cognitive and personal growth of students, faculty, and staff. It doesn't "just happen" because one manages to increase compositional diversity. It is just as likely that the under-represented students will come, and then leave, if the campus structures fail to support their presence effectively. It is toward determining the components of this "effective structure" that our examination of "best practices" presently is directed.

Baseline Institutional Data

1. In which HSU program areas are the largest numbers and percentages of under-represented students retained and graduating?

In its Institutional Proposal to the Western Association of Schools and Colleges (WASC) for Re-accreditation, Humboldt State University stated as a primary concern, "The student population at HSU does not reflect the demographic diversity and cultural richness of the state of California ....The percentage of non-White students at HSU is below state and CSU System percentages, and the same is true for percentages of faculty and staff" (April 2006). Table 1 below attests to the under-representation of "students of color" (SOCs) at HSU:

Table 1: Ethnic Diversity of HSU, CSU, and State of California

	HUMBOLDT STATE UNIVERSITY Fall 06				CSU 2005	CA 2005*	CA 2005**
	Males	Females	Total	Percent	Percent	Percent	Percent
Asian	124	143	267	3.60%	15.10%	12.40%	12.40%
Black	116	148	264	3.60%	7.10%	6.10%	6.10%
Hispanic	304	439	743	10.00%	26.20%	35.50%	35.50%
Native American	74	106	180	2.40%	0.90%	0.70%	0.70%
Pacific Islander	21	22	43	0.50%	0.70%	0.40%	0.40%
White	1826	2292	4118	55.40%	44.80%	60.90%	25.40%
Other	272	360	632	8.50%	5.20%	16.40%	16.40%
Unknown/Multiple	580	608	1188	16.00%		3.10%	3.10%
				100.00%	100.00%	135.50%	100.00%

*2005 Census data include Hispanic and Latino in White and then disaggregate.
**2005 Census data as they would appear if Hispanic and Latino were not included in White.

The foregoing data indicate that if Humboldt State's goal is to reflect the demographic diversity and cultural richness of the CSU System and state of California—with the five major SOC groups totaling 50% to 55% of the student body—the Asian enrollment must triple or quadruple, Black enrollment must double, and Hispanic enrollment must triple. In fall 2006 only three HSU majors (Ethnic Studies, Native American Studies, and Social Work) had enrollments reflecting more than 40% SOCs. Of these three, only Social Work included representation of all five major SOC groups, including three groups (Black,

Native American, and Pacific Islander) whose enrollments exceeded both CSU and state population distributions (percentages).

The retention and graduation of under-represented students begins with their recruitment and admission, generally regarded as "access" issues. Humboldt State's ethnic diversity in any given semester is the result of a variety of efforts to facilitate access by generating applications from students who not only meet the University's enrollment criteria but also actually enroll at HSU. Their persistence beyond initial enrollment depends upon their HSU and concurrent life experiences, generally regarded as "retention and graduation" issues. Appendix A provides graphic depictions of HSU's non-White and White/Other enrollment trends from 1998 to 2005.

Appendix B provides a five-year summary of the numbers, percentages, and yield rates of first-time freshman applications by ethnic group. The data indicate that the ethnic diversity of HSU *applicants* has much more closely resembled CSU System and California demographics than the resulting student enrollments. That is, 7.2-8.4% of first-time freshman applicants were Asian, 6.9-11.7% were Black, 19-26.6% were Hispanic, 1.1-1.5% were Native American, 38.9-50.7% were White, and 11.6-16.4% were Unknown. Thus it has been the differential yield rates on first-time freshman applications from ethnic group to ethnic group that ultimately resulted in a disproportionately White student population, albeit less so since 2003.[4]

The similarity of HSU's Fall 2000 enrollment (7,433) and Fall 2006 enrollment (7,435) provide a unique opportunity to better understand *how the University's diversity is changing.*

Table 2: HSU Student Demographic Changes Between Fall 2000 and Fall 2006

ETHNICITY			GEOGRAPHIC ORIGIN			CLASS STANDING		
	2000	2006		2000	2006		2000	2006
Asian	215	267	Local	1,832	1,728	Freshmen	1,323	1,542
Black	165	264	No. CA	890	924	Soph.	857	860
Hispanic	579	743	Bay Area	1,235	1,159	Junior	1,655	1,637
N.A.	197	180	Cent. CA	914	847	Senior	2,634	2,427
P.I.	34	43	L.A.	1,004	1,191	Post-Bac.	964	969
Other	233	632	San Diego	378	409			
Unknown	1,048	1,188	Out-State	1,130	1,114			
White	4,962	4,118	Foreign	49	62			
			Unknown	1	1			
	7,433	7,435		7,433	7,435		7,433	7,435

The data presented in Table 2 indicate that in the past six years, HSU'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%. Although the White enrollment appears to have declined by 17%, the combined Other and Unknown student populations have grown by 42%, making an accurate assessment of ethnic diversity especially difficult in Fall 2006. It should be noted that 4.5 times more HSU than CSU System students identify as "Other" and "Unknown," an as-yet-unexplained phenomenon at this campus.

[4] Data on "yield rates" do not distinguish between HSU's rates of acceptance of students and the students' own decisions to accept admission to HSU; however, the prevailing belief is that many more SOCs are accepted to the University than ultimately enroll.

The Table 2 data also indicate that in the past six years the percentage of HSU students coming from the northern half of the state has decreased while the percentage originating in the southern half has increased proportionately. Since 2000, students from the local area (Humboldt and neighboring counties) declined from 25% to 23% of the total. Altogether, HSU's 2006 student population included 70 fewer students from local and other northern California counties and 143 fewer students from the Bay Area and central California. That decline of 213 students was more than offset by an increase of 218 students from Los Angeles and San Diego Counties. Finally, the Table 2 data indicate that, while the 2006 student population had 219 more freshmen than in 2000, that increase was offset almost entirely by a decrease of 207 seniors, a finding of particular concern for HSU's retention and graduation rates.

Appendix C summarizes the Fall 2006 distribution of SOCs by University Colleges and majors. The overall 21% SOC population at HSU is distributed among major divisions, including 17% all-University (AU), 22% College of Arts, Humanities, and Social Sciences (CAHSS), 20% College of Natural Resources and Sciences, and 24% College of Professional Studies (CoPS). Seventeen of 55 majors have 25% or more SOCs:

- Administrative Services (33%, or 1 of 3).
- Anthropology (27.2%, or 31 of 114), with all five SOC groups represented.
- Business Administration (31.3%, or 101 of 323), with all five SOC groups represented.
- Chemistry (30%, or 24 of 80), with four SOC groups represented (PI=0).
- Communication (25.3%, or 21 of 83), with four SOC groups represented (PI=0).
- Computer Science (25%, or 12 of 48), with four SOC groups represented (PI=0).
- French (33.3%, or 5 of 15), with four SOC groups represented (NA=0).
- IS/Ethnic Studies (73.3%, or 11 of 15), with two SOC groups represented (Black=1 and Hispanic = 10).
- IS/International Studies (25.9%), or 22 of 85), with all five SOC groups represented).
- Journalism (27.2%, or 53 of 195), with all five SOC groups represented.
- Native American Studies (56%, or 14 of 25), with two SOC groups represented (Hispanic = 1 and NA=13).
- Physical Science (25%, or 2 of 8), with one SOC group represented (Black =2).
- Political Science (32.4%, or 34 of 105), with all five SOC groups represented.
- Psychology (27.8%), or 104 of 374), with all five SOC groups represented.
- Social Work (41.7%, or 45 of 108), with all five SOC groups represented.
- Sociology (35.9%, or 46 of 128), with all five SOC groups represented.
- Spanish (27.8%, or 10 of 36), with two SOC groups represented (Black=2 and Hispanic=8).

It is important to note that while four majors with high percentages of SOCs may target diverse students (e.g., Ethnic Studies, International Studies, Native American Studies, and Spanish), most do not. Moreover, comparisons of SOC percentages do not tell the whole story—some of the highest *numbers* of SOCs are in such high-enrolled majors that the resulting percentages are below 25%:[5]

- Art (70 of 413, or 16.9%), with all five SOC groups represented.
- Biology (108 of 514, or 21%), with all five SOC groups represented.
- English (36 of 227, or 16.3%), with all five SOC groups represented.

[5] Conversely some of the majors with very high percentages of SOCs have very low numbers in absolute terms.

- Environmental Science (31 of 195, or 15.9%), with all five SOC groups represented.
- Forestry (33 of 145, or 22.8%), with all five SOC groups represented.
- Kinesiology (39 of 216, or 18.1%), with all five SOC groups represented.
- Liberal Studies Elementary Education (36 of 197, or 18.3%), with all five SOC groups represented.

Another way to assess the relative representation of SOCs within academic disciplines is by identifying the "Top 5" majors selected by each ethnic group:

Asian: Biology (28), Pre-/Nursing (20), Business (17), Art (15), and Psychology (14)
Black: Business (30), Psychology (27), Social Work (18), Biology (17), and Journalism (15)
Hispanic: Biology (52), Psychology (49), Business (40), Art (37), and Pre-/Nursing (34)
N.A.: Business/NAS (13/each), Psychology (10), LSEE (8), Art/Biology/Kinesiology (7)
P. I.: Biology/Psychology (4/each), Environmental Science (3).

Here it is apparent that Biology and Psychology are in the "Top 5" majors for all five SOC groups; Business Administration is in the "Top 5" majors for all SOCs except Pacific Islanders; and Art is in the "Top 5" majors for three SOC groups.[6] Taken together, six of the "Top 5" majors account for 481, or 34%, of HSU's 1,414 SOCs: Biology (108), Psychology (104), Business Administration (101), Art (70), Journalism (53), and Social Work (45).

Although academic departments generally do not track the retention and graduation rates of student populations by ethnicity, all-University retention and graduation data are collected routinely for various reporting purposes. Some of these are depicted on the next page. The data in Table 3 indicate that in the 1999 cohort of first-time freshmen at Humboldt State, higher than average percentages of female, Asian, and American Indian students graduated in four years; higher than average percentages of female, Asian, and Black students graduated in five years; and higher than average percentages of female, Asian, Black, and White students graduated in six years. The data also show that the percentages of *all* ethnic minority groups graduating from Humboldt State University in the six-year period exceeded those in the CSU System as a whole, with the most significant differences among Black, Hispanic, and American Indian students.

Figure 1, prepared by the Integrated Postsecondary Education Data System (IPEDS), compares HSU graduation rates by ethnicity to 15 demographically similar colleges and universities across the nation, including three other CSU campuses. Also based on the 1999 cohort of first-time freshmen at each institution, the graph depicts the higher rates of graduation by SOCs at Humboldt State University.

[6] Among HSU students as a whole, the "Top 5" majors are Biology (514), Art (413), Psychology (374), Business Administration (323), and Wildlife (277).

Table 3: HSU and CSU Retention & Graduation Rates by Gender & Ethnicity – 1999 Cohort

HUMBOLDT	CUMULATIVE GRADUATION/CONTINUATION RATES					**CSU**
	WITHIN 4 YRS		WITHIN 5 YRS		WITHIN 6 YRS	Within 6 yrs.
	GRAD	CONT	GRAD	CONT	GRAD	GRAD
ALL STUDENTS	11.90%	44.20%	33.20%	19.80%	44.90%	46.10%
FEMALES	14.70%	43.10%	36.00%	18.30%	48.20%	50.70%
MALES	7.90%	45.70%	29.20%	21.90%	40.30%	40.20%
WHITE	11.40%	46.00%	33.90%	20.40%	45.60%	52.10%
BLACK	9.70%	45.20%	35.50%	19.40%	45.20%	26.80%
HISPANIC	10.80%	41.50%	30.80%	21.50%	44.60%	39.70%
ASIAN/P.I.	18.80%	37.50%	46.90%	12.50%	50.00%	46.50%
AMERICAN INDIAN	12.50%	43.80%	18.80%	18.80%	43.80%	34.80%

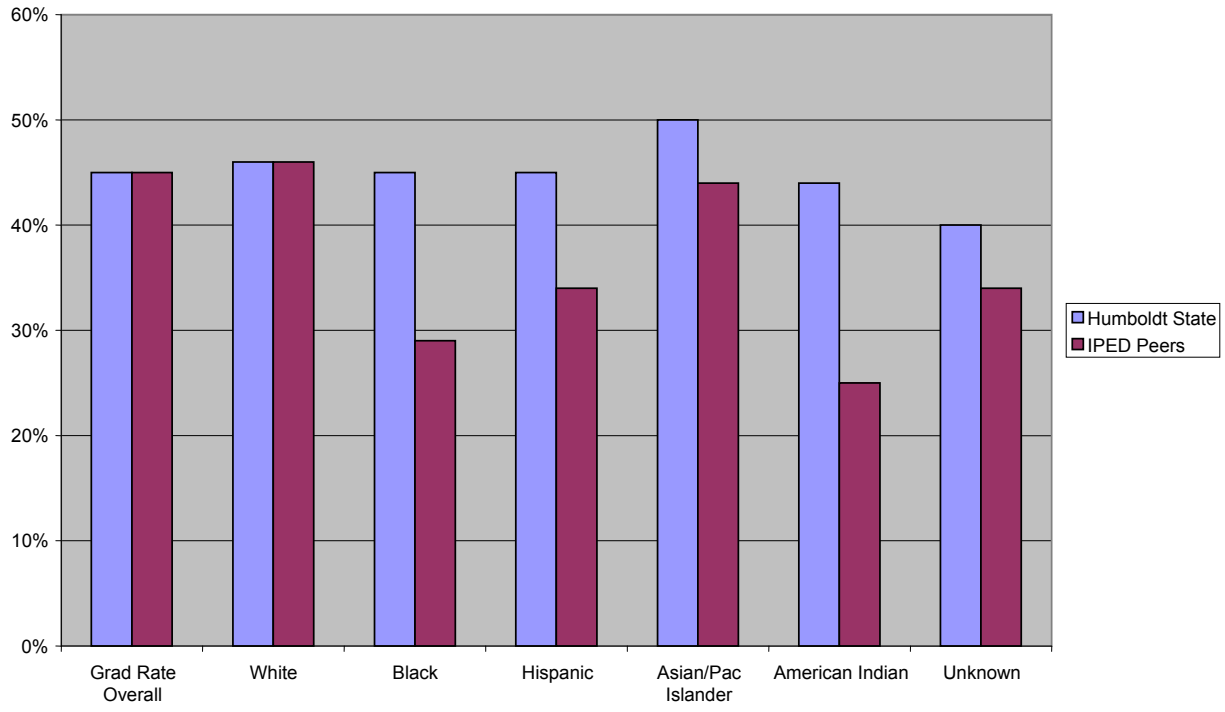


Figure 1. HSU Graduation Rates By Ethnicity Compared to IPED Peer Group - Fall 1999 Cohort

Pilot Study

2. Within the HSU program areas identified in Question 1, what "best practices," circumstances, or other conditions are evident as factors that affect under-represented students' access, retention, and graduation?

Sample/Methods. In the late fall of 2006, the WASC Theme 2 (Inclusive Academic Excellence) Action Team initiated 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 of SOCs at Humboldt State. Choosing to make no presumptions about causal relationships between SOC distributions and "best practices" at the program level, the Theme 2 Action Team selected a purposive sample of 18 program areas for the Pilot Study based on institutional data indicating their SOC enrollments are either above or well below the overall 21% average representation of SOCs at HSU. Each of six pairs of Action Team members provided information packets to three of the 18 program areas, which included four ancillary academic/student support units and 14 academic majors (four from CAHSS, six from CNRS, and four from CoPS). 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" (Bauman, et al., 2005, http://www.aacu.org/inclusive_excellence/documents/Bauman et al.pdf). The itemized Contents of Pilot Study information packets are identified in Appendix D.

Pilot Study participants were informed that the Action Team would use their analyses to develop multiple plans with ambitious, measurable process and outcome objectives that will serve as the basis for future reaccreditation reviews. Action Team members recommended an approach to completing program area analyses that included (1) distribution and review of the AACU-commissioned report followed by multiple convenings (e.g., focus groups, meetings, and/or retreats) to (2) examine the data and document impressions, insights, and questions in the context of the report, (3) brainstorm departmental practices and circumstances that may have influenced the data, and (4) prepare and submit 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.

Fourteen of 18 program areas (78%) completed the requested analyses by the end of February 2007; they included three of four ancillary academic/student support units and 11 of 14 academic majors (four from CAHSS, five from CNRS, and two from CoPS). 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 (1) key issues/dimensions related to student access, graduation/retention, academic achievement, and institutional receptivity; (2) "best practices" related to each key issue/dimension; and (3) questions, comments, or additional information offered by program areas as related to key issues/dimensions of the study.

