

HSU Academic Program Criteria
March 14 DRAFT, Program Prioritization Task Force

I. Humboldt's Mission and Vision: How is this program linked with Humboldt State University's Mission and Vision? Provide specific examples.

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.

II. Demand

A. Internal demand for courses in the program

1. Describe the total demand (including non-majors) for coursework in the program from HSU students. Has the demand changed significantly over the last 5 years? If so, explain what may be driving these changes.
2. Estimate the percent of the demand that you just documented that is classified as service to other programs (including GE). What programs would suffer, or fail, without this service?

B. *External demand for “graduates” from the program*

1. What workforce or other regional/national demand is there for graduates from the program?
2. Is there a regional, state, or national mandate for this program?
3. Is this program unique within the CSU? If so, how?
4. What are other indications of demand for graduates from the program?

III. Program Quality

A. *Program Inputs*

1. *Students*: Describe the students who participate in the program.
 - a. What are the typical values for the standard measures of quality for your incoming students (SAT/ACT, high school or community college GPA)?
 - b. How many (estimate) diversity students are admitted into the program?
2. *Faculty*: Describe the faculty expertise in your program.
 - a. Which faculty participate in the program (include rank, time-base, and area of expertise)?
 - b. What is the evidence for faculty engagement in scholarly/creative activity (peer reviewed publications and presentations, performances, professional service and other scholarship)?
 - c. What is the evidence for faculty engagement in community and university service?
3. *Curriculum*: Describe the key features of your curriculum.
 - a. What percentage of courses is offered by full-time permanent faculty?
 - b. To what extent does this program help the institution differentiate itself from other colleges and universities?

- c. To what extent does the program address the standards and appropriate rigor of the discipline?
 - d. How does the curriculum and instruction address changing technology, diversity, learning styles and instructional delivery?
 - e. How does the program address understanding social, economic, and environmental issues, and promote social and environmental responsibility and action?
 - f. In which courses does the program provide explicit instruction in writing that is appropriate for the discipline?
4. *Facilities/Equipment*: Describe the facilities and/or equipment that is used to deliver the curriculum.
- a. To what extent does the quality of the facilities and equipment meet disciplinary standards?
 - b. How do the facilities and equipment enhance or detract from the quality of the program?
5. *Process for continual curricular renewal*: Describe the departmental plan for improving teaching effectiveness in the program.
- a. Are mid-semester evaluations or similar tools used by individual faculty?
 - b. To what extent are student evaluations or alumni surveys used to inform instruction?
 - c. How engaged are program faculty in assessment, including identifying learning outcomes, mapping them to the curriculum, and assessing on a regular basis?

B. *Program Outputs*

1. *Students*: Provide the evidence that students are learning the intended curriculum in a reasonable time.
- a. What is the retention rate for students who begin the program or who transfer in? What is this rate for diversity students?
 - b. What are the grade distributions for courses and the average GPA's for graduates?
 - c. What honors or awards have students from the program received?
 - d. If applicable, what are student passing rates on professional exams?
 - e. What do students do after graduation? (Jobs in the field, graduate school, or other)
2. *Faculty and Curriculum*: Describe additional indicators of program effectiveness.
- a. Is the program accredited or does it have a required external review? What is the evidence that this accreditation or review has added value for students?
 - b. What feedback has the program received on curriculum and instruction from the accreditation process or from an external reviewer?

- c. To what extent are students engaged in scholarly/creative activities with faculty?
- d. Are four-year academic plans as well as those for transfer students in place and current?

IV. Synergy/Broader Impacts

A. Community and regional connections

1. In what ways does the program enhance, contribute, or provide specific services to the regional and local communities?
2. Do program graduates receive licenses, certificates, or credentials that are required for employment and which allow graduates to provide essential professional services at local, regional and statewide levels?
3. Are employment opportunities/advanced study options/unique employment and/or service and internship opportunities available to current students in the regional and local communities? If so, please describe.

B. Program Stature

1. Has the program demonstrated the ability to recruit and retain high quality faculty who provide benefits to the entire university and, if so, how?
2. Has recruitment of top quality faculty in other programs resulted, in part, from the stature of this program and, if so, how?

C. External Funding

1. Does the program receive any external funding from grants and contracts and advancement efforts that provide unique educational and research opportunities for faculty and students (both undergraduate and graduate)? If so, please describe.
2. Does the program receive external funding that provides the primary source of financial support for students? If so, please describe.

D. Internal Synergies & Affiliations

1. In what ways does the program provide service to the university?
2. If this program is a graduate program, in what ways does it support undergraduate programs?
2. Is the program directly affiliated with one or more centers, units, or institutes that offer specialized academic or research programs and that provide unique

opportunities and support for faculty and students to engage in creative and scholarly activities? If so, please describe.

V. Costs, Revenues, and Efficiencies

- A. *Costs*: What is the best estimate of the costs of faculty, staff, and operating expenses for this particular academic program? What other costs, if any, that are not included in this estimate are associated with maintaining the quality of the program? [Include, for example, costs of equipment, supplies, and materials not covered by OE, costs of accreditation, and so on.]
- B. *Revenues*: Assuming that State-side revenue supports faculty and staff salaries and a certain level of OE associated with the program, what other sources of revenue contribute directly to the maintenance of the program? [Include fundraising and donations, extended education fees, student fees, instructionally-related grants and contracts, or any other revenue source that contributes directly to the academic program.]
- C. *Efficiencies*: How has the program demonstrated efficiency? (Standard measures of efficiency such as SFR, cost per FTES, major unit count, etc. as reported in the departmental report, may be highlighted and explained here.)

VI. Potential/Opportunity Analysis (SWOT)

- A. *Strengths*: Based upon data from the previous criteria, what are the strengths of the program and the benefits to HSU for offering the program?
- B. *Weaknesses*: Based on data from the previous criteria, what are the weaknesses of the program and the costs to HSU for offering the program?
- C. *Opportunities*: Describe current opportunities for the program, including, but not limited to opportunities to restructure or reorganize, partner with internal or external entities, or market to new student audiences.
- D. *Threats*: Discuss emerging or potential threats to the program, including, but not limited to
 1. *Budget reductions*: What has the program done to increase efficiency in the last two years and how could efficiency increase? How have the changes in efficiency affected the quality of the program? What effect would additional budget reductions have on quality?
 2. *Faculty recruitment*: What are the limits on quality/quantity of TT faculty? What was the applicant pool of the last two searches in the department? What is the availability of PT faculty in the area?

3. *Scale:* Is the program of sufficient size and scope to be conducted effectively? If there is limited potential for future growth, is this a foundational program needed to maintain the academic integrity of the academic program at HSU?

E. *Potential*

1. *Quality:* What new investment would be required to increase the quality of the program?
2. *Capacity:* What is the program's maximum capacity for majors with current resources? What steps have been taken to increase enrollment? What is the potential capacity for this program, and what resources would be needed to realize that potential? What opportunity does the program have for future growth or change?
3. *Other Transformations:* Is the program poised to transform itself in new and different ways? Are there plans and strategies to address any weaknesses or threats?

Note:

In addition to program reports, each department will submit one report on program context, which will include: department history, mission, and goals; various data and statistics from Analytic Studies; norms for delivery of curriculum in the discipline; and departmental actions on assessment, recruitment, and retention.