

HSU Academic Program Criteria

Academic Program in College Faculty Preparation Program (CFPP)

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

The CFPP is a discipline specific certificate program designed to better prepare the graduate student for a teaching career at the community college or university level. The certificate program (12 units) consists of 5 components: a discipline specific teaching methods course (based in an academic department), a higher education teaching methods course (Education 583), a professional development seminar (SP 684) with a mentored teaching internship (SP 683), and a capstone seminar (SP 685).

The CFPP prepares graduate students to be effective instructors in post secondary education and therefore address several components of the Vision Statement, specifically numbers 1, 5, 7, and 8. The CFPP provides direct instruction for graduate students on how to prepare and gain a teaching position in higher education. The CFPP design supports students for a career in a specific subject area of teaching at the postsecondary level and to be stewards of learning who will positively impact the lives of their future students (vision # 8).

In the fall of 1996, Humboldt State University and College of the Redwoods began discussing a joint effort to better prepare graduate students desiring academic teaching careers in the California Community College System. The CFPP started in response to the specific university vision #7 of partnering with CR to meet the needs of the local community, especially with respect to providing a well qualified teaching force for CR. The discussions highlighted concerns shared by both institutions, namely the limited preparation as teachers that faculty in higher education receive. While many doctoral programs in many disciplines are now including some formal teaching education for their graduate students, this emphasis is rare in master's levels programs, and it is the master's degree that is the "credential" for faculty at community colleges. HSU and CR embarked on a collaborative relationship in the fall of 1997 focusing on comprehensively preparing graduate students to become community college teachers who act in good conscience and whose preparation enables them to engage in informed action (vision #5). The CFPP was founded with an emphasis on committed cooperation between the two

institutions, first-hand experience, and mentoring for Humboldt's graduate students. The CFPP recognizes that a masters degree does not prepare highly skilled and knowledgeable individuals to be faculty members. Academic employers increasingly expect new faculty to be excellent teachers. More faculty need collaboration skills and they should be aware of how an educational program as a whole contributes to overall student growth. They are also expected to render professional service and engage in shared governance.

In the spring of 2000, this program expanded into a 12-unit graduate level certificate program. The program provides students with courses in both general and discipline-specific teaching methods. It also offers professional development seminars and a mentored teaching internship. The program has two tracks:

- The **community college** track allows students to do their teaching internship at College of the Redwoods.
- The **pre-doctoral** track provides internship opportunities at Humboldt State University.

Originally conceived as a certificate program for HSU's graduate students pursuing any of our master's degrees, the program was opened to individuals who had already completed a master's degree and wished to enroll at Humboldt in order to complete this certificate of study. The Graduate Council approved this in Spring 2002, and the departments that offer a master's degree chose whether they would evaluate and sponsor applicants for the certificate program. This action recognized that Humboldt would be the campus of choice (vision #1) for individuals preparing for a career in teaching and service.

The CFPP can prepare students for relatively high paying jobs and to strongly support workforce development in California. Median annual earnings of all postsecondary teachers in 2006 were \$56,120. The middle 50 percent earned between \$39,610 and \$80,390. The lowest 10 percent earned less than \$27,590, and the highest 10 percent earned more than \$113,450. Earnings for college faculty vary according to rank and type of institution, geographic area, and field. According to a 2006-067 survey by the American Association of University Professors, salaries for full-time faculty averaged \$73,207. By rank, the average was \$98,974 for professors, \$69,911 for associate professors, \$58,662 for assistant professors, \$42,609 for instructors, and \$48,289 for lecturers. Faculty in 4-year institutions earn higher salaries, on average, than do those in 2-year schools. An exception to this is in California where community college faculty tend to receive higher starting salaries.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data.

The current number of graduate students enrolled in the CFPP is 33. In fall 2008, 7 new students registered for the program. The masters degree program affiliation for the CFPP is shown below.