The WASC Theme 2 Action Team met once at the end of February and twice in March 2007 to discuss charted findings on "best practices" evident in the program area reports. To the extent feasible, Action Team members also categorized these "best practices" based upon the ongoing collective review of the literature on critical factors in the academic persistence of under-represented students in higher education;

e.g., cultural alienation, cultural appropriateness of curriculum and teaching pedagogy, diverse learning styles, institutional receptivity (evident in the ethnic diversity of faculty, staff, and administrators, as well as organizational infrastructure, policy guidelines, and strategic plans that promote inclusive academic excellence), adequacy of facilities, formal and informal student support systems, academic achievement, student migration from/to majors, adequacy of financial aid, academic advising and mentoring, and student relationships with faculty, staff, and other students. The Action Team's annotated list of resources is provided in Appendix E.

Findings. The WASC Theme 2 (Inclusive Academic Excellence) Action Team compiled the following "best practices" from both Pilot Study reports and our concurrent literature review. The descriptions below do not distinguish between practices identified by HSU program areas and those found in the literature, nor are they listed in rank order.

- ***Access by Under-represented Students:***

(1) Targeted Pipeline Development; e.g., long-term, ongoing relationships with targeted high schools and community colleges that are visited each year for formal and informal recruitment purposes, including guest lectures, hands-on demonstrations, portfolio presentations, and discipline-specific career days; formal articulation agreements with community colleges; grant-funded outreach to encourage appropriate middle and high school preparation for science, technology, engineering, and math (STEM) fields; participation in regional coalitions, councils, task forces, and other organized efforts to increase college-going rates of low-income high school and community college students.

(2) HSU Recruitment Materials; e.g., attractive, informative brochures, flyers, and websites that accurately depict HSU's current diversity, commitment to "diversity as educational process," and high-achieving students in specific academic disciplines.

(3) Cooperative/Collaborative Recruitment; e.g., networking with campus-based programs (Alumni, AS, EOP, INRSEP, ITEPP, and SASOP), as well as CSU System-wide and non-university-based professional associations and research networks, to identify and contact prospective students, their families, and formal and informal community leaders.

(4) Multiple/Varied Recruitment Contacts; e.g., combinations of letters, phone calls, emails, and personal visits from HSU faculty, staff, and students to provide varieties of information of interest to prospective students, their families, and their high school or community college counselors, teachers, and coaches; hosted campus visits and student-accompanied community tours, recreational outings, and social events.

(5) Fundraising for Student Scholarships, Stipends, and Internships; e.g., fundraising events (art auctions, dinners, and golf tournaments) sponsored by academic-discipline-specific alumni, faculty, and student organizations; faculty-initiated grant proposals to federal agencies and private foundations to provide scholarships and/or stipends to support student participation in research projects, and/or paid internships with federal, state, and local government agencies, non-profit organizations, and local business enterprises.

(6) Program Admission Criteria; e.g., in addition to standardized test scores and GPAs, using essays and/or interviews to assess applicants' life experiences, demonstrated abilities to meet challenges and overcome adversity, and self-determination or motivation to succeed in higher education; requesting help from AIR Center, Counseling Center, Disability Resource Center, EOP, INRSEP, ITEPP, SASOP, and off-campus professional associations/networks to assist in developing program admission criteria that do not unintentionally create access barriers for SOCs.

- ***Retention/Academic Achievement/Graduation:***

(1) Community-Building Activities; e.g., regular, recurring faculty/staff involvement in HSU open houses, orientation programs, freshman interest groups (FIGs), transfer interest groups (TrIGs), and scholarly interest groups (SIGs); student academic achievement recognition ceremonies; academic or other theme-related dorms; opportunities for student participation in national, academic-discipline-specific competitions; student clubs and service organizations, volunteer civic engagement, social action, and leadership development activities, recreational outings, and social events.

(2) Academic Practices; e.g., small classes in freshman/introductory courses in the major; faculty clearly articulating, in writing, course-specific expectations of students (course objectives, reading and writing assignments, required time commitments, assessment and grading criteria, consequences for missed deadlines, terms and conditions of Incompletes, and departmental/university sources of tutorial, writing, and disabled student services); faculty providing prompt feedback on assignments, with written comments on strengths and weaknesses early in each semester; faculty/staff advisors clearly articulating, in writing, other academic expectations of students (unit loads, GPAs required for graduation and post-baccalaureate objectives, impacts of missed unit loads and GPAs on athletic, financial aid, and post-baccalaureate program eligibility); faculty/staff advisors providing written major and program participation contracts with course matrices for two-, four- and five-year student academic plans; faculty/staff advisors meeting with students periodically to track academic progress, review mid-semester evaluations, and address problems associated with family, employment, and community obligations; faculty/staff identifying flexible options to meet individual students' specific needs (directed studies, individual or interdisciplinary majors, acceptable course substitutions, and online, videoconference, or other distance learning alternatives to courses that are unavailable due to schedule conflicts, impacted enrollments, or rotation delays.

(3) Curricula that Facilitate Diversity as Educational Process; e.g., cluster courses and depths of study that increase exposure to diverse perspectives and illuminate relationships among concurrently studied subjects; identifying courses that reduce SOC retention (in the major or the University) and providing remedies, such as preparatory courses and tutoring; encouraging freshmen participation in the CHAMPS/Life Skills program and/or science-related supplemental courses; offering GE and/or DCG courses to facilitate the recruitment of students/SOCs into academic disciplines in which they are under-represented; incorporating as many DCG course guidelines as possible into all courses (see revised DCG guidelines at http://www.humboldt.edu/~ugst/dcg/DCGrevguidelines.html); using texts by diverse authors and discussing differences in their perspectives; offering special topics courses to facilitate student involvement in recurring and special opportunities for enriched learning (Week of Dialogue on Race, Diversity Conference, American Indian College Motivation Day, Klamath River Theater Project, Tribal Educators/Leaders Summit); involving diverse students in evaluating and improving academic programs (through course and program evaluations, focus groups, surveys, and participation in curriculum committees); inviting/responding to students' requests for specific field

trips, guest lecturers, videos, or other curricular enhancements; suggesting extra reading/research, writing, or project-oriented assignments to enrich curricula for high-achieving students.

(4) Pedagogies that Facilitate Diversity as Educational Process; e.g., faculty assessment and accommodation of diverse learning styles represented in each course offering/class section; pedagogical methods that ask students to share their work, discuss key concepts with other students whose ethnic backgrounds and/or viewpoints are different; faculty encouraging study groups and project teams; faculty requiring students to evaluate each other's work by offering both praise and constructive criticism; collaborative/active learning programs that help students experience and appreciate cultural diversity inside and outside the classroom, such as in-class presentations, discussions of similarities and differences among artists, authors, scientists, and theorists, role-playing and simulations, applied learning through analyses of real-life conflicts and problems, cooperative learning, field work, service learning, civic engagements in low-income communities, and foreign exchanges; faculty exposure of students to career-related environments and opportunities through internships, involvement in faculty research projects, and participation with faculty in annual meetings of professional associations.

(5) Strong Student Support Services; e.g., offering diversity training for faculty, staff, and students to improve faculty and staff services, peer advising and peer mentoring; directories, orientation programs, and campus tours to orient faculty, student services professionals, and students to the various student/SOC support services available on campus[7]; directories of clubs and activities that specifically target diverse student populations[8]; requiring undeclared majors to meet with advisors in the Advising Center, EOP, INRSEP, and/or ITEPP at least a specified number of times every semester; recognizing student/SOC advising and mentoring as an integral part of the faculty workload and ensuring adequate time for retention-related professional development and advising/mentoring activities; requiring all declared majors to meet with faculty advisors at least a specified number of times every semester (and more often for students with GPAs below 2.75); mandated study halls and/or tutoring for students with GPAs below 2.75; requiring every faculty member to provide at least a specified amount of advising/mentoring to a specified number of students each semester—*in addition to* maintaining regular office hours for students enrolled in their classes; regularly scheduled events to publicly recognize high-achieving students/SOCs; conducting exit interviews of all graduates and, to the extent feasible, of students who change majors, transfer to other universities, or otherwise discontinue their studies at HSU.

(6) Facilities for Informal, Open-Access Student/SOC Interaction; e.g., art studios, club meeting rooms, computer labs, food services/vending machines, library facilities, quiet study areas, science labs, recreational/athletic facilities, and student lounge areas with food preparation equipment (coffeemakers and microwaves) and/or vending machines accessible during daytime, evening, and

[7]These would include the AIR Center, Admissions and Records Office, Advising Center, Associated Students/ Clubs/Activities Offices, Career Center, Children's Center, Counseling and Psychological Services, Disability Resource Center, EOP, English Writing Lab, Financial Aid Office, Health Center, Housing Office, Humboldt Orientation Program, INRSEP, ITEPP, Intramurals, Learning Center, Multi-Cultural Center, Recreation Center, University Center/Bookstore/Food Services, University Police, Veterans Upward Bound, Women's Center, and Youth Educational Services.

[8] These would include such "cultural clubs" as the American Indian Alliance (AIA), American Indian Science & Engineering Society (AISES), Asian Pacific American Student Alliance, Black Student Union, Brothers United, Club Cubano, German Club, Clobal Connections, Hermanas Unidas de Humboldt, INRSEP Club, ITEPP Club, International Cultural Festival, Latinos Unidos, Legacy, MEChA, Nu Jack, Queer Student Union, and Salsa Club.

weekend hours; access to computer/printer, copier, video, lab, and artistic equipment and supplies during daytime, evening, and weekend hours; access to laptop computers during HSU-sponsored athletic and other travel; adequate parking; public transportation during daytime, evening, and weekend hours; administrative and student support services available for distance learners and students enrolled in evening courses.

- ***Institutional Receptivity/Campus Climate:***

(1) Explicitly Stated Commitment to Diversity as Educational Process; e.g., institutional, departmental/program, and individual recognition that "diversity," broadly defined, is both essential and integral to quality higher education (as well as to HSU's mission and vision statements, Strategic Plan, Diversity Action Plan, and 2006 Proposal to WASC for Re-accreditation); corresponding commitments reflected in the individual teaching philosophies of HSU faculty members.

(2) Recruitment, Retention, Tenure, and Promotion of Diverse Faculty; e.g., faculty vacancy announcements explicitly state the University's/department's commitment to diversity as educational process, require demonstrated abilities to work in diverse environments, and (as appropriate) require demonstrated abilities to teach from non-dominant or multi-cultural perspectives; faculty recruitment efforts targeting under-represented groups (through discipline-specific professional associations of women and ethnic minorities); faculty search activities (development of vacancy announcement, screening of applications, interviews of finalists, and rank-ordering of candidates) conducted by committees comprised of faculty of diverse ethnicity, gender, and rank; faculty retention, tenure, and promotion practices (a) informed by the literature on "best practices" (refer to Appendix F) and (b) formalized as department policies and procedures consistent with Appendix J of the Faculty Handbook (http://www.humboldt.edu/~aavp/FacultyHandbook/AppendixJMay2006FINAL.pdf).[9]

(3) Ready Access to HSU, CSU, and Discipline-Specific Diversity Data; e.g., ready/electronic access to diversity-related data compiled at the end of each fall semester, spring semester, and academic year, including HSU aggregated and departmentally disaggregated data useful in ongoing Theme 2 assessments of access, retention, academic achievement, and graduation rates of students by gender, ethnicity, class standing, etc.; ready access to corresponding reports for comparable-size campuses/departments in the CSU System and IPED grouping.

(4) Ready Access to Other Diversity-related Informational Resources; e.g., web-based links to current literature related to inclusive academic excellence, "best practices," and replicable models of university efforts to improve access, retention, achievement, and graduation of under-represented students; directories of HSU offices, programs, events, and activities related to diversity efforts; and schedules of professional development opportunities for faculty, staff, and administrators engaged in inclusive academic excellence initiatives.

(5) Organizational Development to Support Diversity Initiatives; e.g., clearly assigning responsibilities for development and implementation of diversity initiatives to administrators, faculty

[9]Based upon recommendations by the Diversity Plan Action Committee, conceptual endorsement by the Academic Senate, and public statements of support by the University President, the WASC Theme 2 Action Team anticipates revisions in the faculty RTP process to include performance criteria related to inclusive academic excellence.

governing bodies, and line staff in written position descriptions that provide the bases for individual and institutional accountability (e.g., performance evaluations and RTP criteria); relationships of diversity-related personnel clearly depicted in organizational charts; objectives-based reporting requirements clearly delineated in diversity-related strategic plans, program plans, and WASC proposals.

(6) Realistic Plans, Processes, Objectives, Outcomes, and Timeframes; e.g., University expectations for improved access, retention, achievement, and graduation of students/SOCs must be based on availability of adequate human and financial resources for diversity-related program planning, program implementation, program monitoring (data collection, analysis, and interpretation), program modifications and refinements, and outcomes reporting.

Discussion. Program areas participated in the Pilot Study with widely varying levels of enthusiasm for the assigned tasks and recommended approach. The WASC Theme 2 Action Team noted many of the "enthusiasts" began and/or ended their reports with statements of commitment to/conviction about the value of diversity; as examples:

- *Students understand the [program area] world is pluralistic, inclusive, diverse, and open to anyone from any background...all voices are heard.*

- *[Program area] has accomplished much of what institutions generally are attempting to achieve in building community out of difference...and now enjoys the advantages associated with bringing together people from varied backgrounds in the pursuit of a common goal.*

- *The department is committed to encouraging and promoting diversity in its extensive participation in general education....We believe students are drawn to the major largely because it fosters applicability in the individual lives of our students....Core to our curriculum is the notion of 'identity.'*

Program area reports ranged from single-page, memo-style documents to much more substantial, full-color, bound reports with appendices. Faculty comments suggested that heavy workloads, the December-January holiday break, and the short deadline impacted the length and depth of some reports:

- *Determining means for ensuring inclusive academic excellence is too important a topic to be rushed through; and yet rushed is how we feel, and this report reflects that.*

- *All [faculty] agreed that research should be considered to see if this is a good use of faculty time....*

Overall, the Theme 2 Action Team considered both the rate of response to the Pilot Study (78%) and the quality of respondents' reports very good. Whether succinctly written or more elaborate, the reports were rich in qualitative and quantitative data and provided fertile ground for critical analysis, lively discussion, and quieter reflection. Thus, the Theme 2 Action Team is convinced that—given the necessary human and informational resources, and a reasonable timeframe—the Pilot Study bears campus-wide replication as a first step in assessing each program area's current (baseline) status in terms of access, retention, academic achievement, and graduation of SOCs, as well as related institutional receptivity indicators.

Based on our own six months' growth in learning to select, organize, analyze, and interpret available institutional data—as well as our growing appreciation for the vast body of pertinent literature, including AACU-commissioned reports—Theme 2 Action Team members are convinced that this level of engagement is critical to our becoming what we want and need to be: a university with strongly, and widely, held convictions about *diversity as educational process*.

3. How can these "best practices," circumstances, or other conditions be used to facilitate under-represented students' access, persistence, academic achievement, and graduation in other HSU program areas?

In the foregoing major focal areas of (a) Access, (b) Retention/Academic Achievement/ Graduation, and (c) Institutional Receptivity/Campus Climate, the Theme 2 Action Team has identified 18 broad categories of potential "best practices" from the HSU Pilot Study and literature review. The categories contain literally hundreds of actions that can be taken toward inclusive academic excellence to facilitate diversity as educational process, which ultimately results in improved access, retention, academic achievement and graduation rates. Departments can identify practices in which they want to engage based upon their specific goals and circumstances. Some of these practices already are being pursued within particular programs on campus. Many of the remaining practices could be implemented without major resource (re)allocations. Other practices will require increases in both financial and human resources (time and energy).

It will take utilizing practices that fall within the entire range of resource allocation—from minimal to major allocation initiatives—to successfully integrate diversity and quality into the core of our institutional identity and functioning. Our goal in developing an implementation process of best practices is to focus on actions that can be taken now, within current budgetary constraints and with appropriate milestones for such a situation. At the same time, these actions will solidify initial efforts and analysis of outcomes, laying the foundation for the establishment of an Office of Diversity, Equity, and Retention in four years, which will require a significant allocation of money. The committee wants to emphasize that the University must take seriously the alignment of resources with the developmental priorities identified in its WASC accreditation process as central to its mission. At the same time, we do not want to give the impression that nothing can be done until further resources are allocated. We have designed a process that can be effective in a steady, incremental increase of best practices working with an ever-increasing number of departments and programs over a period of ten years. Within two or three years, a search for a Director of Diversity, Equity, and Retention should be completed so that, by the fourth year, that Director can begin completing and expanding the goals of inclusive educational excellence within this initial ten-year plan and beyond.

The process outlined below enables the University to begin immediately, build gradually but effectively, and have the process well under way, including data and analysis, in the next four years. The new Director then can consider the four-year outcomes in planning and implementation revisions.

<u>The Ten-Year Incremental Implementation Process</u>

As indicated above, eleven departments and three support programs on campus completed the pilot study. Though the fourteen programs varied in their levels of engagement and analysis, an overarching conclusion in our study was that such self-analysis was crucial as the place to begin with departments/programs. Therefore, replication of that process with all departments/programs on campus will be an ongoing effort during the next ten years. This will occur by adding new departments/programs incrementally each year. The initial pilot project was ambitious, utilizing a large working committee to develop and implement the process that would answer the three research questions posed within the WASC II theme. If the ongoing committee, which is coordinating the campus process, implementing its components, and analyzing the outcomes is smaller -- between 6-10 persons based on the present working committee -- the implementation process and timeline must reflect that reality. With that number, it is projected that each year, at least five more departments/programs will do the initial self-study. The same

basic packet of data and directions will be provided as in the pilot, with teams of two committee members working with each department.

