

Rooted & Rising Together
**WSCUC Accreditation
Site Visit:**

April 15th - 17th, 2026

MPP Monthly Meeting 4/10/26



H.

Outline

- What is accreditation and why is it important
- How and why your engagement is vital
- Review of the 2018 Commission Recommendations & Our Responses in Our 2025 Report
- WSCUC Response to 2025 Institutional Report Submitted in September
 - Off-site Review Commendations
 - Site Visit 2026 Lines of Inquiry
- Discussion

> What and Why

- What is accreditation?
- Why is it important?
- What happens?

➤ Your Engagement

- Encourage your unit's staff, faculty, and student employees to go to their open forum (MPPs should not attend the staff - or any - open forum).
- Convey your thoughts to your colleagues or supervisor who are meeting with the Review Team
- You can submit your perspective and feedback via confidential email
 - humboldt@wscuc.org
- Go to the Campus Exit Meeting!
 - **Friday, April 17th 9:30 to 11:00 am, KBR/GSAC 225**
 - Food and activities (9:30-10:15)
 - Review Team is escorted into the room by President Carvajal and presents preliminary commendations and recommendations (10:15-10:30)
 - Celebrate! President Carvajal returns from escorting the Review Team out and gives site visit closing remarks (10:30-11:00)



Review

Since the **2018 Commission** and **2021 Special Visit action letters**, Cal Poly Humboldt has demonstrated sustained, measurable progress across all major recommendation areas, culminating in a strong **2025 Institutional Report**.

Institutional Responses to Recommendations



Response to 2018 WSCUC Recommendation: Support a Diverse Student Body

Recommendation: “Strengthen and sustain evidence-based academic and student support services—tutoring, advising, housing, financial aid, disability services, career services, and multicultural centers—to meet the needs of a more diverse student population, particularly students from urban areas adjusting to Humboldt’s rural context, while ensuring adequate staffing, funding, and attention to belonging, safety, and student concerns.”

Responses articulated in 2025 Institutional Report:

1. Rebuilt advising and support systems using data-informed interventions
2. Expanded culturally responsive programs, learning communities, and student success initiatives
3. Strengthened multicultural centers and community partnerships
4. Leveraged HSI/MSI status to drive sustained, systemic equity-focused transformation
5. Advanced an inclusive, place-based polytechnic model grounded in sustainability and Indigenous knowledge

Response to 2018 WSCUC Recommendation: Financial Sustainability and Enrollment Strategy

Recommendation: “Adopt realistic budgeting and enrollment management practices, diversify revenue sources through strengthened fundraising and private partnerships, and provide clearer strategic planning detail to address enrollment, retention, graduation, and equity gap targets.”

Responses Articulated in 2025 Institutional Report:

- Recalibrated enrollment projections using realistic, data-driven capacity and yield analysis
- Integrated enrollment management and fiscal planning through structural leadership changes
- Expanded fundraising capacity and strengthened private, state, and federal partnerships
- Increased research activity and external funding to support budget resilience
- Leveraged polytechnic expansion and public investment to drive sustainable growth and targeted workforce, sustainability, and health equity initiatives



Response to 2018 WSCUC Recommendation: Leadership Communication

Recommendation: “Strengthen university leadership communication across campus, including continued transparency regarding budget challenges, and invest in change management training to support informed decision-making and prioritization among multiple institutional initiatives.”

Responses articulated in 2025 Institutional Report:

- Increased transparency and participation in campus decision-making
- Institutionalized collaborative budget planning through the University Resources & Planning Committee (URPC)
- Improved consistency and accessibility of communications around academic and financial decisions
- Strengthened shared governance, professional exchange groups, and structured feedback forums (e.g., Community Conversations)
- Advanced data-informed program review and cross-divisional consultation to support coordinated change



Response to 2018 WSCUC Recommendation: Assessment Reform

Recommendation: “Implement a comprehensive university assessment plan developed by faculty so that effective assessment is consistent across the institution, and widely shared among faculty, staff, and students. Improving the assessment of GEAR and consistently embedding the expectations for student learning in the standards faculty use to evaluate student work are components of effective assessment.”

Comment From the Fall 2025 WSCUC Offsite Review:

“The team commends the institution for ... commitment to quality assurance through significantly improved academic and student success assessment and program review.”

- The team addressed the lack of institutional GE learning assessment in their lines of inquiry.

Response to 2018 WSCUC Recommendation: Faculty and Staff Diversity and Cultural Competence

Recommendation: “Prioritize diversification of faculty and staff to better reflect the diversity of the student body, and expand cultural competency professional development to support student achievement and institutional educational objectives.”

