

**HSU Academic Program Criteria
May 16, 2008, Program Prioritization Task Force**

A report template will be delivered to each department by August 1, 2008, in which the data for all tables – except those that are indicated – have been imported from HSU’s Analytic Studies. The text material provided by departments must be in 12-point Times New Roman font, spaced at 1.5 lines, with the limits as listed for each section. Program reports are due September 30.

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.

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

Complete a separate demand section for each program option.

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

1. Headcount by sex and ethnicity (see <http://www.humboldt.edu/~anstud/progdata/pindex.shtml> for examples.)
(Enrolled = number of declared majors, minors, certificate, etc., Completed = Graduated)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Enrolled							
Completed							

2. FTES (This table will likely be an aggregate of all options.)

	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Majors							
Other							
Total							

3. Service to other HSU program/options

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

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units

4. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

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 must 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.

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

A. Students

1. For graduate and post-baccalaureate professional programs

	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Mean undergraduate GPA							
Mean score on GRE or GMAT or other, if available							
Percent of applicants accepted to the program							

* GRE scores = total of math + verbal test scores.

Provide an explanation of the above data, if necessary, and/or provide additional evidence indicative of program quality related to student achievement.

2. For undergraduate programs

Undergraduate Students	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Mean Score on GWPE							

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).

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.
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.)			

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.

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

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.
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.
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.
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.
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.
6. Program uniqueness
If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

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?

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.

This table to be completed by the department

Name of center, unit or institute	Purpose of center, unit, or institute	Nature of program affiliation	Program benefits/opportunities for students

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.

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.)

IV. Costs, Revenues, and Efficiencies (Limit: 2 pages, not including tables) [20%]

A. Data generated centrally by HSU

(Where indicated, additional rows for the report will be generated for each option.)

	03/04	04/05	05/06	06/07	07/08
Resource Efficiency					
SFR (by program/option)*					
Cost per graduate (by program/option)*					
FTEF per graduate*					
Costs					
WTU (by option)*					
FTEF (by option)*					
Staff FTE					
Graduate/Teaching Assistants					
O.E. (including temp help)					
Other costs					
Revenue					
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					

* These categories may require additional clarification by the department. Algorithms and examples will be included with the August 1 templates.

B. Curricular indicators of efficiency (a row will be included for each option)

Program/Option	Average total number of units for graduates	Average time to completion for freshman	Average time to completion for transfer students	Average time to completion for graduate students.

C. Provide additional explanation for the data in the tables under questions A and B above, as appropriate.

D. [For accredited programs only] Detail the costs of accreditation of your program that would not be incurred if your program were not accredited. Include costs related to faculty and staff, curriculum, facilities, and any other relevant direct costs.

E. Budget cut impacts

Indicate how your program has been affected by recent (compare AY 2002/03 with 2007/08) budget cuts that have directly affected your departmental resources (faculty, staff, operating expense) and course offerings (class size, reduced offerings).

Changes (use - for reductions and + for increases) in Staffing or \$\$ Support

	Staffing (Express in terms of FTEF or FTE staff positions)			Operating Expenses (\$\$)
	Full-time faculty	Part-time faculty	Staff	OE
Change				
% Change				

Changes in Class Size or Frequency of Offering - number of classes (% affected)

	LDGE courses		UDGE courses		Majors courses	
	Number	%	Number	%	Number	%
Increased class size						
Reduced frequency of offerings						

Changes in Number or Organization of Options Within the Major. List options as of 2002/03 and 2007/08 AYs.

(Completed by the department)

Options in 2002/2003	Options in 2007/2008

Comments on above tables

Please provide any additional explanation that you think would be useful for assessment of how your academic program has been affected by recent budget cuts and how you have attempted to improve efficiency, reduce costs, or increase revenue.

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		
Maximum capacity with existing resources		

2. If your program is at maximum capacity, proceed to question 2. 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?

B. Opportunities for future growth or substantial curricular changes

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

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

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.)

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.)

E. Impact of program elimination

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

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

Provide crucial information that is not provided under the previous categories.

APPENDIX

HSU *Vision Statement*

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.