At the same time as five new departments/programs are working on the self-study, committee members will work directly with select departments that have completed the self-study to take the next step: identifying best practices outlined in this report that can be implemented in their departments. Ideally, these practices will be reflective of the diversity and inclusive educational excellence goals that the department has identified as important to its program. At the least, each department should implement and maintain at least two new best practices for a period of at least three years. Annually, it should analyze how its core data related in its initial self-study has changed in relation to these best practices, specifically as they relate to the areas of access and /or persistence, and/or academic achievement, and/or graduation rates. Departments should draw conclusions, make adjustments, and perhaps add new "best practices" to the mix. The two-person team working with the department/program will assist with annual follow-up to determine goals, identify best practices that might work toward those goals, and analyze results. Beyond that, the teams of two must focus their energy on assisting new departments with their initial self-studies and follow-up. By the third year of engaging in this process, departments should be self-directed; and, when the first several have reached this level, the Director of Diversity, Equity, and Retention should be on board to further solidify support mechanisms and direction for those departments.

The scope of the above implementation process could expand if more persons become involved in working with departments. The process would be the same, but the number of departments involved at each level could be increased. One possibility to be explored in Fall 2007 is the involvement of DPAC (Diversity Plan Action Council) members in the 2-person teams working with departments.

We are convinced the departments that are effectively supported in their efforts will succeed and will see the benefits accruing to their programs by engaging in some of these best practices. The process outlined emphasizes supporting their efforts in a direct, achievable manner by limiting the number with whom the committee is working at any given time and emphasizing the particular configuration and goals of each department/ program. At the same time, incremental expansion will occur campus-wide.

During these initial years, due to the constraints of committee workload, committee members will work first with those departments who enthusiastically indicate interest in taking "the next step" in the follow-up year. With the hiring of a Director of Equity, Diversity, and Retention responsible for oversight and support, the University can institutionalize the expectation of follow-up and the development of an ongoing diversity plan for each department, including such plans as part of the program review process. [10]

In summary, the incremental implementation would begin in 2007-08 as follows:

- Initiate follow-up with 3-5 departments/programs (A, B, C, D, E) from pilot self-study group to identify best practices to implement (or as many as possible depending on availability of volunteers, with the hope of engaging all 14 departments/units from the initial pilot).

[10] The full-time diversity and retention position is critical to institutionalization of such expectations. Becoming what we want and should be requires alignment of resources according to the strategic plan and the priorities we identified as a campus in our WASC accreditation process.

- Engage five departments/programs (F, G, H, I, J) in self-study process.

In 2008-2009:

- Initiate follow-up with departments F,G, H, I, J to identify best practices to implement.
- Check in periodically with departments A, B, C, D, E to ensure they receive support in their second year of implementation and analysis.
- Engage five new departments/programs (K, L. M, N, O) in self-study process.

In 2009-2010:

- Initiate follow-up with departments K, L, M, N, O to identify best practices to implement.
- Check in periodically with departments F, G, H, I, J to ensure they receive support in their second year of implementation and analysis.
- Engage five new departments/programs (P, Q, R, S, T) in self-study process.
- Receive report from A, B, C, D, E, who will be completing their third year of participation.
- University will complete a search for a Director of Diversity, Equity, and Retention

In 2010-2011:

- Director of Diversity, Equity, and Retention begins work, including reviewing, revising, and coordinating implementation of the remainder of this ten-year plan.
- Initiate follow-up with departments P, Q, R, S, T to identify best practices to implement.
- Follow up with departments K, L, M, N, O to ensure they receive support in their second year of implementation and analysis.
- Receive report from F, G, H, I. J, who will be completing their third year of participation.
- Engage five new departments/programs (U, V, W, X, Y) in self-study process.

This pattern continues for the next six years (2011-2017), completing a ten-year implementation plan (see attached chart depiction) with the following results:

1. Every department/program will have completed a self-study utilizing an information packet similar to those developed for the pilot project. By examining data provided, and reflecting upon their current practices, departments and programs will get a realistic sense of how they compare to other departments and the University as a whole, reflect on their own particular set of circumstances, and envision programmatic goals, practices to engage toward those goals, and timelines for implementation and analysis.

2. Measurable outcomes data will be accumulating at the departmental/program level in relation to their particular goals and practices.

3. At least some of the departments will accumulate substantial experience in implementing best practices over several years, gathering data, doing analyses, and making revisions. These results can be used to inform and encourage other departments at other stages of the process.

4. By the fourth year, when the new Director of Diversity, Equity, and Retention is in place, there will be data on measurable outcomes related to practices in some departments. These can serve as a basis for reviewing and revising the ten-year implementation plan.

5. After the third year of engagement by the 2-person team mentors, departments should be well on their way to having a diversity plan for ensuring educational excellence with ongoing assessment and revision. At that point, each self-directed department will incorporate annual diversity reports which address access and/or persistence, and/or academic achievement, and/or graduation as part of its annual outcomes assessment report, as well as part of its periodic program review self-study.

6. University Wide Measurable Outcomes. These efforts at the departmental level should impact the University as a whole, contributing to greater success in access, retention/ persistence, and academic achievement. As departments and programs identify and implement best practices, measure outcomes, interpret results and adjust/implement additional practices, the overall University data for student access, persistence, and graduation also will be gathered and analyzed. For instance, a recommended best practice for improved access is to have departments work directly with identified high schools to develop an ongoing relationship of interaction, which acts as a conduit for student engagement toward University enrollment. This may be part of a larger University effort with that high school, or an effort particular to a department. Either way, the effect should be an increase in enrollment from that school. If a school has a higher percentage of SOC, then over time that should also translate to more SOC at HSU, enriching the learning and community environment for all students, faculty, and staff.

University Wide Measurable Outcomes

As mentioned earlier, the goal is to become an educational community with a cohesive vision and coordinated institutional structure that assumes diversity as a "given," and results in the realization of the educational benefits of diversity over time. Given this, inclusive academic excellence (for SOC) melds with the University-wide learning outcomes, as well as the assessment of those outcomes, as identified in WASC Theme I. For instance, increasing compositional diversity and incorporating pedagogical methods that enhance interaction among persons from diverse backgrounds (a "best practice") will contribute directly to students' demonstration of University outcome #2: Critical and creative thinking skills in acquiring a broad knowledge base and applying it to complex issues, and #4: Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints. Increased diversity in our educational community will also help prepare students to "pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities" (Outcome #7). The measurement of these University outcomes will be an indicator as to our progress toward inclusive educational excellence.

As for access and retention/persistence, the Committee (in consultation with Associate Vice President for Enrollment Management Mike Reilly, who is also a Committee member) recommends an ambitious goal: By 2017, the University will increase both the freshmen retention rate and the six-year graduation rate to match or exceed the CSU System-wide rates—requiring an increase of at least four percentage points in each rate. Using the most recent data available, which is for 1999-2005, HSU has a freshmen retention rate of 76% compared to 80% for the CSU System-wide. Our six-year graduation rate is 44% compared to 48% for the CSU System-wide. The freshmen retention rates and six-year graduation rates for SOC will be
disaggregated, with a goal of reducing any gaps between SOC and the overall *all-student* averages for freshman retention and graduation rates. Please note that our goal is *inclusive* academic excellence,

meaning that our goal is not to match the CSU retention rates for the various groups of SOC, but rather to bring our SOC freshmen retention rates and graduation rates into alignment with our all-student average and, beyond, to the CSU all-student average. For instance, African American students at HSU had a six year graduation rate of 35%, while the African American students CSU-wide had a six-year graduation rate of 27.4%. The CSU-wide six-year graduation rate for all students was 48%, whereas at HSU it was 44%. Our goal for African American students at HSU is to increase their six year graduation rate to at least 48%. We should not assume success simply because our present African American graduation rate is higher than the CSU average for that cohort (while remaining below the HSU and CSU all-student averages).

In terms of access, comparison of SOC enrollment will be compared with the percentage of high school graduate demographics and charted over the ten-year implementation period as a way of assessing progress in SOC access. The goal will be to bring HSU into improved alignment with the percentages of these high school graduate demographics. The initial benchmarks for HSU, based upon 2003 high school graduate data generated by the California Postsecondary Education Commission, are as follows:

42.8 % White
32.5% Latino
11.2% Asian Pacific
7.3% African American
3.3% Filipino
.9% Native American

In 2011, and again in 2015, HSU will re-bench its goals based upon updated comparable data that reflects the changing make-up of high school graduates throughout the state. HSU application, enrollment, and attendance data will then be compared to this baseline data in order to assess how closely our application and enrollment rates are tracking to these statewide benchmark figures.

As part of the ongoing assessment process, methods for generating collective data on these comparisons and determining what is contributing to the increase (or not working, contributing to lack of progress) will be developed by the Director of Equity, Diversity, and Retention, in consultation with Mike Reilly and WASC II Action Team (in whatever configuration it retains).

University-wide Initiatives of Best Practice

The implementation strategy and timeline recommended in this report focus primarily on direct work with departments/programs that can be initiated and sustained given the existing human resources—primarily an ongoing committee of committed faculty, staff , and administrators making up an action team working in pairs with departments. The strategy is one of cumulative effect resulting from the implementation of an increasing number of best practices at the department level.

In addition to the primary implementation strategy outline in this report, we strongly recommend two additional dimensions of best practice at the university level. The first is increasing "institutional receptivity." Institutional receptivity describes the level to which a campus cultivates access and supports retention of underrepresented students, faculty, and staff. While there are various practices for developing institutional receptivity, a primary one that impacts inclusive academic excellence for students of color is the recruitment, retention, and tenure/promotion of diverse faculty. (See Appendix E, section "Institutional Receptivity/Campus Climate" and Appendix F, Summary of Best Practices for Retaining

Diverse Faculty.) It is possible that some departments and units may identify this as part of their implementation process of best practices, but university-led efforts to this effect are also recommended.

The second dimension of best practice is the hiring of the Director of Equity, Diversity, and Retention as a key step toward *institutionalization* of increasing "institutional receptivity" and thus increasing retention. We already have discussed the role of this position in continuing the work that will be initiated by volunteers. It will also be his/her responsibility to develop university-wide processes that will support the retention efforts of underrepresented students, as well as the recruitment and retention of underrepresented faculty and staff. The significance of increasing HSU retention rates to CSU levels can be demonstrated with a very simple calculation. In terms of student retention, if HSU could focus on improving our freshmen to junior retention rate to match the CSU average, using Fall 2007 freshmen as an example, we would retain an additional 164 students and add approximately $1.6 million in revenue. (In this case, that would mean improving our retention rate from the current 56% to the CSU average of 71%). That example alone makes a compelling case for the need to institutionalize our retention effort. Understanding that such retention is inseparable from our goal of inclusive educational excellence for all students, including increasing our SOC populations to match our all-student retention and graduation rates, underscores just how important having a Director of Equity, Diversity, and Retention will be to enabling us to become what we want (and need) to be as an institution.

HSU, as a whole, should not expect to make serious inroads

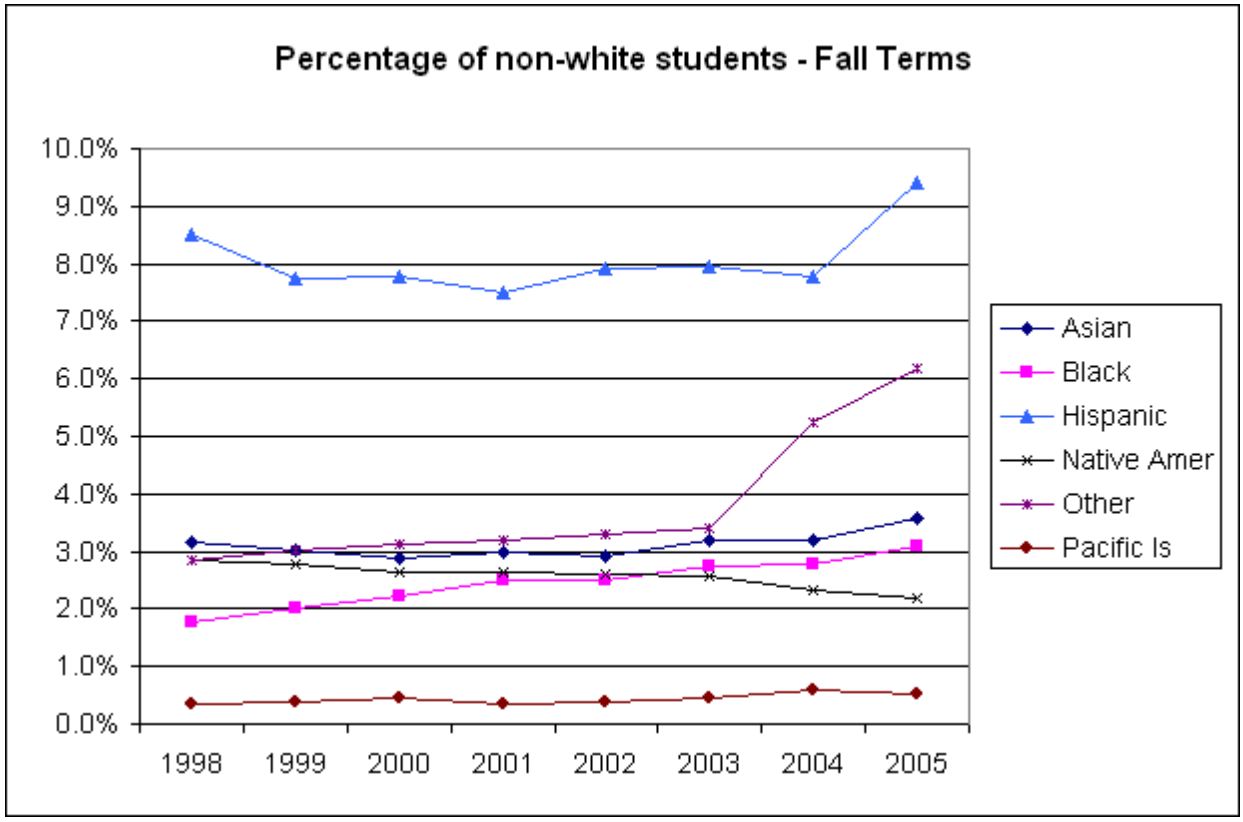
into improving educational outcomes for all students

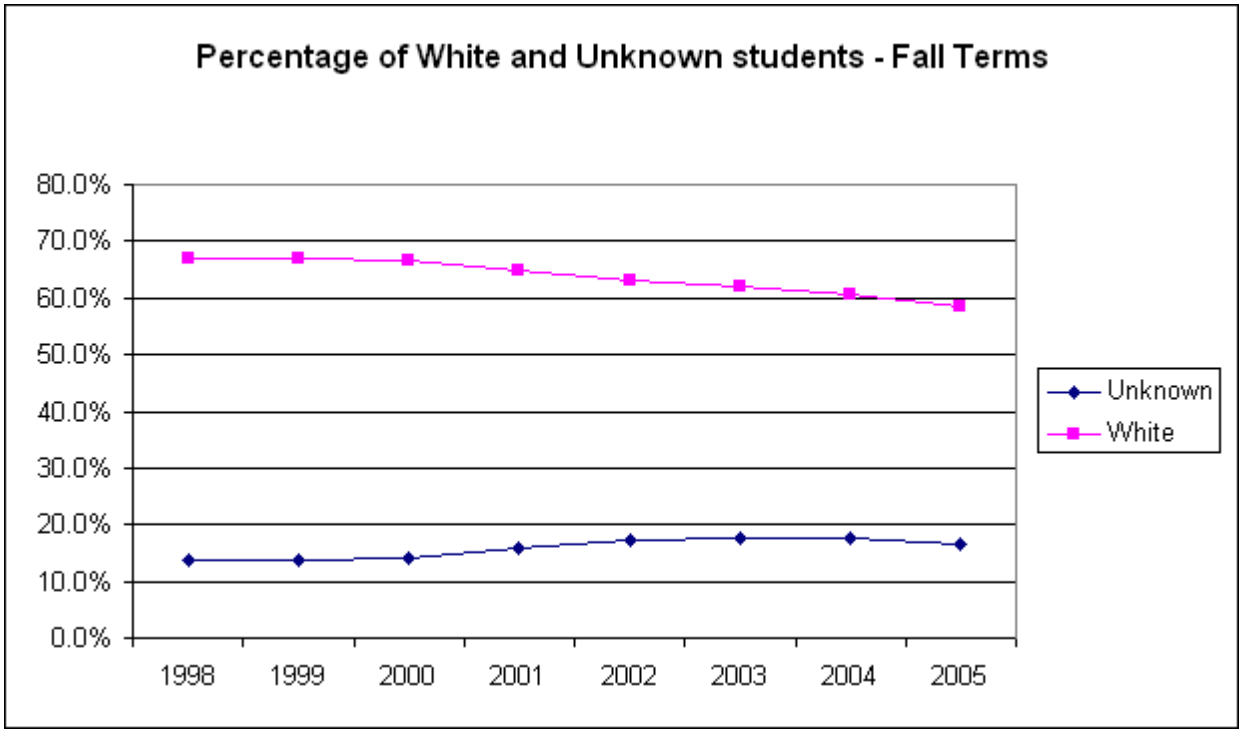
unless it is willing to commit equally serious resources to that goal….