Responses articulated in 2025 Institutional Report:

- Embedded equity considerations into faculty and staff recruitment and hiring processes
- Expanded professional development focused on inclusive pedagogy and cultural competence
- Leveraged HSI/MSI designation to strengthen equity-minded hiring and retention strategies
- Increased attention to mentoring, onboarding, and faculty support structures
- Acknowledge progress is incremental and sustained effort is required to achieve meaningful demographic change

**2025
Institutional Report
Submitted in
September**



› Off-Site Review Commendations

Based on review of the institutional report submitted in September 2025, the WSCUC review team commended the institution for the following accomplishments and practices:

1. **Living out its mission through its commitment to public good**, as well as being an effective steward of place through active engagement with local communities;
2. **Strong educational practices** (e.g., place-based learning communities, first year experience, improved advising, supplemental instruction) that facilitate student learning;
3. **Commitment to quality assurance** through significantly improved academic and student success assessment and program review;
4. **Improved data infrastructure** leading to effective collection, dissemination, and utilization of data for decision-making and institutional improvement; and
5. **Reflecting a culture of continuity** during a period of leadership transition.

Lines of Inquiry & Response Talking Points



Lines of Inquiry

The team has identified the following lines of inquiry for the Accreditation Site Visit:

1. Humboldt's Vision for the Future as a Polytechnic University
2. Recruitment, Enrollment, and Retention
3. Financial Sustainability
4. General Education





Line of Inquiry #1

Humboldt's Vision for the Future as a Polytechnic University

1. What are the **short and long-term goals** toward achieving the polytechnic vision?
2. What will the **change in senior leadership** mean for the strategic plan?
3. How will the new strategic plan **energize the on-campus and local community** around its vision?
4. What is the vision for the **campus master plan** and how will that be funded?
5. What is the **academic master plan** for the institution and how is it consistent with its polytechnic ambitions?
6. What are the **organizational and cultural barriers** to fulfilling the new purpose?

Line of Inquiry #1

Humboldt's Vision for the Future as a Polytechnic University

–Talking Points Content from the Institutional Report

Leadership Transition & Strategic Continuity

- Established planning and assessment infrastructure
- Shared governance bodies active and stable
- Cross-divisional leadership teams remain intact
- Polytechnic is not a rebrand – its curricular, structural, and cultural
- Phased implementation and intentional pacing

Polytechnic Program - Phases

| Phase 1 Programs (2023) | Phase 2 Programs (2024-2026) | Phase 3 Programs (2027-2029) |
|--|---------------------------------------|---------------------------------|
| Cannabis Studies BA | Applied Humanities BA | Forestry MF (2027) |
| Applied Fire Science & Management BS | Critical Agriculture & Agroecology BA | Nursing MS (2029) |
| Data Science BS | Media Arts BFA | Speech Pathology MS (2029) |
| Energy Systems Engineering BS | Applied Anthropology MA | |
| Geospatial Information Science & Technology BS | Biochemistry BS (Elevation) | |
| Marine Biology BS (elevation) | Community Health BA | |
| Mechanical Engineering BS | Health & Medical Science BS | |
| Software Engineering BS | STEM Education MA | |
| Engineering & Community Practice MS | | |

➤ Line of Inquiry #2

Recruitment, Enrollment, and Retention

1. Given the new polytechnic status, in what ways, if any, have **enrollment goals, strategies, and resources** changed?
 - a. Are there any updated enrollment goals for 2025–2035?
 - b. What is your level of confidence in your enrollment projections?
 - c. What evidence do you consider to give you confidence that your enrollment goals are realistic?
2. What steps have been or will be taken to **close the gap in retention rates**?
3. How are **enrollment shortfalls** being addressed and corrected?
4. What progress has been made on **improving the coordination** between the Division of Enrollment Management and Student Success and the Division of Academic Affairs?
5. How will the institution **ensure the appropriate size and composition of faculty** to support the pedagogical needs of new programs and the study body it serves?

