

Support Units Criteria

Name of Program: _____

Division: _____

Criterion 1 Centrality to Mission

1.1 Program purpose

1.1.1 What is the purpose of the program? Why does it exist? What are the program's objectives and how do they relate to the university mission (see Attachment A) [250 word limit]

1.1.2 How has this purpose changed over the past 5 years? [100 word limit]

1.1.3 List departments on campus that are providing a service/function similar to the one provided by your program. How are the services provided by this program different? [50 word limit]

1.1.4 Are any services provided by this program legally mandated or required by regulation, university policy or executive order? _____

If yes, please list the required services and the source of the mandate or requirement. [bulleted lists]

1.1.5 Describe how your program advances any of the seven learning outcomes identified in the WASC report (see Attachment B). [250 word limit]

1.2 Internal/external demand

1.2.1 Indicate the primary constituencies served by this program (check all that applies).

____ Students ____ Faculty ____ Staff

____ Whole campus ____ Off-campus constituents (describe)

____ Donors ____ Other (describe)

1.2.2 How is user demand for program services accounted? Provided data to support your statements when possible. [100 word limit]

1.2.3 Using the organization scheme of the Campus Directory as a guide, list how many people or programs you support. Please indicate (e.g. headcount) the number served in each of the following categories per fiscal year.

For Faculty Support programs:

_____ Faculty _____ Courses _____ Other

For Student Support programs:

_____ Students _____ Programs _____ Other

For Constituent Relations programs:

_____ Donors _____ Community Organizations _____ Other

For Administrative Support Programs:

_____ Staff/Administrators _____ Offices/Departments _____ Other

Other (please describe)

Use the area below to further define the constituencies served [50 word limit].

For Faculty Support, Student Support and Constituent Relations programs only:

1.2.4 How has the demand for the program changed in the past five years?
[50 word limit]

1.2.5 How might demand for the program change over the next five years?
[50 word limit]

Criterion 2 Quality/Outcomes

- 2.1 How is the quality of the program assessed and by whom (e.g. user feedback, quality indicators, benchmarking activities, etc.)? [250 word limit]

- 2.2 List the campus or CSU departments or programs you consult to assess the quality of your program's practices? [100 word limit]

- 2.3 Describe examples of changes that your program made in fiscal year 2007-08 in response to feedback or assessment. [100 word limit]

- 2.4 List any internal or external recognition this program has received in the past five years. [bulleted list]

Criterion 3 Organizational Context and Efficiency

3.1 Please attach an Organization Chart of your unit or program. Chart should include Name, Title, Classification (e.g. ASC II), Time Base (e.g. 1.0 10 Month), and Funding Source (see sample format, Attachment C). Compare and contrast to comparable institutions. (Comparable institutions are CSU San Marcos and CSU Bakersfield as identified by Hanover Research Associates – add others as needed or justify other choices.)

3.2 Please indicate the program’s budget allocation for this fiscal year (2007-08); round to the nearest \$1,000. Include salaries (but not benefits) and operating expenses. Also, please indicate any non-General Fund resources available to the program (use 1 July 2007 balances if the funds fluctuate over time).

General Fund Budget Allocation: _____

Funds in Foundation or other university accounts (total): _____

3.3 If the program generates revenue from user fees, charges for service or any other source, provide the total revenue generated for 2007-08; round to the nearest \$1,000. _____

The source of this revenue is __external to the university.
 __internal to the university.

3.4 Management of Resources – Financial, Human, Material, Space, Technological

3.4.1 Please describe the most appropriate indicators of how efficiently the program uses financial resources and provide your estimate for these indicators for 2007-08. At minimum please include the ratio of our staffing level to the population you serve [500 word limit]

Criterion 4 Opportunity Analysis

4.1 Describe the changes you would make in your program if you had a significant (e.g. 20%) and permanent **increase** to your budget. What unmet need or demand for the services you provide would you be able to meet? What new initiatives would you make? [300 word limit]

4.2 Describe the changes you would make in your program if you had a significant (e.g. 20%) and permanent **decrease** to your budget. What need or demand for the services you provide would be unmet? [300 word limit]

See Attachment D for Scoring Rubric.

List of Programs to Be Reviewed for Prioritization

- CICD
- Colleges Administrative Offices
- INRSEP
- ITEPP
- ITS
- Library
- Marine Lab
- Natural History Museum
- OAA Combined
 - Provost's Office
 - Vice Provost
 - FDO/CELT
 - Research/Grad studies office
 - Academic Personnel Services
 - International Programs
 - Extended Ed
 - Writing Center
 - GWPE
 - Analytic Studies Group
 - Advising Center

Attachment 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.