One cannot ensure inclusive academic excellence with good intentions alone.

--Pilot Study Respondent

Fall Term Graphs for All Students





APPENDIX B OF THEME 2 REPORT: HSU APPLICANT DEMOGRAPHICS AND YIELD RATES

Ethnicity of First Time Freshmen Applicants for Fall Terms						
ETHNICITY	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Latino	916	1,203	1,439	1,913	1,717	1,977
Am Indian	73	85	81	82	101	98
Asian Amer	353	399	529	591	570	656
Black	331	519	581	843	736	802
Unknown	696	638	1,035	976	1,109	1,162
White	2,440	2,678	2,654	2,800	2,971	3,135
TOTAL	**4,809**	**5,522**	**6,319**	**7,205**	**7,204**	**7,830**

Percentage of First Time Freshmen Applicants for Fall Terms						
ETHNICITY	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Am Indian	1.5%	1.5%	1.3%	1.1%	1.4%	1.3%
Asian Amer	7.3%	7.2%	8.4%	8.2%	7.9%	8.4%
Black	6.9%	9.4%	9.2%	11.7%	10.2%	10.2%
Unknown	14.5%	11.6%	16.4%	13.5%	15.4%	14.8%
White	50.7%	48.5%	42.0%	38.9%	41.2%	40.0%
Latino	19.0%	21.8%	22.8%	26.6%	23.8%	25.2%

Ethnicity of First Time Freshmen Applicants Who Enrolled for Fall Terms						
ETHNICITY	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Am Indian	20	20	12	13	22	26
Asian Amer	38	51	46	32	42	47
Black	38	58	47	51	68	56
Unknown	145	118	163	145	228	303
White	496	511	431	442	490	478
Latino	114	113	73	143	129	141
TOTAL	**851**	**871**	**772**	**826**	**981**	**1051**

Percentage of First Time Freshmen Applicants Who Enrolled for Fall Terms						
ETHNICITY	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Black	4.5%	6.4%	6.0%	6.1%	6.9%	5.3%
Unknown	17.0%	13.2%	21.0%	18.0%	23.1%	28.8%
White	58.3%	59.0%	56.0%	53.4%	50.1%	45.5%
Latino	13.4%	13.1%	9.6%	17.1%	13.4%	13.4%
Am Indian	2.4%	2.3%	1.6%	1.6%	2.2%	2.5%
Asian Amer	4.5%	6.0%	6.0%	3.9%	4.3%	4.5%

Yield by Ethnicity of First Time Freshmen Applicants for Fall Terms						
ETHNICITY	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Black	11.5%	10.8%	7.9%	5.9%	9.2%	6.6%
Unknown	20.8%	18.0%	15.7%	15.3%	20.5%	21.3%
White	20.3%	19.2%	16.3%	15.7%	16.5%	15.0%
Latino	12.4%	9.5%	5.1%	7.4%	7.6%	7.1%
Am Indian	27.4%	23.5%	14.8%	15.9%	21.8%	23.9%
Asian Amer	10.8%	13.0%	8.7%	5.4%	7.4%	7.0%

APPENDIX C OF THEME 2 REPORT: Ethnicity breakdown by Major - Fall 2006 majr_ethnic200640 report generated: 26-SEP-06									
Coll	**Major**	**Major Description**	**Asian**	**Black**	**Hisp**	**Nat Amer**	**Pac Isl**	**Total**	**% SOC**
AU	IS	Interdisciplinary Studies	1	3	9	1	0	83	16.9%
	LS	Liberal Studies	1	1	3	1	0	76	7.9%
	UNDE	Undeclared	20	16	46	20	3	619	17.0%
COLL			**22**	**20**	**58**	**22**	**3**	**778**	**16.1%**
HS	ANTH	Anthropology	2	3	20	5	1	114	27.2%
	ART	Art	15	9	37	7	2	413	16.9%
	COMM	Communication	2	9	8	2	0	83	25.3%
	ENGL	English	7	7	20	2	1	227	16.3%
	GEOG	Geography	0	0	7	0	0	92	7.6%
	PSCI	Political Science	4	6	19	3	2	105	32.4%
	HIST	History	1	1	16	6	0	155	15.5%
	SSSS	Social Science (Education)	0	0	4	0	0	21	19.0%
	JN	Journalism	6	15	27	4	1	195	27.2%
	MUS	Music	5	7	14	0	2	157	17.8%
	NAS	Native American Studies	0	0	1	13	0	25	56.0%
	PHIL	Philosophy	3	3	4	1	0	62	17.7%
	RS	Religious Studies	1	0	3	1	0	51	9.8%
	SOC	Sociology	6	8	26	4	2	128	35.9%
	THEA	Theatre Arts	4	10	9	0	0	93	24.7%
	FREN	French	1	1	2	0	1	15	33.3%
	GERM	German	0	0	1	0	0	11	9.1%
	ISES	IS - Ethnic Studies	0	1	10	0	0	15	73.3%
	ISIS	IS-INTL-International Studies	7	5	5	4	1	85	25.9%
	SPAN	Spanish	0	2	8	0	0	36	27.8%
COLL			**64**	**87**	**241**	**52**	**13**	**2083**	**21.9%**

NS	BIOL	Biology	28	17	52	7	4	514	21.0%
	BOT	Botany	4	1	4	2	0	75	14.7%
	ZOOL	Zoology	7	3	15	2	0	130	20.8%
	CHEM	Chemistry	3	5	15	1	0	80	30.0%
	CIS	Computer Information Systems	5	4	4	1	0	61	23.0%
	CSCI	Computer Science	5	2	4	1	0	48	25.0%
	ERE	Environmental Resources Engr	5	1	12	2	1	175	12.0%
	ENS	Environmental Science	6	1	16	5	3	195	15.9%
	NRPI	Nat Resources Plng & Interptn	1	0	7	2	1	94	11.7%
	FISH	Fisheries Biology	4	0	5	3	1	86	15.1%
	FOR	Forestry	8	4	15	5	1	145	22.8%
	GEOL	Geology	2	0	7	0	0	69	13.0%
	MATH	Mathematics	4	2	12	2	0	99	20.2%
	NURS	Nursing	8	1	9	3	1	140	15.7%
	NURP	Nursing Pre-Major	12	5	26	5	0	160	30.0%
	OCN	Oceanography	2	0	2	0	0	35	11.4%
	PHSC	Physical Science	0	2	0	0	0	8	25.0%
	PHYX	Physics	1	0	1	0	1	40	7.5%
	PSYC	Psychology	14	27	49	10	4	374	27.8%
	RRS	Rangeland Resource Science	0	0	2	0	0	24	8.3%
	WLDF	Wildlife	6	5	24	5	1	277	14.8%
COLL			**125**	**80**	**281**	**56**	**18**	**2829**	**19.8%**

PS	IT	Industrial Technology	4	2	10	0	0	67	23.9%
	BA	Business Administration	17	30	40	13	1	323	31.3%
	LSCE	Liberal St-Child Dev-Elem Ed	0	0	4	0	0	25	16.0%
	LSCD	Liberal Studies-Child Develop	3	3	5	1	0	65	18.5%
	ECON	Economics	0	0	5	0	0	25	20.0%
	CRAC	Administrative Services-Prelim	0	0	1	0	0	3	33.3%
	CRAS	Administrative Services-Prof Clear	0	0	1	1	0	10	20.0%
	LSEI	Liberal St Elem Ed -Integrated	0	0	0	0	0	5	0.0%
	LSEE	Liberal Studies-Elementary Ed	5	3	19	8	1	197	18.3%
	KIUG	Kinesiology	3	8	20	7	1	216	18.1%
	LSRA	Liberal Studies-Recreation Adm	0	3	4	3	1	77	14.3%
	SW	Social Work	7	18	15	3	2	108	41.7%
COLL			**39**	**67**	**124**	**36**	**6**	**1121**	**24.3%**
UNIV			**250**	**254**	**704**	**166**	**40**	**6811**	**20.8%**

APPENDIX D OF THEME 2 REPORT:
CONTENTS OF PILOT STUDY INFORMATION PACKETS

November 27, 2006 Letter from WASC Theme 2 Action Team Co-Chairs

November 17, 2006 Letter from President Rollin Richmond

Institutional Data:

ACCESS:	**NOTES/IMPRESSIONS Regarding theme 2 Action Team Charge: Comparison of HSU enrollments to CSU enrollments and California Census by Ethnicity, and (on reverse side)**
GRAD RATES:	**Comparison of HSU graduation rates to CSU graduation rates by Ethnicity**
ACCESS:	**HSU Enrollment History, 1988-89 (data and line graph)**
	HSU Demographics, Fall Terms 1999-2006 (data, line graphs, pie charts, bar graphs)
	HSU Census Majors Headcounts by Class Standing, Fall 2006
	HSU Ethnicity Breakdown by Major, Fall 2006
	HSU Ethnicity Breakdown by Major, Fall 2006 - Students of Color (SOC)
GRAD RATES:	**HSU Degrees Awarded by Majors and Sex, AY 05/06**
	HSU Degrees Awarded by Majors and Ethnicity, AY 05/06
RETEN-TION:	**HSU Freshmen Retention Counts/Rates, 2002-2005, by Ethnicity**
	HSU Ethnicity Breakdown by Major, Fall 2001 (for rough comparison to HSU Degrees Awarded by Majors and Ethnicity, AY 05/06)
	HSU Graduation/Persistence Rates, Freshmen Entering Fall 1998 through 2004
GRAD RATES:	**HSU Degrees Awarded by Majors and Year, 1998/99 through 2005/06 (for comparison to disaggregated reports).**
ACADEMIC ACHIEVEMENT:	**Cumulative GPA Ranges for HSU Graduates in 2001-05 by Ethnicity**
	Cumulative GPA Ranges for HSU Graduates in 2001-05 by Identified Major
INSTITUTIONAL RECEPTIVITY:	**HSU Faculty and Staff (Unduplicated Headcounts) by College, 2004-05**
	HSU Faculty (Unduplicated Headcounts) by Rank, 2004-05
	HSU Administrative Staff by Job Group, Race and Gender, 2004-05

APPENDIX E OF THEME 2 REPORT:
(INCLUSIVE ACADEMIC EXCELLENCE)
IDENTIFIED RESOURCES

Humboldt State University Resources

Humboldt State University Strategic Plan, 2004-2009, including Appendix X: Diversity Action Plan (Draft), pp. 109-132.
Full text available from Humboldt State University website at:
http://www.humboldt.edu/%7Eplanning/.
"As a university that attracts students from throughout California, we reaffirm our commitment to diversity of all kinds, and to quality education as a catalyst for life-long learning" (Executive Summary, p. 2).

"Our future hinges on our ability to support and to enhance diversity, while developing the international aspects of the university to benefit our students, our community, and the world" (Cultural Richness Theme, p. 35).

"We suggest that the practices and definitions that should be used to organize HSU's actions in relation to 'diversity' are those that recognize contemporary and historic inequities in access to a meaningful education…and those that seek to remedy these inequities…. Therefore, we believe it is imperative to define diversity in relation to peoples of color, White women (where they continue to be excluded), sexual minorities, language minorities, and those who are disabled" (DPAC, p. 4).

"Given the current racial/ethnic composition of California…the increase in students attending CSU campuses, and the flat rate of HSU enrollment, it is imperative that we consider race and ethnicity as primary components of HSU's diversity initiatives. All of our students will live in an increasingly more racially/ethnically diverse world – if we do not provide a learning environment that is rich in the aspects of diversity outlined above, we then doom our students to an inadequate education. Students across campus know that they are being shortchanged in relation to a fully rounded education (as reported in HSU's Campus Climate Surveys). White students, as well as students of color, express concern about their limited education in an institution that is very 'White' in composition and in its institutional and pedagogical approaches" (DPAC, p. 5).

Institutional proposal submitted to the Western Association of Schools and Colleges for Re-accreditation of Humboldt State University, April 2006.
Full text available from Humboldt State University website at: http://www.humboldt.edu/~wasc/.
"HSU has just completed three pivotal documents…a five-year strategic plan, a multi-decade master plan, and a comprehensive diversity plan. Under the leadership of a new President and with his promising vision for the University, the campus community must now engage in refining these plans by setting priorities, creating strategies for implementation, and establishing criteria for evaluation…. Our first theme centers on determining the core academic expectations for our students, and assuring that those expectations are sufficiently challenging and aligned with our mission and vision. Our second theme focuses on ensuring inclusive academic excellence for traditionally underrepresented students with the goal of improving access and graduation rates for these students" (pp. 1-3).

Taking action on diversity at Humboldt State University: An annual report from HSU's Diversity Plan Action Council, May 2006.
Full text available from Humboldt State University website at:
http://www.humboldt.edu/~dpac/_download/dpac_report_final.pdf.
"DPAC believes that HSU's financial future is very much tied to its ability to attract and retain a diverse body of students, faculty, staff, and administrators. Throughout our deliberations we have recognized that funding is limited and key elements of these initiatives might have to wait for an infusion of financing. At the same time, we believe that the cultural transformation of our University and the action items in the Diversity Action Plan need to be prioritized regardless of the ebb and flow of economic resources" (DPAC, p. 2).

"The ability to create a campus climate, University culture, and academic curriculum that welcome and support diverse students must be at the top of the agenda for University administrators at this time" (DPAC, p. 7).

Association of American Colleges and Universities Publications

Making excellence inclusive: Preparing students and campuses for an era of greater expectations (a series of three papers commissioned by the AACU):

Bauman, G. L., Bustillos, L. T., Bensimon, E. M., Brown, M. C., II., and Bartee, R. (2005). *Achieving equitable educational outcomes with all students: The institution's roles and responsibilities*. [Washington, D.C.]: Association of American Colleges and Universities.
Full text available from Association of American Colleges and Universities website at:
http://www.aacu.org/inclusive_excellence/documents/Bauman_et_al.pdf.
The authors discuss the responsibility that institutions have to examine the impact that traditional higher education practices have on those students historically underserved by higher education, including African American, Latino/a, and American Indian students. With the persistent achievement gap facing African American and Latino/a students as a starting point, the authors argue that if we do not commit to discovering what does and does not work for historically underserved students, we run the very real risk of failing a significant portion of today's college students—even as we diversify our campuses to a greater extent than ever before. To demonstrate the kind of institutional commitment that is needed, the authors present one campus' process for systematically monitoring and addressing the inequities they discovered (Clayton-Pedersen and McTighe Musil, pp. iv-v).

Milem, J. F., Chang, M. J., and Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. [Washington, D.C.]: Association of American Colleges and Universities.
Full text available from Association of American Colleges and Universities website at:
http://www.aacu.org/inclusive_excellence/documents/Milem_et_al.pdf.

The evidence...indicates that diversity must be carried out in intentional ways in order to

accrue educational benefits for students and for the institution. The authors argue persuasively for a conception of diversity as a process toward better learning rather than as an outcome—a certain percentage of students of color, a certain number of programs—to be checked off a list. They also provide numerous suggestions for how to 'engage' diversity in the service of learning, ranging from recruiting a compositionally diverse student body, faculty, and staff, to developing a positive campus climate; to transforming curriculum, co-curriculum, and pedagogy to reflect and support goals for inclusion and excellence (Clayton-Pedersen and McTighe Musil, p. iv).

Williams, D. A., Berger, J. B., and McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. [Washington, D.C.]: Association of American Colleges and Universities.
Full text available from Association of American Colleges and Universities website at: http://www.aacu.org/inclusive_excellence/documents/Williams_et_al.pdf.
The authors offer a framework for comprehensive organizational change to help campuses achieve Inclusive Excellence. The authors review several dimensions of organizational culture that must be engaged to achieve this goal and discuss a method to help campuses monitor changes that might come from introducing new systems and new practices. The resulting framework, perhaps most importantly, helps campus leaders focus simultaneously on the 'big picture'—an academy that systematically leverages diversity for student learning and institutional excellence—and the myriad individual pieces that contribute to that picture (Clayton-Pedersen and McTighe Musil, p. v).

Other Literature Reviewed by Theme 2 Action Team

"Best Practices" for Teaching Excellence

Chickering, A. W., and Gamson, Z. E. (1991). Appendix A: Seven principles of good practice in undergraduate education. In A. W. Chickering and Z. E. Gamson (eds.), *Applying the seven principles of good practice in undergraduate education* (pp. 63-69). San Francisco, CA: Jossey-Bass.