Masters Degree	Number Currently Enrolled Fall 2008 in CFPP
English – Teaching of Writing	7
Biology	2
Masters in Business Administration	3
Environmental Systems-Math Modeling	2
Environmental Systems-IDT	1
Environmental Systems-Energy, Environment, Society	1
Theatre	4
Social Science – Env & Community	4
Kinesiology	3
Psychology – Academic Research	1
Natural Resources-Wastewater Utilization	1
Natural Resources-Planning	1
Education	2
Sociology	1

2. FTES by Course Code

NOT APPLICABLE

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

NOT APPLICABLE

4. Comment on the internal demand **for the certificate**. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

As a certificate companion program to a masters degree program, enrollment is somewhat dependent on the total number of graduate students at the university. The total number of graduate students has dropped from a high of 540 in 2003 to a low of 448 in 2006. Enrollment in fall 2008 has risen to 481 graduate students. The highest number of graduate students based on certificates awarded (2000-01 to 2007-08) are from the graduate programs in College of Arts, Humanities and Social Sciences. Graduates from each college (2000-2008):

College of Arts Humanities and Social Sciences: 105

College of Professional Studies: 8

College of Natural Resources and Sciences: 2

The current headcount includes 7 students from English, a Department within the College of Arts, Humanities and Social Sciences. Approximately 6.8% of all graduate students are enrolled in the CFPP.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

The Occupational Outlook Handbook (US Department of Labor 2008-09 Edition) presents information on job outlook for postsecondary teachers (see chart below). Employment of postsecondary teachers is expected to grow much faster than average as some of the jobs will be part-time and non-tenure-track positions. Retirements of current postsecondary teachers should create numerous openings for all types of postsecondary teachers, so job opportunities are generally expected to be very good, although they will vary by the subject taught and the type of educational institution.

PROJECTION DATA FROM THE NATIONAL EMPLOYMENT MATRIX (source: Occupational Outlook Handbook)

OCCUPATIONAL TITLE	SOC CODE	EMPLOYMENT, 2006	PROJECTED EMPLOYMENT, 2016	CHANGE, 2006-16	
				Number	Percent
Postsecondary teachers	25-1000	1,672,000	2,054,000	382,000	23

Postsecondary teachers are expected to grow by 23 percent between 2006 and 2016, much faster than the average for all occupations. Because of the size of this occupation and its much faster than average growth rate, postsecondary teachers will account for 382,000 new jobs, which is among the largest number of new jobs for an occupation. Projected growth in the occupation will be primarily due to increases in college and university enrollment over the next decade. This enrollment growth stems mainly from the expected increase in the population of 18- to 24-year olds, who constitute the majority of students at postsecondary institutions, and from the increasing number of high school graduates who choose to attend these institutions. Adults returning to college to enhance their career prospects or to update their skills also will continue

to create new opportunities for postsecondary teachers, particularly at community colleges and for-profit institutions that cater to working adults. However, many postsecondary educational institutions receive a significant portion of their funding from State and local governments, so expansion of public higher education will be limited by State and local budgets.

A significant number of openings in this occupation will be created by growth in enrollments and the need to replace the large numbers of postsecondary teachers who are likely to retire over the next decade. Many postsecondary teachers were hired in the late 1960s and the 1970s to teach members of the baby boom generation, and they are expected to retire in growing numbers in the years ahead. As a result, Ph.D. recipients seeking jobs as postsecondary teachers will experience favorable job prospects over the next decade.

Although competition will remain tight for tenure-track positions at 4-year colleges and universities, there will be available a considerable number of part-time or renewable, term appointments at these institutions and at community colleges. Opportunities for master's degree holders are also expected to be favorable because there will be considerable growth at community colleges, career education programs, and other institutions that employ them.

Opportunities for graduate teaching assistants are expected to be very good, reflecting expectations of higher undergraduate enrollments coupled with more modest increases in graduate student enrollment. Constituting almost 9 percent of all postsecondary teachers, graduate teaching assistants play an integral role in the postsecondary education system, and they are expected to continue to do so in the future.

Opportunities will also be excellent for postsecondary vocational teachers due to an increased emphasis on career and technical education at the postsecondary level. Job growth, combined with a large number of expected retirements, will result in many job openings for these workers. One of the main reasons why students attend postsecondary institutions is to prepare themselves for careers, so good job prospects for postsecondary teachers will be in rapidly growing professional and vocational fields. These will include fields such as business, nursing and other health specialties, and biological sciences. Community colleges and other institutions offering career and technical education have been among the most rapidly growing, and these institutions are expected to offer some of the best opportunities for postsecondary teachers.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

Graduate students from all programs all eligible to enroll in the CFPP. The CFPP provides a secondary area of study for graduate students with a focus on college teaching. The main indicator of program quality based on the goals of the program is how effective the CFPP is helping students obtain teaching positions and classroom effectiveness. In the most recent program review (2007), alumni were asked to provide contact information for someone who had been part of a hiring or admission selection process, who knew or should have known that the applicant had completed the CFPP. Five alumni did provide this information, and all of these key decision makers were contacted by phone. While it would have been better if more of the certificate alumni had provided this kind of contact information, the five interviewed give some perspective on how the CFPP is perceived by professionals evaluating candidates' job qualifications. Paraphrased excerpts from these phone interviews follow:

1. Was aware of applicant's participation though he had been teaching part-time there, so it had no effect in this particular case. Her view of the CFPP and of others at the college is favorable because of the exposure to the pedagogy of teaching and helps make decisions easier.