Line of Inquiry #2

Recruitment, Enrollment, and Retention

–Talking Points Content from the Institutional Report

Enrollment Goals & Data

- Updated enrollment projections: 2025–2035
- Hanover market research findings
- IRAR admissions-to-matriculation dashboards
- Program-level yield analysis

Retention & Equity Interventions

- Place-Based Learning Communities (PBLCs)
- Reduced advisor-to-student ratios
- GI2025 investments
- Disaggregated retention and graduation tracking
- Aligned recruitment and advising strategies
- Shared dashboards and metrics
- Regular cross-divisional planning meetings



Line of Inquiry #3

Financial Sustainability

1. What **budget planning scenarios** (budget models) have been generated to address potential shortfalls?
2. Given fluctuations in funding from the state, how does the institution characterize its **depth of support from other sources**?
3. How is the **expanded fund-raising capacity** mentioned in your report progressing?
4. How is **revenue diversification** progressing?
5. Are there more **anticipated budget cuts** coming?
6. What is the status of **capital improvements**?
7. What approaches have been and will be used to help **keep the budget balanced**?
8. What has been the **effect of the 2025 Voluntary Separation Incentive program** on the budget?
9. What progress has been made on the **CSU Enrollment Target and Budget Reallocation Plan**?
10. What progress has been made in intentionally linking academic planning, resource allocation, program review, and student success metrics through **shared infrastructure and clear, continuous feedback loops**?

➤ Line of Inquiry #3:

Financial Sustainability

–Talking Points Content from the Institutional Report

Budget Scenarios & Financial Planning

- Multi-year budget modeling
- Enrollment-based re-allocation planning
- Reserve policy alignment
- Proactive base reductions

Revenue Diversification & Stability

- Record sponsored research funding
- Boldly Rising campaign outcome
- Auxiliary partnerships (housing, dining, services)
- Philanthropy aligned with purpose priorities

Governance & Budget Transparency

- URPC guiding principles
- Open budget forums
- Campus-accessible budget dashboards
- Equity lens in allocation decisions

> Line of Inquiry #4

General Education

1. In what ways has Humboldt acted on the findings from its **comprehensive GEAR program review**?
2. What decisions, if any, have been made to **reduce the number of PLOs** in General Education?
3. In what ways has the **assessment of General Education improved** since the submission of the institutional report?
4. In what ways, if any, have **cross-disciplinary assessment practices** been implemented?
5. In what ways has the institution attempted to **achieve faculty unity** on the **importance of general education**?

In Conclusion



Line of Inquiry #4

General Education

–Talking Points Content from the Institutional Report

General Education Review Findings

- Comprehensive GEAR program review completed
- External reviewer recommendations
- Faculty governance engagement underway
- Assessment challenges clearly identified

General Education: Next Steps & Timeline

- Potential reduction in number of PLOs
- Development of clearer GE identity
- Improved assessment infrastructure
- Faculty-led implementation timeline

Reflections: Future Focused

(Executive Cabinet August 2025)

- **Integrated, data-driven strategic planning:** The next strategic plan (2026) will link goals to assessment, enrollment, and budget modeling, ensuring ambition is grounded in institutional capacity.
- **Adaptive academic portfolio:** Program development will emphasize flexibility, streamlined approvals, sunsetting low-alignment programs, stackable credentials, and systematic tracking of graduate outcomes.
- **General education reform:** GEAR will be re-envisioned to align with Humboldt's polytechnic identity, strengthen coherence and equity, and establish sustainable, cross-disciplinary assessment practices.
- **Structural equity and inclusion:** The university will address persistent equity gaps through redesigned advising, improved BIPOC faculty and staff recruitment and retention, and embedding equity indicators in decision making.
- **Infrastructure, technology, and place-based commitments:** Continued investment in facilities, digital infrastructure, and formalized Tribal partnerships will support student success, sustainability, and Indigenous-informed place-based learning.

Sustaining the Polytechnic Vision

The polytechnic transition has moved from aspiration and launch to portfolio management and sustainability planning. The institution is not declaring arrival—it is demonstrating disciplined, data-informed momentum consistent with CSU system priorities.

Cal Poly Humboldt enters reaffirmation:

- Having addressed all major 2018 recommendations.
- With external commendations affirming progress.
- Demonstrating fiscal discipline amid CSU reallocation pressures.
- Embedding equity and inclusive excellence structurally.
- Integrating academic planning, enrollment strategy, and fiscal oversight.
- Positioned for a new strategic planning cycle under stable governance.
- Committed to being the polytechnic with a liberal arts heart.

Discussion

- How has your area intersected with any of these recommendations and/or lines of inquiry?
- What would you like the Review Team to know?

- **WSCUC Review Team Site Visit:**
 - Wednesday – Friday, April 15–17
- **Open Forums: Thursday, April 16**
 - Staff Open Forum: 8:15 – 9:00 am, Great Hall
 - Student Open Forum: 1:00 – 1:45 pm, BSS Native Forum
 - Faculty Open Forum: 2:00 – 2:45 pm, Great Hall
- **Campus Exit Meeting**
 - Friday, April 17th 9:30 to 11:00 am, KBR/GSAC 225
- **Confidential email address to the WSCUC Review Team:**
 - humboldt@wscuc.org