Appendix A, suitable for a faculty development handout, provides a Faculty Inventory for assessing excellence in teaching based on the authors' "seven principles." The Inventory provides ten examples of good practices for each of the seven principles:

- Good practice encourages student-faculty contact.
- Good practice encourages cooperation among students.
- Good practice encourages active learning.
- Good practice gives prompt feedback.
- Good practice emphasizes time on task.
- Good practice communicates high expectations.
- Good practice respects diverse talents and ways of learning.

Institutional Receptivity/Campus Climate

Baker, M. R. (2006). *Recruiting and retaining faculty of color*. Manager of Faculty Recruitment, Rochester Institute of Technology, Rochester, NY, presentation at the 13th Annual Institute on Teaching and Mentoring, Miami, FL.
The majority of suggestions would apply to all new faculty members, not just minority faculty. Some suggestions were highlighted as especially important, due to specific circumstances of minority faculty; e.g., more mentoring support due to unconscious bias of support of majority faculty whose expectations reflect majority understandings and structures. The article is a bit disorganized, shifting between what could be called "change the majority campus culture" to "assistance to adjust to the majority campus culture," with most suggestions of the latter sort.

Bennett, M. J. (1979). Overcoming the golden rule: Sympathy and empathy. In D. Nimmo, (Ed.), *Communication Yearbook 3*, New Brunswick, NJ: Transaction Books. Reprinted (1998) in M.J. Bennett (Ed.), *Basic Concepts in Intercultural Communication*, Yarmouth, ME: Intercultural Press.
Bennett discusses the difference between sympathy and empathy and the impact both have relating to under-represented people—a good reference for pedagogical approaches.

Best practices for recruiting faculty of color (1998). West Chester, PA: University of Pennsylvania (1998).
Full text available from Office of Social Equity website at: http://www.cup.edu/president/equity/index.jsp?pageId=15808300104211431276412 04.
This brochure, prepared for the Diversity as a Catalyst for Excellence: Faculty Recruitment Conference held in September 1998 by the Office of Social Equity at West Chester University of Pennsylvania, was most helpful in giving concrete suggestions concerning recruiting practices at each level of the process, including campus climate for diversity, search committee formation, position announcement, etc. It listed "good," "better," and "best" practices for each stage of recruiting faculty of color, with each higher-category practice including lower-category practices with additions.

Chickering, A. W., Gamson, Z. F., and Barsi, L. M. (1986). *Institutional inventory: Principles for good practice in undergraduate education*. The Johnson Foundation, Inc., Wingspread, Racine, WI.
Suitable for a campus-wide assessment of best practices, the Institutional Inventory provides 11 examples for each of six dimensions of best practices in undergraduate education. The Institutional Inventory complements the authors' Faculty Inventory for assessing excellence in teaching based on the authors' "seven principles." Institutional dimensions of good practice include:

- **Climate** (includes recruitment and retention of minority faculty, staff, and students; institutional publications that reflect diversity in the study body, faculty, and staff; opportunities for informal student-faculty get-togethers; student representation on

committees; public recognition of outstanding student academic performance; high expectations of students; and overt efforts to create a hospitable environment).

- **Academic Practices** (include addressing relationships between students' course loads and other responsibilities, such as work, family, and community commitments; periodic comparisons of male/female staff salaries; tracking of graduates; involving students in evaluating/improving academic programs; limiting Incompletes carried by students; and faculty articulation of clear criteria for assessing students' work).
- **Curriculum** (includes student participation in programs that help them appreciate cultural diversity; field work, hands-on applications, cooperative learning, and internships; faculty revisions of GE and major requirements; student engagement in independent study, contract learning, or mastery learning; special programs for freshmen; faculty and student awareness of the knowledge, skills, and attitudes expected of a graduate; individually-designed majors; interdisciplinary majors; and learning communities, cluster courses, or seminars that illuminate relationships among various subjects studied).
- **Faculty** (includes taking student advising seriously and recognizing it as part of the faculty work load; working closely with student services staff; campus availability to students outside of class; explicit criteria for evaluating teaching; release time to develop new ways of teaching; feedback to faculty re teaching/advising performance; explicit limits on outside consulting and private ventures; faculty participation in key institutional planning and decision-making processes; evaluation of administrators).
- **Academic and Student Support Services** (include diversity training for faculty, staff, and students; wide range of counseling services; writing lab; time management seminars; help for those with poor pre-college academic preparation; involvement of Student Affairs, Academic Affairs, and AS in student orientations; students as tutors, advisors, resources for other students; professional help with financial aid forms; financial aid checks available on first day of class; specification of educational objectives in student activities; same advisor throughout a student's enrollment).
- **Facilities** (include moveable classroom furniture; comfortable places for student-faculty meetings; quiet study areas; recreational/athletic facilities open evenings and weekends; eating facilities open throughout the day and evening; access to computer, video, lab, and artistic equipment on campus; adequate parking facilities; public transportation during day and evening; library access during day and evening hours; administrative and student services available for students enrolled in evening programs).

DiversityInc. (November 2006). *Real success stories*.
Full text available from DiversityInc website at website: http://www.diversityinc.com/.
Eight chief diversity officers from the DiversityInc Top 50 companies for diversity tell you how they make diversity work within their organizations. They discuss importance of CEO commitment, buy-in at all levels, global diversity, and whether or not diversity is viable in economic downturns. Recommendations included: (1) Chief diversity officer reporting directly to CEO. (2) Executive compensation tied to diversity achievements. (3) Diversity training with clear

competencies and expectations. (4) Diversity goals tied to corporate survival color of green. (5) Diversity workplace ambassadors. (6) Scorecarding and metrics.

Diversity Web, a resource hub for higher education at: http://www.diversityweb.org/.

Equity and Diversity Resource Center-Generated and Collaborative Campus-wide Diversity Education Initiatives (n.d.). Madison, WI: University of Wisconsin.
Full text available from University of Wisconsin website at:
http://www.library.wisc.edu/EDVRC/docs/public/pdfs/ICC/ImprovingCampusClimate.pdf.

Expert-identified leading practices and agency examples (January 2006). Washington, D.C.: United States Government Accountability Office.
Full text available from United States Government Accountability Office website at:
http://www.gao.gov/new.items/d0590.pdf.
Provides a definition of diversity management. Report on research conducted on leading practices and examples of how they are practiced in the federal government; nine practices were found.

James Irvine Foundation (2005), *Campus Diversity Initiative Evaluation Project Resource Kit*. Claremont, CA: Claremont Graduate University, School of Educational Studies.
Full text available from Association of American Colleges and Universities website at:
http://www.aacu.org/irvinediveval/pdfs/ResourceKit_11_05.pdf.
This resource kit was created as part of the foundation's Campus Diversity Initiative Evaluation Project; it is intended to be a resource guide to aid campuses in designing evaluation plans to measure the outcomes of campus diversity initiatives.

Ma, J. (July 2005). *Trends and issues recruiting and retaining female and minority faculty.* [New York, NY]: TIAA-CREF Institute.
Full text available from TIAA-CREF Institute website at:
http://www.tiaa-crefinstitute.org/research/trends/docs/Tr070105c.pdf.
Women are particularly under-represented at research universities. Research points to the problems of combining career and family in such environments. Minority faculty are underrepresented in science and technology fields, and this tends to be a pipeline issue. Discusses trends and institutional policies aimed at recruiting and retaining female and minority faculty. Data and conclusions: (1) Women accounted for almost 50% of Ph.D.s awarded in US but with variations in disciplines. (2) Women are underrepresented at research institutions. Longitudinal study finds striking gender differences in faculty family situations. (3) Minority faculty are underrepresented particularly at higher ranks and in science, engineering, and math. (4) In 2000 79% of PhDs were white, indicating pipeline problem.

Millman, J. (November 2006). *Debunking diversity studies*, DiversityInc.
Full text available from DiversityInc website at: http://www.diversityinc.com/.
Five studies that prove the business case for diversity and five that get it wrong. Good review of current diversity studies.

Moody, J. A. (2002). *Supporting women and minority faculty: The recruitment and retention of a diverse faculty.* Tucson, AZ: Dean's Diversity Subcommittee, University of Arizona.

done so, despite our frequent expressions of good intensions, means that something is wrong about how we do business. The author identifies good departmental and institutional practices that can help women and minority faculty thrive and make the greatest contribution to the academic enterprise.

Reichenberg, N. (May 2001). *Best practices in diversity management*. Paper delivered for the United Nations Expert Group Meeting on Managing Diversity in the Civil Services. Full text available from United Nations website at: http://www.mabe.econ.chula.ac.th/Sununta/UN_Best_practices_in_diversity_management.pdf

The purpose of a 1998 benchmarking survey of 350 public sector organizations that are IPMA and NASPE members was to identify best practice organizations in several areas. States of Oklahoma, Washington, Wisconsin and City of St. Petersburg were the best practice organizations in the area of diversity. Eight practices were identified, applicable to HSU: (1) Integrated, ongoing, measurable processes and strategies. (2) Decentralized efforts with specific diversity plans. (3) Diversity training for workforce. (4) Review committees for policy, assistance, approving plans. (5) Linkages between recruitment, development, and retention strategies w/organizational performance. (6) Accountability for results.

Reviewing applicants: Research on bias and assumptions (n.d.). Madison, WI: University of Wisconsin, Women in Science and Engineering Leadership Institute. Full text available at: http://wiseli.engr.wisc.edu/initiatives/hiring/Bias.pdf

Summary of research conducted on unconscious search biases and how they can influence the recruitment process. Examples of common social assumptions, biases that can influence the evaluation of applications, and assumptions in academic job-related contexts are given. (1) Search committees are not composed of ill intentioned people. (2) Training on unconscious selection bias and effective search practices for deans, directors, and search chairs is critical and produces more diversified candidate pools.

Smith, D. G., et al. (1996). *Achieving faculty diversity: Debunking the myths.* Washington, D.C.: Association of American Colleges and Universities. More information available from ERIC website at: http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED398785&ERICExtSearch_SearchType_0=eric_accno&accno=ED398785

Smith, D. G., et al. (1997). *Diversity works: The emerging picture of how students benefit*, Washington D.C.: Association of American Colleges and Universities. More information available from ERIC website at: http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED416797&ERICExtSearch_SearchType_0=eric_accno&accno=ED416797

Smith, D. G., et al. (2004). Interrupting the usual: successful strategies for hiring diverse

Faculty. *The Journal of Higher Education* 75(2), 133-160.
Full text available from Academic Search Elite database at:
http://web.ebscohost.com/ehost/detail?vid=4&hid=19&sid=eafaa04b-f67c-44ae-a89c-a6f4c22629da%40sessionmgr2.
Empirical study of faculty hires over three-year period of three elite public research universities (689 searches). Hypothesis: That at institutions with predominantly white populations, hiring of faculty from underrepresented groups (defined as AA, Latino/a, and AI) occurs when (1) job description specifically engages diversity at the departmental or sub-field level (2) special hire strategy (defined as waivers, spousal hire, or opportunity hire) is used, and/or (3) search is conducted by diverse committee. Little empirical research (as of 2004) on whether or not these strategies yield meaningful outcomes. Data was analyzed quantitatively and qualitatively. Multiple regression used to validate what variable(s) best predicted the absence or presence of a FOC hire.

The researchers' literature review suggests (1) that there is reason to be concerned about the "pool" argument asserted by administrators and faculty to explain the lack of diversity in candidate pools. Literature suggests that there has not been an increase in the number of SOCs earning doctorates. (2) There is an assumed bidding war for faculty of color. Research suggests that this is not true, and scholars of color are not highly sought after. (3) Search processes must change. It is at the departmental level that most policy decisions about hiring are met, there is considerable power at this level, and senior faculty and department heads decide what constitutes "quality." Many question the system of meritocracy.

Despite study limitations, conclusion is that intentional hires in the form of diversity indictor or special hire makes a difference. Regular searches in fields not related to diversity will not yield diversity hires. Diversity indicators and special hires were critical at these institutions for hiring AA and AI. Even in sciences, requiring experience and success in working with diverse students helped to broaden pools. Approaches in this study directed toward bringing the scholarship of diversity to searches rather than representation helps keep these interventions legally acceptable. Search process will remain the core of faculty hiring, and modifications to search practices can be explored to expand the applicant pool.

Steinpreis, R., Ander, K. A., and Ritzke, D. (1999). The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles,* 41(7/8), 509-528.
Full text available from Springerlink database at:
http://www.springerlink.com/content/h60217k42618223t/

Tatum, B. D. (2000). The ABC approach to creating climates of engagement on diverse campuses. *Liberal Education,* 86(4), 22-29.
Full text available from Academic Search Elite database at:
http://web.ebscohost.com/ehost/detail?vid=1&hid=22&sid=af556f57-8f7a-4395-838d-4dc14ee4988b%40SRCSM1
In this essay, Beverly Tatum briefly summarizes her ABC approach to creating a welcoming campus climate. She argues that to engage a diverse student body, the campus climate must Affirm identity, Build community, and Cultivate leadership.

Thomas, R. (1990) From affirmative action to affirming diversity. *Harvard Business Review*, March-April 1990 reprint #90213.
The author differentiates between affirmative action and diversity, asserting that AA will die a natural death. AA is about representation, and > 50% of the US workforce is minority, female, and immigrant. His argument is that women and minorities do not need a boarding pass because more than 50% of US workforce is minority, female, and immigrant. The reason many companies are skeptical about hiring women and minorities has more to do with education and qualifications than color or gender. Companies are concerned about productivity. He claims that (1) getting hired is not the problem, but later on women and minorities plateau and lose their drive. (2) Once representation is corrected, AA alone cannot manage the upward mobility of all because AA is an unnatural focus on one group. (3) Managing diversity is different from, and moves beyond, AA. (4) Managing diversity means enabling people to live and work to their potential and getting from a heterogeneous workforce the same productivity, commitment, quality, and profit as from the old homogeneous workforce.

He further claims that the traditional approach to diversity created a cycle of crisis, action, relaxation, and disappointment when things did not work, and those organizations repeated the cycle over and over again. AA says that if we can fill our pipeline with qualified women and minorities, we will solve our mobility problems. Management usually concludes it is a recruitment problem because managers are good people who do the right thing. The traditional image of diversity is a melting pot where employees disengage from their ethnic identity. We need unassimilated diversity where we have tolerance for individuality. The author identifies 10 guidelines for managing diversity to create an environment where everyone does their best work.

Thomas, R. R., Jr. (1996). *Redefining Diversity*. New York: American Management Association.
If you read just one book on diversity management, choose this one. Although written for the private sector, its lessons translate easily into the academic setting. It provides a broad understanding of what diversity is, how it functions, and how to use it to benefit an institution. It also provides a better vocabulary with which to discuss these important issues.

Turner, C. S. V. (n.d.). *Keeping our faculties: Address on the recruitment and retention of faculty of color in higher education*, an executive summary of a symposium held in October 1998, sponsored by the University of Minnesota and the Minnesota State Colleges and Universities. This essay was divided into two categories, "Barriers" and "Strategies." Barriers dealt mainly with misperceptions and briefly cited research that challenged those perceptions. Strategies were broad in most cases, though two were particularly interesting—broadening definitions of scholarship and creative activities for the RTP process, and the need to support research on campus, qualitatively and quantitatively, "that documents the contributions which a diverse professoriate brings to the teaching, learning, research, and service context." Also cited was an argument that major companies have discovered diversity is good for business; thus if universities are to be contributing to a successful workforce, diversity is an important element of higher education. This article was helpful highlighting broad strategies that would frame a change in campus climate through new perspectives and understandings.

Zimmerman, M., ed. (2006). *Growing through our past into the future: Journeys of educators on the path to cultural competence*. Indianapolis, IN: Indiana University Purdue University.

Full text available from Indiana University Purdue University Indianapolis website at: http://www.opd.iupui.edu/meiupui/essays.htm.
This is a collection of essays written by professors at IUPUI that relate to the challenges and rewards of multicultural-based pedagogies.

Student Academic Achievement/Retention/Graduation

A framework for retention (2003). *ASHE-ERIC Higher Education Report,* 30(2), 75-112.
Full text available from Academic Search Elite database at: http://ezproxy.humboldt.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=11939485&site=ehost-live.
Abstract from citation: Describes the Geometric Model of Student Persistence and Achievement which provides a framework for the retention of minority students in higher education. User-friendliness of the method; Focus on the cognitive and social attributes that the student brings to campus; Institutional role in the student experience; Geometric model that allows the discussion of the dynamics between cognitive, social and institutional factors.
Additional comments: This report discusses five interrelated components which provide the framework for a comprehensive student retention program: recruitment and admissions, academic services, curriculum and instruction, student services, and financial aid. This model differs from most other approaches in that it places the student experience at its center. It then considers the social, cognitive, and institutional factors that impact student persistence, achievement, and attrition. Discussion includes specific issues relating to underrepresented first generation college students, although the model could readily be applied to virtually all students in higher education.

American Educational Research Journal.
Full text available from ABI/Inform Complete (Proquest) database at: http://proquest.umi.com/pqdlink?Ver=1&Exp=04-07-2012&RQT=318&PMID=27674&clientId=17853 and from JSTOR database at: http://www.jstor.org/journals/00028312.html.

