

II. Demand (Limit: 1.5 pages, not including tables)

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

1. PROGRAM HEADCOUNT (Enrolled = number of declared majors, minors, certificate, etc., Completed = Graduated)
 (Include a separate table for each degree option, where appropriate)

Program/Option _____

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

2. PROGRAM FTES - ALL OPTIONS

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

3. SERVICE TO OTHER HSU PROGRAMS/OPTIONS

Document other HSU Programs/Options (including, GE) with required coursework from your program
 (Include a separate table for each degree option, where appropriate)

Program/Option _____

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 5 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 may be cited from standard sources, such as 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://nace.org>, or the professional societies relevant for your discipline. (Include no more than 1 page of description.)

III. Program Quality (Limit: 3 pages, not including tables)

Program quality is influenced by the quality of student and faculty inputs and outputs, the curriculum and affiliations, equipment and facilities. Provide both data and descriptions as relevant to your program.

A. STUDENTS

1. Student Preparation Indicators, by Percent (%), or average (μ):

	03/04	04/05	05/06	06/07	07/08
Undergraduates:					
At least 1 AP class with exam score ≥ 3 (%)					
ELM Pass Rates (%)					
EPT Pass Rates (%)					
High School GPA (μ)					
Transfer GPA (μ)					
Graduate Students:					
Undergraduate GPA (μ)					
GRE scores* (μ)					

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

2. Student Achievement

	03/04	04/05	05/06	06/07	07/08
GWPE Scores (μ)					

- Describe patterns of student achievements in discipline-specific contexts (honors, awards, publications, presentations, etc.) that are indicative of program quality.

B. FACULTY

- Evidence of Scholarship/creative activities and engagement. (Express as a percentage of 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%.)

	03/04	04/05	05/06	06/07	07/08
Scholarship/Creative Activities					
At least one peer-reviewed publication or creative product per year					
At least one funded grant or contract* related to scholarship per year					
Invited participant or leader of workshops, expert panels, or task forces					
At least one paper given at a professional society meeting per year					
Professional Service Activities at a Regional or National Level					
Service on at least one university or college-level committee per year (at least 2 hours per wk)					

* Excluding small (<\$5,000) grants from HSU or other sources.

- Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in Scholarly and/or Creative activities as appropriate for your program.
- Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching, program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom 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.

C. CURRICULUM

1. Writing and oral communication learning outcomes

Describe how written and oral communication are included in your program (WASC Theme I).

2. Assessment

Provide 2 examples of how you have used program assessment plans to improve student learning outcomes.

3. Accreditation

If the program is accredited, describe the need for this accreditation and evidence that accreditation has a positive effect on the quality 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 (including use of current and emerging technologies).

5. Interactions between Graduate and Undergraduate Programs

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 what is unique about your program.

D. AFFILIATIONS/EQUIPMENT/FACILITIES

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.

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 and equipment items, and describe the degree to which the current facilities and equipment affect program quality.

3. Unique Natural Resources

Describe how the program takes advantage of the unique natural environment available to students and faculty at HSU.

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

1. Data generated centrally by HSU

(Where indicated, add additional rows to the report for options)

	2003-04	2004-05	2005-06	2006-07	2007-08
Resource Efficiency					
SFR (by program/option)*					
Cost per FTES (by program/option)*					
Other Measures (explain below)					
Costs					
WTU (by option)					
FTEF (by option)					
Staff FTE					
Graduate/Teaching Assistants					

O.E. (including temp help)					
Accreditation Costs					
Other Costs					
Revenue					
Fundraising/Donations					
Extended Education					
Student Fees					
Instructionally Related Activities					
Instructionally-Related Grants					
Grants and Contracts to P.I.s					
Other Revenues					

* May require calculations to be made by department chair or responsible administrator of program/option.

2. Curricular indicators of efficiency (include a row for each option, if appropriate)

Program/Option	Student units in Program/Option	CSU average for Program/Option units	Units unique to the Program/Option	Average time to completion for Freshman	Average time to completion for Transfer

3. Provide additional explanation of the above data if appropriate.

4. 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, facilities).

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 in Staff or \$\$				
% Change in Staff or \$\$				

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 Major. List options as of 2002/03 and 2007/08 AYs.

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 option-specific responses. Limit: 1.5 pages per option)

1. Program Capacity with Existing Resources:

A. What is your program's maximum capacity for majors with current resources and how does that compare with current numbers of majors?

	Number Majors	FTES Generation from Majors
Existing		
Maximum capacity with existing resources		

B. 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?

2. Opportunities for Future Growth or Substantial Curricular Changes

A. What opportunity does the program have for future expansion?

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

3. Response to Augmented Resources

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

4. Response to Reduced Resources

Suppose that your program were ranked in a category that recommended reduction of resources. How would you respond to reduced resources? (Answer for a 10% reduction and a 20% reduction.)

VI. Other (Limit: 1 page)

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

APPENDIX

A. *Mission*

1. 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.
2. 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.

B. *Vision*

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.