Member of hiring committee, College of the Redwoods

2. Was not aware of applicant's participation and even if she had known, it would not have affected her decision. CFPP alumna teaches a few computer courses in addition to her primary responsibilities, and upon learning about her CFPP experience the director is now considering offering her more classes if she is interested. The alumna was 'very professional' in the interview process and receives 'great marks in all of her reviews' for content, communication, and organization of the classes she teaches. The director now believes this is due to the alumna's participation in the CFPP.

Director of Adult Education at Northern Humboldt Union High School District

3. While she couldn't remember specifically, it would be 'looked at very positively' and reflect highly on the candidate. Any program that gives practical teaching experience at the community college level with the specific purpose of training instructors to teach at this level is looked at in very high regard. She has observed the alumna teaching and said she was extremely confident, competent, and comfortable in front of her students, and that she very clearly had practical classroom experience. She stressed she was impressed with the alumna's presence in the classroom and can only attribute that to her participation in a program on pedagogy.

Member of hiring committee, Fresno City College

4. On paper the CFPP would have little to no effect on hiring a potential instructor, however she was highly impressed with the alumna's 'presence and natural abilities' as an instructor, which she attributed to the training and preparation in the CFPP. The alumna demonstrated a level of confidence rarely seen in such a young and inexperienced instructor. 'I can tell you that her preparation in your program made a tremendous difference in her being hired. We do not normally hire new full time faculty with so little experience. However, we were impressed with her natural abilities as a teacher. She acquired and cultivated this gift somewhere, and this program probably played a significant role.'

Member of hiring committee, Santa Rosa Junior College

5. He could not speak for everyone on the committee, but for him, knowing that the alumna had received training specifically to enhance her abilities at the community college level had a significant influence on his decision to hire her. He said he felt fully confident that she was able to successfully do her job.

Chair of hiring committee, Lane Community College (Eugene, OR)

Alumni comments on the questionnaire corroborate these faculty observations about the job applicants. Comments attested to the increased confidence and professionalism that the CFPP participants acquired as a result of the program.

Results of the survey indicate that the program is meeting the CFPP learning outcomes, at least as measured by reports from individuals. The comments by the members of hiring committees also indicate that students who complete the certificate successfully apply for teaching positions,

demonstrate a confidence and competence that impresses these committees, and receive position offers.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

Not Applicable. Faculty who teach in the program are distributed throughout the university.

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter $9/10 = 90\%$.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product			
At least one funded grant or contract related to scholarship			
Invited participant or leader of workshops, expert panels, or task forces			
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting			
Professional service activities at a regional or national level			
Service on at least one university or college-level committee (at least 1 hour/wk avg.)			

Not Applicable. Faculty who teach in the program are distributed throughout the university.

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

Not Applicable. Faculty who teach in the program are distributed throughout the university.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

The CFPP includes extensive mentoring of graduate students and this is prominent feature throughout specific courses as described below.

SP 683 - College Faculty Preparation Internship. The strengths of this course/opportunity is that graduate students who are interested in pursuing a college teaching career have the opportunity to experience a semester of supervised teaching with community college or HSU students. Students generally report that their mentors spend considerable time with them (weekly or twice weekly meetings) to discuss the course and more general issues of community college teaching.

SP 684 - Orientation to Higher Education. The strengths of this course are that the structure is highly flexible. Topics are selected for discussion based on the particular concerns of the students in addition to the set topics the instructor wishes to cover in the semester. Topics cover a broad range of issues related to effective teaching and service in higher education.

SP 685 - Instructional Resources for Higher Education: Capstone. The strengths of this course are that students revise and prepare materials that they will use in the job search process. They review actual job vacancy announcements, learning how to ‘decode’ what materials are appropriate to submit at which stage of the hiring process. Students experience a hiring interview process, simulating an actual on-campus interview. Students learn about the probationary/tenure system and what they can expect in the kinds of employment they might seek (part time vs. full time).