Benjamin, D., Chambers, S., & Reiterman, G. (1993). A focus on American Indian college persistence. *Journal of American Indian Education*, 32(2).
Full text available from Journal of American Indian Education website at: http://jaie.asu.edu/v32/V32S2foc.htm.
The authors used a sample of 166 freshmen Indian students entering a medium-size southwestern state university in the fall of 1984 and 1985 to demonstrate that quantitative data (e.g., high school grade point averages) frequently used to predict academic persistence in the general population are not good predictors of academic persistence among American Indian college students. They also found that dominant culture definitions of "persistence behaviors" (e.g., attendance) may lead researchers to overlook more critical factors in American Indian success at college (e.g., ability to go home frequently to meet family and ceremonial obligations).

Best practices for academic advising (n.d.). Rohnert Park, CA: Sonoma State University, Student Affairs Committee.
This document is a good starting point for thinking about best practices in advising that would work with all students, but particularly under-represented students who may fall through the cracks.

Brown, L., & Robinson Kurpius, S. E. (1997). Psychosocial factors influencing academic

persistence of American Indian college students. *Journal of College Student Development*, 38(1), 3-12.
Full text available from Project Muse database at: http://muse.jhu.edu/journals/journal_of_college_student_development/v046/46.1alessandria.html.
The authors completed an empirical study of psychosocial factors influencing American Indians in higher education, the results of which indicated that "academic preparation and aspirations, academic performance, and interactions with faculty and staff best differentiated between students who persisted…and those who did not" (Brown & Robinson Kurpius, 1997, p. 3).

Carlstrom, A. H. (2005). Preparing for multicultural advising relationships. *Academic Advising Today*, 28(4).
Full text available from National Academic Advising Association website at: http://www.nacada.ksu.edu/AAT/NW28_4.htm.
Entering into any helping relationship, including academic advising, can create a degree of uncertainty. People use a variety of strategies to cope with uncertainty in relation-ships, some more helpful than others. When advisor and advisee are culturally different, advisors may find they engage in two strategies to reduce their own uncertainty: (1) approaching students as "just individuals" (i.e. ignoring their cultural identities), or (2) approaching students as though their cultural identities were necessarily the most salient aspect of their current challenge (i.e. ignoring their individual identities). Both approaches are "either/or" in nature, and thus miss the complexity of the whole student. Advising done from an "either/or" approach is based upon the advisor's cultural assumptions, whether the advisor is aware of those assumptions or not. "Either/or" approaches contribute to work that runs the risk of being distorted and unhelpful.

1. Do not assume sameness.
2. What we think of as normal or human behavior may only be cultural.
3. Familiar behaviors may have different meanings.
4. Do not assume that what we meant is what was understood.
5. Do not assume that what we understood is what was meant.
6. We do not have to like or accept "different" behavior, but we may find it helpful to understand where it comes from.
7. Most people do behave rationally; we just have to discover the rationale. (Although it is important to keep in mind that a preference for rationality can be a culturally bound preference).

Claxton, C. S., and Murrell, P. H. (n.d.). *Learning styles*. Madison, WI: National Teaching and Learning Forum.
Full text available from National Teaching and Learning Forum website at: http://www.ntlf.com/html/lib/bib/88dig.htm.
"Learning style is a concept that can be important in this movement [to educate increasingly diverse students], not only in informing teaching practices but also in bringing to the surface issues that help faculty and administrators think more deeply about their roles and the organizational culture in which they carry out their responsibilities." The authors discuss learning style in terms of (1) personality, (2) information processing, (3) social interaction, and (4) instructional methods.

Clearinghouse of academic advising resources. Manhattan, KS: Kansas State University National Academic Advising Association.
More information available from the National Academic Advising Association website at: http://www.nacada.ksu.edu/Clearinghouse/overview.htm.
This web site is a clearinghouse for all advising issues, including culturally sensitive advising.

Cornett-Devito, M. M., and Reeves, K. J. (1999). Preparing students for success in a multicultural world: Faculty advisement and intercultural communication. *NACADA Journal,* 19(1): 35-44.

Cunningham, L. (n.d.). *Multicultural awareness issues for academic advisors*. Manhattan, KS: National Academic Advising Association, Kansas State University.
Full text available from National Academic Advising Association website at: http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/Multicultural.htm#over.
Multicultural awareness is essential for academic advisors, for our cultural identity "is central to what we see, how we make sense of what we see, and how we express ourselves" (DuPraw & Axner, 1997). Lack of understanding about what constitutes cultural identity, and how we are affected by the various aspects of our world view, can be a source of conflict and a great hindrance in the development of productive relationships. As DuPraw and Axner (1997) noted, "Oftentimes we aren't aware that culture is acting upon us. Sometimes we are not even aware that we have cultural values or assumptions that are different from others!"

There are two guiding principles that we must keep in mind: (1) cultural identity is made up of a myriad of aspects, and 92) while we can learn something from generalizations about cultures, we must not allow these generalizations to cause us to stereotype or oversimplify our ideas about others. It is crucial that we preface any discussion of diversity issues with firm declarations that all people have cultural identity and that we value all forms of diversity, whether they be majority or minority.

Dumas-Hines, F. A, Cochran, L. L. & Williams, E. U. (2001). Promoting diversity: recommendations for recruitment and retention of minorities in higher education. *College Student Journal*, 35(3), 433-441.
Full text available from Academic Search Elite database at: http://ezproxy.humboldt.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=6816231&site=ehost-live.
Abstract from citation: Many institutions of higher education are facing the challenge of finding ways to diversify their campuses. The purpose of this paper is to provide recommendations for recruitment and retention of faculty and students at institutions of higher learning. These recommendations are based on a review of literature and research conducted on 29 universities in Midwestern United States. Specific suggestions and examples are provided for the following strategies: (1) Develop a university-wide philosophy statement that encourages cultural diversity. (2) Analyze the cultural diverse faculty and student composition on campus and set goals for enhancing diversity. (3) Conduct research on best practices/programs/activities that promote recruitment and retention of culturally diverse faculty and students. (4) Develop, implement, and evaluate a comprehensive plan for recruitment/retention activities that focus on enhancing cultural diversity on campus among faculty and student populations.
Additional comments: The authors present the results that they have gleaned from a review of the literature and pertinent research from 29 universities in the Midwest. Some of the best retention strategies that they report on include "forced and academic mentoring, minority mentees, self-esteem/positive image activities, [and] cultural diversity/sensitivity training." They comment that "self-isolation from the general student population and college life is recognized as one of the main factors that contributes to minority student attrition," but that "mentoring relationships have

often been a popular method of reducing isolation." They also report on other strategies that focus on personal attributes that influence whether or not a student stays in school.

Duranczyk, I. M., Higbee, J. L., & Lundell, D. B., editors (2004). *Best practices for access and retention in higher education*. Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, General College, University of Minnesota.
Full text available from ERIC Open Access database at:
http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/32/a7/26.pdf.
Abstract from citation: This monograph explores best practices for access and retention in higher education in programs that support the most diverse and nontraditional students on their campuses. It focuses on research, theory, and assessment in a variety of national programs. Its 14 chapters provide historic information about successful initiatives, multicultural and international strategies, and student background factors that influence retention and success. This monograph specifically addresses retention perspectives of students who are first-generation, immigrant or refugees who are nonnative speakers of English, students with disabilities, or students from a low-socioeconomic background. The following are appended: (1) Bibliography of Resources for Multicultural Higher Education; (2) Publication Announcements; and (3) Call for Submissions.
Additional comments: The compiler has not had a chance to review the contents of this anthology in detail. However, a cursory review indicates that several of the chapters, in particular those dealing with best practices for promoting persistence and/or retention, may be of interest and relevance to our campus.

Fox, J. T. (n.d.). *Coming together to succeed.* Hamilton Square, NJ: MinorityNurse.com.
Full text available from MinorityNurse.com website at:
http://www.minoritynurse.com/features/undergraduate/02-14-01f.html.
This article discusses how support groups can enhance the academic and career readiness of minority nursing students.

Frisby, C. L. (1993). One giant step backward: Myths of black cultural learning styles. *School Psychology Review,* 22(3), 535-557.
The author argues that cultural learning styles do not come in black and white; that is, the idea of a black cultural learning style is fundamentally flawed and harkens back to an old racist perspective on education.

Gordon, V. & Habley, W. (2000). *Academic advising: A comprehensive Handbook*. San Francisco, CA: Jossey-Bass.
Additional information available from National Academic Advising Association website at:
http://www.nacada.ksu.edu/Publications/jbbook.htm.

Guild, P. B. (2001). *Diversity, learning style and culture*.
Full text available from New Horizons for Learning website at:
http://www.newhorizons.org/strategies/styles/guild.htm.

Haycock, K. (2006). *Promises abandoned: How policy choices and institutional practices restrict college opportunity: A report by the Education Trust.*

This article addresses the issue of how education has become another agent of stratification in our country. The highest-achieving low-income students in the U.S. go directly to college at the same rates as the lowest-achieving students from wealthy families.
Best Practices/Recommendations: (1) Institutions must put the needs of low-income students first before any monies go to students who can afford to pay for their educations. (2) Institutions must redefine "quality" when looking at new students. Institutions should be recognized for what they do for the students they admit instead of bestowing status on schools who only admit students who would be successful wherever they go. (3) Encourage states to provide more need-based student aid programs and distribute it to the students with the greatest financial need.

Hyatt, R. (2003). Barriers to persistence among African American intercollegiate athletes: A literature review of non-cognitive variables. *College Student Journal*, 37(2), 260-275.
Full text available from Academic Search Elite database at:
http://ezproxy.humboldt.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=10049290&site=ehost-live.
Abstract from citation: For many universities which sponsor intercollegiate athletics programs, it is a constant battle to maintain the balance between academic success and competitive success. There is a great deal of criticism and discussion both on and off college campuses regarding the low graduation rates of athletes, particularly African American males competing in the sports of football and basketball. In response, the NCAA implemented legislation that focused on the academic progress of the student athletes. Additionally, individual institutions hasten to implement academic and student service programs aimed at improving the graduation rates of athletes on their campuses. Unfortunately, these programs are often initiated without gaining an understanding of the student population they are designed to serve. Understanding the variables affecting *persistence* in a particular student population, at a particular institution is the first step in developing retention programs. There are many variables that affect *persistence* in college students. The variables are typically categorized as either cognitive (intellectual) or non-cognitive (attitudinal or motivational). The purpose of this article is to heighten the reader's awareness about the role non-cognitive variables may play in *persistence* among African American student athletes.
Additional comments: In this literature review, the author explores the impact of non-cognitive personal and institutional variables upon the persistence and, by extension, the retention of African American student athletes. These variables include commitment, integration, discrimination, and isolation. Hyatt notes that "research has demonstrated that traditional measures of cognitive variables correlate with persistence in the traditional white college student population, but not in the non-traditional, non-while student population" and, further, that "non-cognitive variables may play a more important role in the persistence of non-traditional minority college students." The author highlights the importance of each institution analyzing its own unique mix of variables and investigating "the profile of persistence on its campus," since "there is not a common college experience."

Jenkins, M. (1999). Factors which influence the success or failure of American Indian/Native American college students. *Research and Teaching in Developmental Education*, 15(2), 49-54.
The author discusses a variety of barriers to college access, including inadequate financial resources and pre-college preparation.

Latino student mentoring program (2006). Arcata, CA: Humboldt State University, Learning Center.
Su Karl, Carmen Colunga, and Jyoti Rawal of HSU's Learning Center conceptualized a

pilot program to offer incoming students access to leaders or mentors who could identify with their family and cultural experiences. The need for the program arose from conversations between Latino student leaders and the Student Affairs administration regarding retention issues; some of the student leaders expressed interest in a peer mentoring program to connect and support new incoming students, as well as continuing students. A group of eight to ten paid mentors participated in a one-unit structured mentor training program in Spring 2006, in preparation for taking on a class of mentees in Fall 2006. Training included theory and practice of leadership, role modeling, cultural competency, and effective communication. Mentors also became well versed in campus culture and navigating the academic system, as well as making connections with key faculty and staff who support Latino and Chicano students. The long-term goals of this program include extending it to other cultural groups.

Levitz, R. S., Noel, L., & Richter, B. J. (1999). Strategic moves for retention success. *New Directions for Higher Education,* 27(4), 31-49.
Full text available from Academic Search Elite database at:
http://ezproxy.humboldt.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=9180336&site=ehost-live.
Abstract from citation: Three retention and enrollment management experts share their most effective innovations and best practices that have achieved cost-effective results. Tables provide data on dropout rates, graduation rates, and results of a student satisfaction rating survey of four-year colleges and universities.
Additional comments: The authors recommend that an institution focus on the freshman-year experience for the maximum return to the university. Institutions "can control their dropout rates… based on the energy and effort that is put into getting students started right on the path into and through the first year of college." Further, "the most efficient way to boost graduation rates is to reduce the first-to-second-year attrition rate." Institutions that have been successful in this area have focused on providing personal and programmatic student support services through orientation, advising, and introductory course experiences, employing strategies that are proactive and intrusive. The authors promote the use of the Noel-Levitz Retention Management System (RMS) and Student Satisfaction Inventory (SSI), as tools to help an institution assess the quality of the student experience and achieve campus retention goals.

Lomawaima, K. T. (1999). The unnatural history of American Indian education. In K. G. Swisher and J. W. Tippeconnic, III (Eds.), *Next steps: Research and practice to advance Indian education* (pp. 3-31). Charleston, WV: Appalachia Educational Laboratory.

Loo, C. M., and Rolison, G. (1986). Alienation of ethnic minority students at a predominantly white university. *The Journal of Higher Education,* 57(1), 58-77.
Full text available from JSTOR database at:
http://www.jstor.org/view/00221546/di962499/96p03924/0.
The researchers assessed the extent and nature of sociocultural alienation and academic satisfaction among ethnic minority students at a small campus (6,000 students) of the University of California in an effort to determine whether their alienation and satisfaction differed significantly from that of White students and to assess similarities and differences in the attitudes of White and minority students (p. 59). They found that sociocultural alienation of minority students in a predominantly White university is greater than that of White students and that feelings of cultural domination and ethnic isolation are the forms in which this alienation is

experienced. They also found that sociocultural alienation can be distinct from academic satisfaction; that is, while academic excellence in curriculum programs, and teaching and accessible or supportive faculty contribute to satisfaction with the academic institution, ethnic minority students can still feel socioculturally alienated….Hence, no matter how outstanding the academic institution, ethnic minority students can feel alienated if their ethnic representation on campus is small. Furthermore, unlike White students, ethnic students' retention rates may be just as much a function of sociocultural alienation as of academic factors (pp. 71-72).

According to the authors, several institutional factors…can counter academic and sociocultural alienation of minority students and promote their success: (1) a higher proportion of ethnic minority representation in the student population; (2) the presence of a residential, sociopolitical, academic community on campus that provides cultural support where the larger university seems ethnically unsupportive; (3) strong student support services (such as EOP, financial aid, and career planning and placement) that effectively serve minority students; (4) increased numbers of ethnic minority faculty to whom minority students can comfortably relate; and (5) supportive and accessible faculty who impart a sense of academic and personal worth to students (p. 72).

Melendez, M. C. (2006/2007). The influence of athletic participation on the college adjustment of freshmen and sophomore student athletes. *Journal of College Student Retention*, 8(1), 39-55. Citation available from Onmifile Full Text Mega database.
Abstract from citation: A study examined the relationship between race/ethnicity, gender, athletic participation, and college adjustment. Participants were 207 freshmen and sophomore college student athletes and non-athletes. The results indicate that student athletes reported higher scores on academic adjustment and general institutional attachment than their non-athlete peers; that race/ethnicity did not influence college adjustment for this group of students; that females demonstrated higher scores on academic adjustment, social adjustment, and institutional attachment subscales; and that minority females reported higher scores on the academic adjustment subscale than their majority and male peers.

Metzner, B. S. (1989). Perceived quality of academic advising: The effect of freshman attrition. *American Educational Research Journal*, 26(3), 422-442.
Full text available from JSTOR database at:
http://www.jstor.org/view/00028312/ap040104/04a00050/0?currentResult=00028312%2bap040104%2b04a00050%2b0%2cFBBA2A&searchUrl=http%3A%2F%2Fwww.jstor.org%2Fsearch%2FBasicResults%3Fhp%3D25%26si%3D1%26gw%3Djtx%26jtxsi%3D1%26jcpsi%3D1%26artsi%3D1%26Query%3Dmetzne.
This article provides a wonderful chart resource to help academic advisors route students with specific problems to the proper office, organization, or individual on the Bloomington Campus of Indiana University-Purdue University. HSU might consider developing such a resource for advisors.

Miksch, K, Higbee J, et al. *Multicultural Awareness Project for Institutional Transformation: MAP IT* (2003). Twin Cities, MN: University of Minnesota, Multicultural Concerns Committee and Center for Research on Developmental Education and Urban Literacy.
Full text available from University of Minnesota website at:
http://education.umn.edu/CRDEUL/pdf/map_it.pdf

This report discusses 10 guiding principles for transforming an institution, and how to make the findings of research done for primary and secondary school applicable to higher education.