Attachment B

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

Appreciation for and understanding of an expanded world perspective by engaging respectfully with a range of individuals, communities and viewpoints

HSU graduates are prepared to:

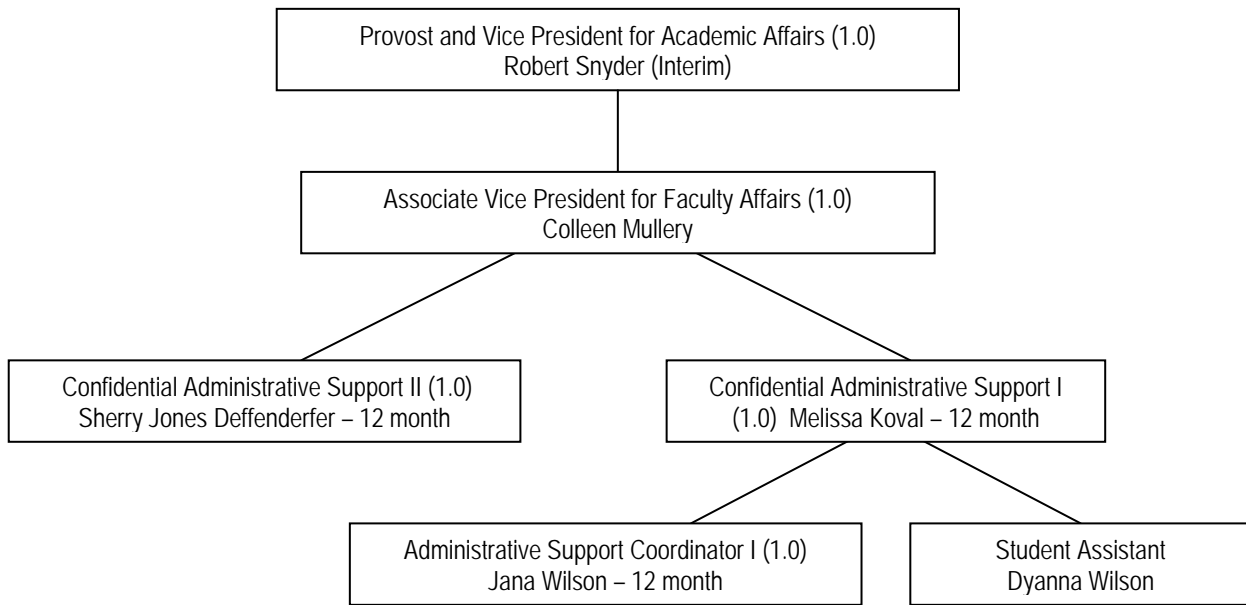
Succeed in their chosen careers

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

Attachment C

Organizational Chart Example



Attachment D

Criteria				
I. Centrality to Mission	There is evidence that the program activities described provide outstanding support for the mission and vision of HSU	There is evidence that the program activities described provide strong and meaningful support for the mission and vision of HSU	There is evidence that the program activities described provide some meaningful support for the mission and vision of HSU	There is little or no evidence of activities related to the mission and vision of HSU
II. Quality/Outcomes	There is substantial evidence that demonstrates: 1) Variety of strengths in the program 2) Clear assessment measures 3) Appropriate responsiveness to feedback	There is satisfactory evidence that demonstrates: 1) Variety of strengths in the program 2) Clear assessment measures 3) Appropriate responsiveness to feedback	There is some evidence that demonstrates: 1) Variety of strengths in the program 2) Clear assessment measures 3) Appropriate responsiveness to feedback	There is limited or no evidence that demonstrates: 1) Variety of strengths in the program 2) Clear assessment measures 3) Appropriate responsiveness to feedback
III. Organizational Context and Efficiency	1. The indicators selected are appropriate for the program, are measureable, and can be used as a basis for comparison to other programs. 2. Provided estimates of indicators are clearly supported by verifiable data.	1. The indicators selected are mostly appropriate for the program, are measureable and can be used to partially compare to other programs. 2. Provided estimates of indicators are supported mostly by verifiable data.	1. The indicators selected are appropriate to the program but are difficult to measure and difficult to use as a comparison to other programs. 2. Provided estimates of indicators are supported by limited verifiable data or data that are difficult to verify. 3.	1. The indicators selected provide no appropriate comparison to other programs. 2. Provided estimates of indicators are not supported by verifiable data.
IV. Potential Adaptability	The evidence given shows strong potential for the program to maintain or improve quality and capacity, and adapt well to changes in budgetary constraints or program demand	The evidence given shows moderate potential for the program to maintain or improve quality and capacity, and adapt well to changes in budgetary constraints or program demand	The evidence given shows weak potential for the program to maintain or improve quality and capacity, and adapt well to changes in budgetary constraints or program demand	The evidence given shows a lack of potential for the program to maintain or improve quality and capacity, and adapt well to changes in budgetary constraints of program demand
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