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

Not Applicable. Faculty who teach in the program are distributed throughout the university.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes
Describe how written and oral communication skills are included in your program.

The Mentored Teaching Internship course provides strong contributions to writing and oral communication skills. Students are required to teach at least two classes but not more than three weeks with primary responsibility for delivery of course content, therefore there is highly

specific emphasis on communication skills related to course delivery and instruction. The performance of each student is assessed informally by the mentor and formally through evaluation forms that are returned to the program coordinator and become part of the student file.

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]

Provide 2 examples of how you have used results of assessment of your program's student learning outcomes to adapt, enhance, or affirm your program's curriculum.

The CFPP was launched before the campus fully embraced assessment. However from program inception, a mission and learning outcomes have been established. The overall mission of the program is to provide a structured series of courses and experiences that specifically prepare students to assume the role of a full time faculty member in higher education. Learning outcomes include:

- Students will demonstrate increased confidence in their abilities as educators of undergraduate populations.
- Students will demonstrate knowledge of undergraduate education systems, including community colleges and 4-year colleges, and the responsibilities of their full time and part time faculties.
- Students will demonstrate growth in leadership, organizational, listening and facilitation skills.
- Students will be able to successfully apply for undergraduate teaching positions.

In academic year 2004/05, the CFPP coordinator received a work-study research grant from the Office of Research and Graduate Studies in order to hire a graduate student to help her develop and implement a survey of certificate program alumni to assess the program. Working with the Office of Alumni Relations, an address list was generated for the 87 students who had completed the certificate from 1997/98 through 2003/04. The survey was mailed in early Spring 2005, with two follow-up reminders. Eleven of the addresses were undeliverable. Forty-one surveys were returned for a response rate of 54%. Additionally, 13 students in the spring capstone course completed a modified version of the questionnaire (eliminating the questions dealing with employment or further graduate work), for a total of 54 respondents. All of the graduate programs are represented in this sample. Seventy per cent of those who had completed the certificate interned at College of the Redwoods and 39% interned at Humboldt State (5 alumni

had interned at both places). Some of the respondents had completed the certificate in each year from 1998 through 2005.

Analysis of Assessment Results

The first table presents the means and standard deviations for those items that were designed to measure the students’ perceptions of how well the CFPP oriented them to the faculty role in community colleges. The response alternatives were 7-point scales anchored with 1 = not at all and 7 = very much.

Item	6 or 7	Mean	S.D.
Taught me about working in a community college	61.1%	5.6	1.17
Prepared me to work in a community college	60.4%	5.6	1.35
Strengthened by desire to work in a community college	62.3%	5.5	1.68
Improved my understanding of college hiring process	70.3%	5.6	1.51
Improved my understanding of college governance systems	55.5%	5.2	1.55
Improved my understanding of college tenure process	57.4%	5.3	1.63
Feel comfortable recommending CFPP to a friend	81.5%	6.1	1.53

The next table presents the means and standard deviations for those items that measured the students’ satisfaction with their own growth in a number of areas. The response alternative were 7-point scales anchored with 1 = not satisfied at all and 7 = very satisfied.

Item	6 or 7	Mean	S.D.
Development of leadership skills	37.0%	4.9	1.64
Development of organizational skills	47.2%	5.2	1.51
Development of listening skills	40.4%	5.0	1.52
Development of confidence as a facilitator	60.4%	5.4	1.56
Development of confidence as educator	70.4%	5.7	1.25

Generally students were very satisfied with the five components of the certificate, with mean satisfaction ranging from 5.4 (for the one unit seminar, SP 684) to 6.2 (for the education course, EDUC 583). However students whose discipline specific training was gained through a Teaching Assistant (TA) type experience were significantly less satisfied with the discipline-specific methods component of the program than were students whose graduate program offered course work in the discipline’s pedagogy. Note, however, that students with a TA-type experience still indicate satisfaction with the discipline-specific methods component of the program. This finding has been reported to the Graduate Council, with the recommendation that programs consider implementing more formalized training in the discipline’s pedagogies, if only in short workshops. This is an ongoing issue that is under review.

Among the alumni, four had entered a Ph.D. program. One of these alumni indicated that completing the CFPP had a significant influence on his/her decision to pursue that degree. Thirty-four percent of the alumni who responded were seeking full-time employment at a community college after completing the CFPP. Forty one percent of respondents were currently employed as educators in higher education. Of those employed in higher education, one-third were employed full time and two-thirds were employed part time. One-third of those employed gave the highest rating of influence for the CFPP helping them obtain work in higher education.