Muraskin, L. (1997). *"Best practices" in Student Support Services: A study of five exemplary sites. Followup study of Student Support Services programs*. Rockville, MD: Westat, Inc.; Washington, D.C.: Office of Planning, Budget, and Evaluation.
Full text available from ERIC Open Access database at: http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2a/a6/a5.pdf.
Abstract from citation: This report examines best practices in the delivery of Student Support Services (SSS), one of the three Special Programs for Disadvantaged Students known as the TRIO programs. Data have shown that participation in student support services has a positive effect on student outcomes, but many participants do not receive enough services to receive significant benefits. This study was based on case studies that were conducted of five local projects in 1996 drawn from 30 projects in the National Study of Student Support Services, a longitudinal survey of students begun in 1991. The five sites ranged from a small, rural community college to a large state university and also included an historically Black college and a small-town branch of a large, public institution. The most important common practices across the projects were: (1) a project-designed freshmen-year experience; (2) an emphasis on academic support for developmental and popular freshman courses; (3) extensive student service contacts; (4) targeted participant recruitment and participation incentives; (5) dedicated staff and directors with strong institutional attachments; and (6) an important role on campus. The dynamics of different modes of service are summarized. These include discussion of group learning, active counseling, and integrated services. Appended are reports of project characteristics in 1992 and 1996 and project budgetary information for 1995-96.
Additional comments: This report shows that participation in the Student Support Services (SSS) program "positively affects student outcomes, including grade point average and college retention." Challenges to successful implementation of this program include the need for more resources and improvement of SSS performance assessment. The author discusses literature and research on other effective practices which are characterized as student integration and retention, informal group learning, and reform of developmental education. For student integration and retention, Muraskin notes that "non-cognitive factors are equally important to, if not more important than, academic performance in college retention" and that "isolation from the academic and social experiences that foster integration increases the likelihood of withdrawal." In terms of group learning, "informal group study among students who are academically at risk appears to enhance academic performance and retention." Such study groups can be organized by a number of commonalities, e.g., race, ethnicity, department, subject area, etc. Finally, the author mentions growing concerns with the modality of instruction geared to under-prepared college students, particularly in English and mathematics, noting that the more successful approaches emphasize "teaching basic skills through content and writing."

Noel-Levitz, Inc. *Retention excellence awards*.
Further information available from Noel-Levitz website at: https://www.noellevitz.com/Papers+and+Research/Retention+Excellence+Awards/. Description from website: The Lee Noel and Randi Levitz Retention Excellence Awards program was established in 1989 to honor the retention achievements of postsecondary institutions throughout the United States and Canada. Each year, awards are given to recognize the most successful, state-of-the-art retention programs in use at many kinds of institutions, with many different target

groups of students. Nominees for awards are judged on identifiable and measurable institutional outcomes, originality and creativity, use of resources, and adaptability for use at other institutions. Winners are selected by a national panel comprised of leading campus-based retention practitioners. Additional comments: This site highlights successful higher education student retention programs, which the Noel-Levitz panel has been selecting for its Retention Excellence Award each year since 1990. It would be instructive to review the profiles of the award winners to select a comparable group of cohort institutions and discern the strategies that they have employed to help retain their students.

Obiakor, F. E. & Harris-Obiakor, P. (1997). *Retention models for minority college students*. Emporia, KS: Research and Creativity Forum, Office of Graduate Studies and Research, Emporia State University.
Full text available from ERIC Open Access database at: http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/26/16/b3.pdf.
Abstract from citation: This paper discusses retention techniques that can be used with minority students at predominantly white colleges, focusing on four phases that are critical to the retention and academic achievement of minority students: acceptance, acclimatization, responsibility, and productivity. In the acceptance phase, the college community should attempt to convince minority students very early that it is interested in them and that help is available for them to maximize their potential. The acclimatization phase involves building a positive racial climate and the incorporation of clearly stated retention policies. To foster minority student responsibility, minority program directors should organize a leadership seminar that addresses the organizational structure of the college and its relationship to the community, profiles an effective leader, parliamentary procedures for conducting an effective meeting, and an overview of management skills. In the productivity phase, the minority networking milieu should endeavor to destroy the stereotypes that hinder acceptance into the mainstream of academic life at white colleges.
Additional comments**:** The abstract provided with the citation fairly well summarizes the main points in this paper. The basic premise is that much attention has been given to increasing the number of underrepresented students enrolled at predominantly White colleges. However, in order "to retain minority students and assure their academic success, the college community, especially the minority faculty and student populace, must make pragmatic commitments to the acceptance, acclimatization, responsibility

Ortega, J. (2007). *Humboldt State University Facilities and Student Centers that support and promote inclusiveness, academic excellence, and community building* (unpublished inventory prepared for WASC Theme 2 Action Team).

Pavel, D. M. (1999). American Indians and Alaska Natives in higher education: Promoting access and achievement. In K. G. Swisher and J. W. Tippeconnic, III (Eds.), *Next steps: Research and practice to advance Indian education* (pp. 239-258). Charleston, WV: Appalachia Educational Laboratory.

Perry, T., Steele, C., and Hilliard, A. G., III (2003). Stereotype threat and African-American student achievement. In *Young, Gifted, and Black : Promoting High Achievement Among African-American Students.* Boston, MA: Beacon Press.
This chapter is based on a 1995 article which outlines a theory proposing the existence of

socially-constructed external, situational threats perceived by non-dominant groups which compromise their ability to perform to the standards of dominant groups. It discusses how relationships with faculty and their pedagogies can mitigate the threat and promote stronger academic performance.

Priest, R., and McPhee, S. A. (2000). Advising multicultural diversity: The reality of diversity. In V. Gordon & W. Habley, *Academic advising: A comprehensive handbook* (pp. 105-117). San Francisco, CA: Jossey-Bass.

Redden, E. (2007). Access and success—Is it either/or? *Inside Higher Ed*.
Full text available from Inside Higher Ed website at:
http://www.insidehighered.com/news/2007/02/02/california.

Report of the Oklahoma Higher Education Task Force on Student Retention (2002). Oklahoma City, OK: Oklahoma State Regents for Higher Education.
Full text available from ERIC Open Access database at:
http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/27/b7/30.pdf.
Abstract from citation: The Oklahoma State Regents for Higher Education appointed the Oklahoma Higher Education Task Force on Student Retention and charged the Task Force to: (1) review Oklahoma and national data on student attrition; (2) identify factors that contribute to student persistence in college; and (3) recommend specific initiatives to increase student retention and graduation. The Task Force used data from many sources in studying these aspects of higher education. Comparison of state and national persistence rates shows that freshman persistence at Oklahoma's comprehensive universities and two-year colleges is similar to, or better than, national peer institutions, but freshman persistence in Oklahoma's regional universities is significantly lower than national peer rates. Findings make it clear that Oklahoma college students are taking advantage of the well-developed system of transfer among state institutions. Only about 10% of freshmen at comprehensive universities and 21% of freshmen at regional universities are not enrolled somewhere in the state the following year. The Task Force identified barriers to student retention, whether financial, academic, social and personal, related to student services and advising, or related to future expectations and jobs. The Task Force also developed a matrix of common initiatives to improve student retention and identified best practices to improve retention. Recommendations of the Task Force include a focus on completion and improved student preparation for college. Six appendixes contain details of the study and the matrix of initiatives to improve student retention.
Additional comments: This task force conducted an exhaustive review of the practices in the field to help the State of Oklahoma improve the retention of its college students. The task force developed 16 specific recommendations, many of which could be adapted for use elsewhere, including focusing on persistence to completion, improving student preparation for college, and exploring collaboration between secondary schools and higher education.

Restoring college affordability: Acting far outside the box (August 2006). *Postsecondary Education Opportunity*, 170, 13-16.
Full text available from Postsecondary Education Opportunity website at:
http://www.postsecondary.org/archives/previous/170806_pg13-16.pdf

This editorial suggests that the financial aid system is broken and no longer meets the needs of the most financially needy students. College affordability for needy students has been in substantial decline since about 1980.
Best Practices/Recommendations: (1) Aggressively address the large unmet need students face (currently more than $31 billion nationwide and $4.6 billion in California). (2) Increase Pell Grants to match 1970's levels where they paid approximately 70% of the cost of college attendance. (3) Shift monies from less need-oriented aid programs to Pell Grants. (4) Encourage states to match Pell Grants since they have been responsible- through lack of financial support- for the increased educational costs for students.

Rueda, R. (1998). *Standards for professional development: A sociocultural perspective*. Santa Cruz, CA: University of California, Center for Research on Education, Diversity & Excellence.
Full text available from University of California, Berkeley website at: http://crede.berkeley.edu/research/pted/rb2.html.
This research brief discusses five standards in terms of sociocultural theory and explains how each standard supports the learning process underlying professional development.

Seidman, A. (2005). Minority student retention: Resources for practitioners**.** *New Directions for Institutional Research*, 125(Spring), 7-24.
Full text available from Academic Search Elite database at http://ezproxy.humboldt.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=16620871&site=ehost-live.
Abstract from citation: The author gives an overview of the main research findings concerning minority retention and graduation.
Additional comments: In this article, Seidman conducts a comprehensive review of the literature in an effort to identify the "programs that can help recruit, retain, and graduate minority students." The author sums up the commonalities that he has identified in successful programs using the formula: "Retention = Early Identification + (Early + Intensive + Continuous) Intervention." He goes on to say that "for a college to retain a student, he or she must be identified as early as possible as a student in need of help; what kinds of help needed must be determined as well, whether academic, social, or both." Although not legally binding, a written contract between the student and the institution can provide "some sense of legitimacy and validity to the demands of such students." Further, "providing this type of early identification and intervention throughout a student's precollege and college careers enhance the chances of student success in meeting academic and personal goals."

Swisher, K. (1994). American Indian learning styles survey: An assessment of teachers knowledge. *The Journal of Educational Issues of Language Minority Students*, 13, 59-77.
Noting the term "learning styles" has different meanings for different people, the author explores "current thinking about learning styles from the perspective of those groups closely associated with American Indian students, i.e., teachers and administrators of the schools attended by American Indian students." The purpose of the study was "to determine the extent of teacher knowledge about learning styles and to determine the extent to which this knowledge is applied in classrooms attended by American Indian students."

Teaching for inclusion, Chapter 1: Your diversity, the academic culture, and teaching and learning styles (2001). Chapel Hill, NC: University of North Carolina, Center for Teaching and Learning.

Full text available from Center for Teaching and Learning website at: http://ctl.unc.edu/tfi1.html.

Thomason, T. C. & Thurber, H. J. (1999). *Strategies for the recruitment and retention of Native American students. Executive summary*. Flagstaff, AZ: American Indian Rehabilitation Research and Training Center, Northern Arizona University.
Full text available from ERIC Open Access database at:
http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/8e/f6.pdf.
Abstract from citation: This paper describes issues involved in increasing the number of Native American students in higher education, with a specific focus on psychology and rehabilitation training programs. The paper also describes many specific strategies for use by colleges and universities to recruit, retain, and graduate Native American students. Three sections cover strategies to improve recruitment, strategies to improve retention, and model programs and best practices. Recruitment geared towards minorities is different from the recruitment of Anglo students. Strategies include tailoring the admissions process to fit the needs of Native American culture, addressing bias in admission standards, beginning recruitment early, making recruiters aware of minority issues, advertising culturally appropriate programs and support services, and involving Native communities in recruitment efforts. While recruiting minority students can be a challenge, retaining them in school can be even more difficult for institutions. Students face four main potential barriers that affect retention: financial need, the environment of the institution, student characteristics, and academic support. Many specific examples of programs that can aid in the retention of minority students are described. The section on model programs and best practices suggests that rather than reinvent the wheel, models that have been used previously and have reported positive outcomes can be replicated. Programs that have been implemented in North Dakota, California, New York, Arizona, Florida, and Ohio are highlighted.
Additional comments: The purpose of this paper was to discuss the issues and challenges that specifically impact Native Americans in higher education, and then outline programs and best practices that institutions employ to improve the recruitment and retention of those students. The authors note that "recruiting more minority students into higher education is a challenge, but retaining them in school can be even more difficult for the institutions." In addition, "the success of retention programs depends on intensified recruiting, advising, faculty mentoring, financial aid, housing, academic support, and policy changes." The authors offer ideas gleaned from the literature as to how institutions can help students overcome the four main potential barriers that determine whether he or she will remain in school. They conclude by highlighting exemplary programs that are being employed at a variety of institutions of higher education, including San Diego State University, the University of Arizona, Florida Atlantic University, and the University of North Dakota.

Time for a fundamental re-evaluation of the bad policy decisions of the 1990s (November 2002). *Postsecondary Education Opportunity*, 125, 1-7.
Full text available from Postsecondary Education Opportunity website at:
http://www.postsecondary.org/archives/previous/1251102Editorial.pdf.
This article looks at the federal and state policies on financial aid that have served to limit access to higher education for the most financially needy students. It criticizes in particular programs such as state merit scholarship programs, federal Hope and Lifetime Learning tax credits, and tax incentives for prepaid college tuition and college savings programs.
Best Practices/Recommendations: Create an addition to the Pell Grant program that doubles the size of the Pell award for students with zero expected family contributions who complete a

college-preparatory curriculum in high school. This would provide a strong incentive for students to take courses that prepare them for college and will engage states in the process of helping low-income students attend college.

Weaver, H. N. (2000). Balancing culture and professional education: American Indians/Alaska Natives and the helping professions. *Journal of American Indian Education,* 39(3), 1-18. Full text available from Omnifile database at: http://vnweb.hwwilsonweb.com/hww/shared/shared_main.jhtml?_requestid=59038.

Zimar, H. (2007). More public institutions help low-income students graduate debt-free. *American Association of Collegiate Registrar's and Admissions Officers Newsletter*. This article examines the growing trend of a number of public universities who are waiving or reducing fees for low-income students. Best Practices/Recommendations: (1)University of North Carolina-Chapel Hill is waiving tuition, fees, room and board for all students who are at or below 200% of the federal poverty line. The program has led to an increase in the diversity of the campus. (2)The University of Louisville plans to offer a program that will pay for the remainder of the cost of attendance not covered by federal aid for nearly 150 students each year. (3)The University of Washington will begin its Husky Promise program which guarantees a tuition-free education to all new students who are at or below 65% of the state's median family income. They expect 5,000 students to qualify in fall 2007.

APPENDIX F OF THEME 2 REPORT: Summary of Best Practices For Retaining Diverse Faculty

Though the articles didn't necessarily differentiate, it seems appropriate to acknowledge that the practices seem to fall into two categories: "to help support minorities within a majority campus climate" and "ways to cultivate a more diverse campus climate." The former category had "best practices" that tended to be specific in task, but usually applicable to all new faculty, so that category often morphed into "how to help new faculty adjust to university expectations" with special reference to the needs of faculty of color in meeting these expectations. The practices toward changing campus climate were often short on details and long on generalities, like "develop systematic ways to address inequities in the hiring and promotion of faculty of color."

If one incorporates the suggestion of broadening definitions of scholarship and creative activities for the RTP process and recognizes that minority faculty often are the scholars articulating these definitions, then you have a practice that is addressing inequities in the hiring and promotion of faculty of color. This is "best practice" in two ways—it enriches the campus' own process of debating such definitions; and, as the campus climate reflects that shift in understanding of scholarship, it supports retention of faculty of color who often have chosen avenues of scholarship and activity other than the majority culture's.

1. ***Before Arrival:*** At least three months in advance of arrival, inform new faculty members of their course assignments, class sizes, expectations for office hours, approximate academic preparation of students in classes, etc.

2. ***Upon Arrival:*** Briefly and enthusiastically welcome faculty in multiple university settings, including first day of classes, enthusiastically introducing them to faculty, staff, and students. This courtesy should show genuine appreciation for the expected contributions of the faculty member to the campus. Senior faculty can introduce new faculty to informal and formal networks of colleagues (including Internet networks), offer to collaborate with them on research or teaching projects, and invite them to lunch or cultural and sporting events. ***Persist in reaching out, or isolation will set in.*** (If senior faculty members need training to feel comfortable around new faculty whose gender, race, religion, social class, or ethnicity differs from their own, it should be provided.)

3. Provide year-long orientations for newcomers beyond the pension plan, medical coverage options, etc. Sessions should concentrate on topics that help them survive and adjust well; e.g., time management, services that the campus can provide them, off-campus housing and personal services, etc. Offer faculty development workshops that promote active learning, a variety of pedagogical techniques and devices, classroom technology management, effective advising, and meeting requirements for tenure. ***NOTE:*** Any glitches in equipment or other promised resources should be addressed immediately; otherwise, seeds of mistrust are sown.

4. Provide instrumental mentoring—senior colleagues in a department who assist younger colleagues in presenting at conferences, giving critiques of scholarly work and asking the younger colleague to critique senior colleagues' work, assist networking within the discipline at conferences, etc. (This was cited as something that needs to be done more consciously by colleagues for minority faculty due to the majority culture unconsciously supporting them less.) Mentee-readiness workshops should be held for junior faculty so they can get optimal benefit from the faculty mentoring relationship.