A more direct measure of the CFPP students' acquisition of teaching competence can be found in the College of the Redwoods mentor evaluations of the interns. With only extremely rare exceptions, interns routinely are rated as 'usually' or 'always' demonstrating each of the elements that the mentor is asked to evaluate. CR student evaluations of the interns are also routinely very high, with averages on each of the components the CR students evaluate as 4.0 (using a scale where 1.0 is low and 5.0 is high) or higher.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

Not applicable.

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

Students receive mentorship on teaching in their discipline through completion of the discipline specific teaching methods course. Each department requires a specific departmental course as detailed in the table below. This component introduces students to undergraduate teaching through a practical presentation of the processes and issues involved in classroom and/or laboratory instruction.

GRADUATE PROGRAM	DISCIPLINE SPECIFIC TEACHING METHODS
Biology	BIOL 597, 3 units
Business	MBA 699, 3 units
Education	EDUC 604, 2 units and EDUC 633, 2 units
English	ENGL 611, 4 units or ENGL 615, 4 units
Environmental Systems	MATH 700
Kinesiology	KINS 615, 2 units and KINS 695, 1 unit

Natural Resources	597, 3 units (from any NR discipline)
Psychology	PSYC 681, 4 units or PSYC 699, 3 units
Social Science	PSCI, GEOG, or HIST 491, 3 units
Sociology	SOC 560, 2 units and SOC 595, 2 units
Theatre	THEA 695, 3 units

The EDUC 583 course, Higher Education Teaching Methods is offered by the School of Education. This course guides students in the skills and knowledge relevant to teaching in higher education. EDUC 583 is a seminar that aims to inspire and support students to become talented and enthusiastic teachers in higher education. The following topics are covered: analysis of behaviorist, cognitive, and humanistic approaches to teaching; diverse ways in which students communicate; prepare lesson plans: semester-long plan of instruction and assessment of learning; and use technology in the classroom.

5. Interactions between graduate and undergraduate programs (if applicable)
If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

The primary interaction is between the graduate programs and the CFPP. Students from a variety of disciplines come together in the CFPP to focus on teaching in higher education. Students are provided with an opportunity to learn and understand teaching methods from contrasting disciplines. The interaction between students from different graduate programs creates a vital energy that supports student motivation. Undergraduate students benefit from the enhanced instruction provided by CFPP participants who may be teaching or assisting with teaching of undergraduate courses. The undergraduate program provides the lab experience for CFPP candidates. This is an efficient model with graduate students receiving supervised teaching experiences and faculty receiving instructional support.

6. Program uniqueness

The CFPP program is very unique with only Sacramento State and Chico State offering similar programs. The program design is unique based on three core features:

- i. A sponsoring HSU department collaborating with various partner departments at HSU.
- ii. The CFPP addresses the full scope of faculty roles and responsibilities included in teaching and service.
- iii. The student has multiple mentors and opportunities to learn beyond traditional department boundaries.

7. Opportunities for undergraduate scholarship/creative activities/service
Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

Not Applicable

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute.

Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

Not applicable

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

The most important facilities and resources are those already in existence at the university. The opportunity for graduate students to receive mentorship on teaching from a professor and then have an opportunity to assist in teaching is provided by the existence and access to an undergraduate program.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

Historically the program has taken advantage of the close location of the College of the Redwoods campus as placement site for students who are completing their mentored internship. CR faculty have strongly supported this program.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

*Please note there are no primary course codes for the CFPP, it is an interdisciplinary program supported by a large number of departments and the use of SP courses in the capstone phase.

Student Units

Total required Program SCUs	12	Required Program SCUs in the primary Course Code	NA
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Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	12	Required Program WTUs in the primary Course Code	NA
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2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
NA	NA			

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used over the past 2 years to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer over a two year period to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the level of staff support that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Approximate Staff FTEF	.10

Staff support for the CFPP is minimal. Until this year the faculty coordinator had completed most of the administrative tasks. This year student files are in the Office of Research and Graduate Studies and Carla Douglas organizes the student files, responds to inquiries, and assists in overall coordination.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	None
Instructional Supplies	\$200 per year
Temporary Help (graders, lab assistants, GA's, etc.)	None

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation effects program costs.

Not applicable

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations			
Extended Education			
Student fees			
Instructionally Related Activities (IRA)			
Instructionally-related grants			
Grants and contracts to P.I.s			
Other revenues			

Provide an explanation for how these revenues support the academic program.

Not Applicable

C. Efficiency

1. Efficiency – By SFR for course code

NOT APPLICABLE

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

The number of WTUs assigned to the program was reduced effective 2004-05 from 9 WTUs to 4 WTUs. Previous to 2004-05 units were provided for teaching specific SP courses and program coordination. The lack of assigned time support for program coordination has made the program coordination task less attractive to faculty. Also departments are not inclined to release faculty from teaching department courses to teaching SP courses.

The number of placements at CR has been slowly falling through the years as some of the coordinator time assigned to supervise students at CR has been reduced or eliminated. In Fall 2008 no students are completing their internship at CR and only 2-3 may complete a CR internship next semester.

E. Additional Data

NOT APPLICABLE

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define "capacity": The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	15*	NA
Maximum capacity with existing resources	20	NA

* Average based on 2000-2008 data on program graduates shown below.

AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
10	20	26	15	14	14	7	11

2. If your program is at maximum capacity, proceed to part B. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

The program is not at maximum capacity and recruitment efforts are ongoing. The CFPP is introduced to each graduate student in advising at the initial semester of entry. A brochure describes the program and this is widely distributed to graduate students. The CFPP is regular item of discussion at Graduate Council to inform graduate coordinators about the program.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

The CFPP has potential to increase in size under certain conditions. Some possible areas for expansion are:

- Expanding the number of students selecting the CR mentored internship option.
- Require all HSU adjuncts to complete the CFPP or components of the CFPP.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

The university funds 4 WTUs annually to support the CFPP. The funds are provided to the college that houses the CFPP coordinator. The Coordinator's department has to be willing to release the coordinator from teaching department courses to teach the SP courses (683, 684, and 685). There is also no funding for the mentors at CR and this would need to change if there was a plan to expand the CR placement option. There is no mechanism to assign FTES generated in the SP courses to the coordinator's department.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

Increased by 20%: The CR component could be expanded to place additional students and provide specific compensation to CR faculty to enhance mentoring experiences to students. The most recent program review recommended adding some components of the CFPP into an online format. Additional resources would support this work

Increased by 10%: More time could be devoted to program promotion by a coordinator with a specific goal of recruiting additional students.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

Reduced by 20%: A course could be eliminated from the program that would reduce the overall effectiveness of the CFPP but could still enable the program to continue as an emphasis but dropping below 12 units would result in loss of certificate status.

Reduced by 10%: Support for program coordination would be eliminated.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

The CFPP is a unique program that's helps attract graduate students to HSU. The program historically has provided a strong link to College of the Redwoods and a partnership between the two higher education institutions has provided a strong and effective program for prospective higher education faculty. The number of graduate students is a fairly small part of the total university enrollment. This fall (2008) there are 481 graduate students. To further reduce the number of programs and options available would erode the quality of graduate student education. In most cases there is very little financial support available to recruit graduate students. A program such as the CFPP provides some additional incentive to select Humboldt for a masters degree.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

The CFPP is fairly unique in the CSU system. Only Sacramento State University and Chico State have similar programs. Therefore there is potential to attract students who wish to gain a masters degree and prepare for either a career in community college teaching or planning to teach at a university.

Humboldt can offer this program for students that have already received their masters therefore we have the potential to attract another population of students just to this program that we traditionally have not had access to. On line component would increase our ability to attract more students in this category.

There has been a rapid turnover in CFPP coordinators in recent years. In 2006-07 Elizabeth Burroughs served as coordinator. In 2007-08 Sharon Brown served as coordinator. Both professors were from the Mathematics Department and are no longer teaching at HSU. As a temporary solution to maintain the program until the completion of the prioritization process the program is administered through the Office of Research and Graduate Studies. Chris Hopper is serving as interim coordinator with staff support from Carla Douglas and Cynthia Werner. In the 2008-09 year the CR placement option is available on a very limited basis due to the absence of a faculty coordinator to supervise and evaluate students at CR. The program has dropped back some from its original plan by not being able to provide the CR component as needed. Therefore a coordinator has to be in place to devote time to cultivating the CR partnership and supervising students at CR. The CFPP program should be housed in an academic department to provide administrative stability. The SP courses would then be offered within that department, with a change in prefix to that of the sponsoring department.