5. Protect junior faculty from excessive teaching, advising, and service assignments. Initial course assignments should be familiar to new faculty, and they should not be overtaxed (especially new women and minorities) with assignments as the "diversity" member of campus committees. The chair should help new faculty choose committee assignments that will facilitate their scholarly enterprises.

6. Assess and monitor pre-tenure faculty members' teaching, research, and service with respect to progress in meeting tenure requirements. Coach new faculty members on ways to remedy any teaching difficulties or concerns raised in student evaluations of them. Assist them in developing a three- or five-year plan for scholarship, publications, and teaching so that essential resource requirements can be determined and met. Monitor tenure and promotion reviews.

7. Monitor promotions, salaries and other benefits (e.g., lab space, research support, etc.) to women and minorities to ensure equity within departments/disciplines. Advance women and minorities into leadership positions. When senior faculty (including women and minority faculty) willingly step up to champion diversity, recognize and support their efforts—and give them more power/authority to effect change in the campus climate.

APPENDIX G.1 OF THEME 2 REPORT

Theme II Implementation Chart

	Programs doing self-study	Programs Identifying/ Implementing Best Practices	Programs in second year of implementation —committee check-in	Programs generating report of three years of implementation/ results	Programs self-directed in diversity plan for inclusive academic excellence; included in prog. rev. process
2007-08	F, G, H, I, J	A, B, C, D, E (from pilot group)			
2008-09	K, L, M, N, O	F, G, H, I, J	A, B, C, D, E		
2009-10	P, Q, R, S, T	K, L, M, N, O	F, G, H, I, J	A, B, C, D, E	
	University is	conducting search	for Director of Equity,	Diversity and	Retention
2010-11	U, V, W, X, Y	P, Q, R, S,T	K, L, M, N, O	F, G, H, I, J	A, B, C, D, E
	Director of	Equity, Diversity &	Retention begins work,	including oversight of	ten-year implementation process
2011-12	Z, AA, BB, CC, DD	U, V, W, X, Y	P, Q, R, S, T	K, L, M, N, O	A, B, C, D, E, F, G, H, I, J
2012-13	EE, FF, GG, HH, II	Z, AA, BB, CC, DD	U, V, W, X, Y	P, Q, R, S, T	A,B,C,D,E, F,G,H,I,J, K,L, M, N,O
2013-14	JJ, KK, LL, MM, NN	EE, FF, GG, HH, II	Z, AA, BB, CC, DD	U, V, W, X, Y	A,B,C,D,E, F,G,H,I,J, K,L, M, N,O, P,Q,R,S,T
2014-15	OO, PP, QQ, RR, SS	JJ, KK, LL, MM, NN	EE, FF, GG, HH, II	Z, AA, BB, CC,DD	A,B,C,D,E, F,G,H,I,J, K,L, M, N,O,P,Q,R,S,T,U, V,W, X,Y
2015-16	TT, UU, VV, WW, XX	OO, PP, QQ, RR, SS	JJ, KK, LL, MM, NN	EE, FF, GG, HH, II	A,B,C,D,E, F,G,H,I,J, K,L, M, N,O,P,Q,R,S,T,U,V,W, X,Y, Z, AA, BB, CC, DD
2016-17	YY, ZZ, A3, B3, C3	TT, UU, VV WW, XX	OO, PP, QQ, RR, SS	JJ, KK, LL, MM, NN	A,B,C,D,E, F,G,H,I,J, K,L, M, N,O, P,Q,R,S,T,U,V, W, X,Y, Z, AA, BB, CC, DD, EE, FF, GG, HH, II

APPENDIX H OF THEME 2 REPORT

Department Assessment Binder:

Learner Outcomes and Assessment

Note: The following pages were placed in binders and distributed to each department.

Program Assessment Binder

The purpose of this binder is to help programs organize their assessment-planning cycle.

As a community of scholars engaged in the education of students, we approach the process of assessment as a means of conducting research into a central aspect of our shared mission: fostering the learning of our students. Specifically, program assessment is a research process intended to address the following research question: *How well are our students learning what we intend them to learn?* The natural corollary to this question, for an education institution, is this: *How can we help them learn more?*

Like research in our disciplines, research into student learning has a protocol. It begins with articulating the central purpose – the driving force – of the program, and goes on to identify the steps (goals) that move the program toward fulfilling that mission. Based upon the mission and goals, the program then identifies its most important outcomes: the specific actions that it intends its students to perform as a result of their participation in the program. Once these outcomes are identified, the program can survey and adjust its curriculum to be sure that the outcomes are addressed appropriately, and it can also plan ways of evaluating how well the students are performing the intended outcomes. Once an outcome is assessed, the results – like any research data – are analyzed for insights into how well the program seems to be building students' performance. This analysis may suggest specific changes that need to be made to the program, and once the changes are made, the cycle begins again.

Many programs become concerned when identifying outcomes and measuring student performance. They worry that student performance may not reflect well on the program's efforts, or that the assessment itself will be flawed, making it difficult to draw conclusions about the program. These worries are natural, but they also reveal misconceptions about program assessment, especially as regards WASC requirements.

While student performance of our intended outcomes is a central concern to us as faculty, accreditation agencies like WASC are most concerned at this point with our own performance. That is to say, what WASC wants to see is that we are seriously engaged in the kind of action research that defines the desired student performance, gives us specific information about how students are actually performing in those areas, and applies that performance data to change curriculum and pedagogy. Further, WASC intends that we conduct such research continuously, rather than periodically. And they fully understand that some assessments will yield better information than others; what they want to see is what kinds of changes we make – in assessments and/or programs – when the results we get are negative or difficult to interpret.

In short, WASC asks that we be meaningfully and intentionally engaged in ongoing research on fostering the learning of our own students. They are not benchmarking the performance of our students; instead, they are benchmarking our own curiosity as regards how well our programs are doing in producing the kinds of learning we intend for our students.

Assessment Timeline

Date Due	Task	Date Completed
April 1, 2006	Statement of program Mission and Goals to Undergraduate Studies	
May 1, 2006	Assessment plan for at least one program goal articulated through Learning Outcomes to Undergraduate Studies	

2006-07
Implementation of assessment activities for the identified program goal

Feb16, 2007	Assessment Liaison meeting. **Bring your Assessment Binder** (12:00-2:00)	
March 23, 2007	Full statement of program learning outcomes to the UCC/Senate Joint Assessment Committee. Initial course coverage map of learning outcomes.	
April 6, 2007	Assessment Liaison meeting. Feedback to program on statement of program learning outcomes from Joint Assessment Committee (12:00-2:00)	
May 1, 2007	Revised (if necessary) statement of program learning outcomes to Undergraduate Studies, for inclusion in 2008-09 HSU Catalog	
May 25, 2007	Report of 2006-07 assessment activities to Undergraduate Studies	

2007-08
Implementation of program or other modifications resulting from 2006-07 assessment activities
Development and implementation of assessment activities for next set of learning outcomes.

Oct 15, 2007	Map of learning outcomes on course curriculum completed.-Full assessment cycle plan completed.	
November 2007	Institutional Capacity and Preparatory Review report due to the WASC visiting team.	
February 2008	**WASC Institutional Capacity and Preparatory Review visit to campus. Team will be checking to see if every program has learning outcomes and assessment plans in place.**	
May 25, 2008	Report of 2007-08 assessment activities to Undergraduate Studies	

Mission and Goals

Mission and *Goals* focus on the department or program itself.

- The *mission* of a department or program is its shared sense of purpose, the reason for its existence:
  - *The overall mission of the Department of Epidemiology is to provide rigorous training in the fundamentals and practice of Epidemiology, and to contribute to the understanding of the etiology and prevention of disease, and the improvement of the health of the public through excellence in research*. (UW School of Public Health and Community Medicine)
  - *The Department of Special Education's primary mission is to prepare educators to work with children, youth and adults with disabilities to be academically and socially successful life-long learners.* (University of Missouri-Columbia)
  - *The mission of the BSME degree program offered by Department of Mechanical Engineering is to provide our students with undergraduate educational experiences which give them a sound basis for professional practice and a career of lifelong learning. Its goal is that students learn fundamental principles of mechanical engineering and master engineering methods to solve challenging problems and to communicate these solutions to the technical and non-technical community. The faculty is dedicated to accomplishing this mission through the integration of teaching and research*. (Tufts University Mechanical Engineering program)

- The academic program *goals* are the steps that the department will take in order to fulfill the educational aspects of its mission:
  - *Provide students with educational experiences that prepare them for continual learning and productive careers in engineering as well as other professions.*
  - *Offer high-quality instruction that encompasses not only the technical content but also makes students aware of the societal implications of technology.*
  - *Present a curriculum built on fundamental principles of mathematics, sciences, and engineering that utilizes departmental disciplinary strengths and gives students the ability to integrate and apply these principles.*
  - *Teach the curriculum through integrated experiences in analysis, computation, experimentation, design and fabrication.*
  - *Include individual and team-based experiences in problem definition and solution and the communication of these solutions to the technical as well as non-technical communities.*
  - *Encourage students, through advising and curriculum structure, to pursue individualized plans of study including elective courses, internships and undergraduate research.*

(Tufts University Mechanical Engineering program)

Please note that each program within your department will have its own mission and goals.

Outcomes
(Also referred to as student outcomes, learning outcomes, or learner outcomes.)

While the Mission and the Goals refer to what a department or program is and does, the Outcomes refer instead to what *students will be able to do as a result* of their involvement with the department or program.

Step 1. As explained on pages 9-11 of the Assessment Workbook, outcomes are phrased as student actions. They can be thought of as answers to the question, 'how do you know that the program has achieved this goal?' For example, imagine that one goal for a program is to prepare its students to think critically. How would it know whether it had achieved that goal – what are some student behaviors that might indicate critical thinking? Here are a few possibilities:

- Choosing appropriate evidence to construct an argument
- Acknowledging the merits of opposing viewpoints
- Qualifying general statements
- Actively seeking alternative points of view
- Asking good questions
- Objectively describing plausible alternatives to their own hypotheses

An outcome not only identifies a specific student behavior, but that behavior is also measurable. Each of the critical-thinking behaviors listed above could be elicited and then evaluated, giving the program important information that can be used in enhancing its curriculum and its learning activities.

The department/program's mission and goals will determine the learning outcomes that it expects of its students:

Goal	**Outcome**
Prepare students to continue developing as professionals throughout their careers.	Students will design a detailed professional-development plan, identifying central questions and appropriate sources to guide ongoing renewal.
Provide a comprehensive background in qualitative and quantitative research approaches.	Students will be able to identify an issue of interest in the field, construct an appropriate research question, and describe the relative advantages of quantitative and qualitative approaches to addressing the question.

It is important to keep the number of outcomes manageable – around five to seven.

Step 2. Once the outcomes have been determined, the next step for a program is to identify where each of the outcomes is addressed in its curriculum. In which course(s) are students introduced to the concept or skill? In which course(s) do they practice, apply, and develop the concept or skill? In which course(s) are the students' mastery of the concept or skill measured? The goal here is to seek cohesion in the program's curriculum.

Several approaches to creating these grids are possible, and a few are illustrated below; each department or program must determine how best to approach this kind of collective analysis.

A) Course x Program Outcomes Alignment: Presence/absence ("x" denotes that the outcome is addressed in the course, and the absence of an "x" denotes that it is not)

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
100	X		X		
101	X	X			X
200			X		
201		X			
270					X
300					
365	X	X	X		X

B) Course x Program Outcomes Alignment: Stages of development ("I" means that the concept/skill is introduced, "D" means that it is further practiced and developed, "M" means that mastery can be demonstrated at this point)

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
100	I, D		I		
101	D	I	D		
200			D		
201		D			
270					I
300					
365	M	M			D, M

C) Course x Program Outcomes Alignment: Intensity ("1" denotes that the concept/skill is lightly addressed in the course, "2" means that it is more thoroughly addressed, and "3" means that it is a major focus of the course)

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
100	3		1		
101	1	2			2
200			1		
201		1			
270					3
300					
365	1	3	2		1

No matter which approach the program takes to "mapping" the outcomes onto the curriculum, the process should engage everyone in honest analysis of the curriculum and its cohesion.

Assessment Planning

What is your multi-year assessment plan? You should have a timeline with tentative indication of who will be involved in the assessment activity and where the assessment data will come from. It might look something like this.

2006-077:

Embedded assessment in introductory and culminating courses of Learning Outcome #1. Objective is to see if there is greater mastery demonstrated by students in culminating course than in introductory course. Faculty teaching those courses will develop essay assignment that will be given to students in these courses.

2007-08

Assessment of Learning Outcome #2 using student group projects in culminating courses. Objective is to see if projects demonstrate students' communication and collaborative skills. Professors…… will evaluate projects.

2008-09

Assessment of student mastery of Learning Outcome #3 by surveying graduates' employers. Objective is to see if employers satisfied with skill level of our graduates. Survey to be developed by ….. Contact Alumni relations office for employer information.

If changes were implemented on the basis of the 2006-07 assessment results, brief* replication of Learning Outcome #1 assessment activity to see if changes are producing desired results.

2009-2010

Assessment of Learning Outcome #4 using student reflection papers on Service-Learning activities. Objective is to see if students are integrating substantive theory and service experience. Professors… will evaluate reflection papers.

If changes were implemented on the basis of the 2007-08 assessment results, brief* replication of Learning Outcome #2 assessment activity to see if changes are producing desired results

2010-11

Embedded assessment in introductory and culminating courses of Learning Outcome #1.

If changes were implemented on the basis of the 2008-09 assessment results, brief* replication of Learning Outcome #3 assessment activity to see if changes are producing desired results

And so on….

* "brief"---using same assessment methodology but perhaps in only one class, or sample a relatively small number of student products, or some other relatively small scale process.

Assessment Instruments

In this section accumulate your assessment instruments as you develop and use them. The intent here is to develop an ongoing record of how you constructed, scored, and evaluated you assessment activities. This should provide an easily accessible history of what your program had done, with documentation of what has been useful as technique/process, and what ideas you generate for improving the assessment process.

Include:

- The research question you sought to answer based on the assessment data.
- The assignment/activity/instrument used for the production of assessment data.
- The scoring guidelines (rubrics) employed for the assessment activity (See Allen, pp 26-31 and Section III for samples of rubrics and steps for developing rubrics).
- An evaluation of the assessment instrument and/or assessment process, noting what worked, what didn't work, and ideas for improving the assessment instruments and/or process. Accumulate a record of your experiences in assessment here.

Results
Tab 6

This is the results section for the data collected during the assessment phase. Where feasible, results should be tallied across time to show trends. Within the Data Summary Section organize sub-sections based on specific outcomes, with the results for each outcome arranged chronologically with the most recent data first. Clearly identify what assessment instrument was used and how/when it was administered.

Outcome 1: Students will demonstrate an understanding of the tension between meso- & micro- economic functions in labor markets.

For example: The essay rubric/scoring guide was applied to one essay question on the capstone final exam. The question was: How can U.S. economic policy encourage the development of a middle class in underdeveloped nations while supporting the economic opportunities of impoverished peoples in those countries?

The results can be either Quantitative: 1-poor 5-excellent

Writing Assessment EDUC 480	2006		2007	
	Mean	SD	Mean	SD
Articulates potential effects of gov. policy on wages in private enterprise	3.6	.67	3.8	.62
Identifies traditional wage pressures	4.2	.94	4.6	.60

Or Qualitative:

"The essay responses shifted slightly this year to put more emphasis on the balance between ensuring free labor unions with the resulting wage pressures and the availability of low wage jobs that serve a larger proportion of the population. This shift suggests a deeper understanding of the underlying economic and values tradeoffs than was evident in the past".

Annual Report
Tab 7
Semester ____ Year _____
Feedback and Actions Taken

1. List the outcomes assessed during the most recent cycle
    - Academic writing
        - Students will effectively integrate primary sources into their writing.
        - Students will develop a clear argument leading to a logical conclusion

2. Provide a brief description of how each outcome was assessed including the process and participants.
    - A random sample of student literature reviews completed in the Education Research course was selected and assessed by a faculty committee using a rubric developed for the task. A norming process involving common ratings of sample writings was conducted prior to the assessment.

3. Describe major findings from the assessment cycle
    - Students tend to report a series of studies, rather than integrate them into a coherent argument. The writing too often resembles an annotated bibliography. The average rating was a 2.8 on a 5-point scale
    - Student arguments tend to be linear, and reasonably effective. However, a common problem exists in that students will often introduce tangents, or elements which are not fully formed. The average rating was 3.4 on a 5-point scale.

4. Explain what actions are planned/were taken based on the assessment results and why.
    - The continued struggle to help students effectively write academic literature reviews led the committee to recommend a change in the core curriculum to create a co-requisite course in academic writing that is linked through a common project with the education research course. By tying the two courses together, we hope to provide a comprehensive process which supports the development of generalizable academic writing skills.

5. Put a copy of this report in your assessment binder.
   Send one copy of this report to the Office of Undergraduate Studies.