

Tuesday, November 17, 2020, 9:00am, Zoom

Chair Lisa Tremain called the meeting to order at 9:04am on Tuesday, November 17, 2020, via Zoom Meeting ID: 99723322775; a quorum was present.

**Members Present**

Jill Anderson, Taylor Bloedon, Matthew Derrick, Carl Hansen, Heather Madar, Steve Martin, Mary Oling-Sisay, Clint Rebik, Cutcha Risling-Baldy, Maxwell Schnurer, Lisa Tremain (Interim Chair), Mark Wicklund, Shawna Young, Rick Zechman

**GEAR Chair:** Jill Anderson

**APC Chair:** Maxwell Schnurer

**Student Representative:** Malluli Cuellar

**Administrative Coordinator:** Mary Watson

**Curriculum Coordinator:** Bella Gray

Chair Tremain reminded the committee of the chat conventions, “Q,” “DR,” and “Stack,” and noted the last ICC meeting included review of a proposal for revised procedures that help the committee be a little more clearly grounded in accordance with the ICC Bylaws in curriculum proposals and moving forward. She noted the CDC is not present at the meeting because they are working on their queue of work. Chair Tremain stated that later we'll be talking a bit about program review and the self studies feedback

**Subcommittee Reports:**

**GEAR** – Subcommittee Chair Anderson noted the committee update is scheduled for later in the meeting

**CDC** – Chair Tremain represented the CDC, and introduced the CDC proposal tracker.

**APC** – Chair Schnurer reported that APC continues to work with the online disruptive students policy is one piece that's coming and then disruptive students and then it looks like advising will be a third place that we're in the mix for and we remain Available, should the ICC need any policy support, but at the moment we're mostly navigating senate requests and request from the provost

**AMP** – Chair Tremain reported that AMP has forwarded the draft of the Academic Roadmap as part of the Strategic Planning Process, noting the full ICC will be looking at the draft again at one of the first meetings of the Spring 2021 semester.

### **Approval of Minutes November 3, 2020**

Minutes from the meeting of November 3, 2020 were approved via general consent

### **Voting Action Calendar**

The following items were approved via general consent

[ART 303 - 20-949](#). Remove Art 104i (current Prereq) as a prerequisite and make Art 103B a recommended (but not required) prerequisite. The prerequisite is being removed because ART majors are no longer required to take ART 104i, and are now required to take ART 103A/B. Per email exchange with Heather Madar, Art Chair, it is OK to list the preferred pre-requisite in the catalog only and not enforce it at registration.

[ART 324 - 20-931](#). Proposed changes: Title and prereq  
Current Title: Drawing: Portfolio  
Development

Proposed Title: Drawing III  
Current Prereq: ART 321 or 373.

Proposed Prereq: Art 273 or Art 321 or Art 325 or Art 112 or IA.

### **Business Administration - Change Marketing Concentration/Emphasis Requirements - 20-922**

The School of Business has phased out the International Business major from the Business Administration program. BA 444, "International Marketing" is being replaced by BA 449 "Macromarketing". The global aspects of conducting business are already incorporated in most of the Business courses. There is no change to the current major unit requirement with this proposed course replacing an existing course.

[BA 444 - 20-947](#). "International Marketing" is being suspended (due to the removal of the International Business concentration) and replaced in the Business Administration-Marketing concentration by [BA 449 \(20-921\)](#) "Macromarketing".

[BA 449 - 20-921](#). New course proposal for "Macromarketing" (4 units, C-02), which will replace BA 449 "International Marketing" in the Business Administration - Marketing concentration.

Course description: "Examines the relationship between marketing and society. Topics include technology, ethics, materialism, globalization, sustainability. The course is multicultural and multidisciplinary. Prerequisite: BA 340, junior standing or permission of the instructor."

[Environmental Science and Management, NR Recreation - Suspend Program - 20-937](#) - Due to planned personnel changes, the ESM department would like to suspend the Natural Resources

Recreation concentration effective Summer 2022. The following courses will be suspended as part of the program suspension as well:

[ESM - 415 - 20-958](#) - concentration suspension-related course suspension.

[ESM - 440 - 20-959](#) - concentration suspension-related course suspension.

[ESM - 440L - 20-960](#) - concentration suspension-related course suspension.

Regarding this suspension, Carl Hansen asked if there was recourse to direct students to the recreation administration program in lieu of these courses. Dr. Martin noted the programs are quite different from each other as far as curriculum.

Registrar Rebik asked whether the department has identified replacement classes for 415, 440, and 440-L so the students who were admitted this year are able to complete that concentration. Dr. Martin affirmed that there are standard substitutions available. He noted new freshmen should not be accepted into this option beginning in Fall 2021. Registrar Rebik explained that the Fall 2021 applications are open, so he will check with the admissions director about anyone who may have already applied for the option, believing it to stay available.

Vice Provost Oling-Sisay emphasized that it is of critical importance that the options are suspended before the individual classes since HSU would have turned in degree maps to the CO indicating this concentration is not an option. Chair Tremain noted she will follow up on the CDC side of things to make sure the suspension of the option is on the list.

[PSYC 400 - 17-279](#). PSYC 400 (Health Psychology) was an upper-division Area E course but this status will terminate after Fall 2020. Thus, the department is requesting to change PSYC 400 to PSYC 306 to certify it as an upper-division Area D course. The course number change will not occur until Fall 2021, but we request from Academic Programs that in Spring 2021, PSYC 400 will qualify as an upper-division Area D course so that enrolled students get GE credit. The GEAR committee approved of the proposal's PLOs.

[Recreation Administration - Change Concentration/Emphasis Requirements - 20-913](#). Proposal to change the name of the emphasis "Outdoor Adventure Recreation" to "Outdoor Leadership" to better represent the emphasis for students looking to develop leadership skills to improve program marketability.

[REC - 370 - 20-910](#). Course title and description update to better represent the current course content and objectives. Addition of REC major registration restriction.

Current course title and description: "Outdoor Adventure Recreation. Knowledge, skill, abilities, policies, and procedures related to outdoor adventure recreation activities.

Backpacking will provide focus of backcountry skills and experiences applied in this course."

Proposed course title and description: "Outdoor Leadership Foundations. Technical, educational, and human knowledge and skills necessary to lead outdoor adventure programs. Focus is on planning and delivering of backpacking skills in a group setting, minimum impact practices, and safety implementations in a professional environment."

[REC - 375 - 20-911](#). Course title and description update to better represent the current course content.

Current course title and description: "Winter Adventure Leadership. Knowledge, skill, and abilities related to the leadership of winter adventure recreation activities. Snowshoeing will provide the focus of the backcountry camping and travel experiences applied."

Proposed course title and description: "Winter Wilderness Living. Introduction to technical, educational, and human knowledge, and skills needed to safely practice and deliver overnight winter adventure recreation activities. Focus is on minimal impact practices and professional industry standards."

[REC - 430 - 20-430](#). Course title and description update to better represent the current course content and objectives. Addition of REC major registration restriction.

Current course title and description: "Expedition Planning and Leadership. Principles and practices for organization and management of expeditions with development of leadership skills in an extended wilderness adventure including study of legal aspects, health and safety, and risk management."

Proposed course title and description: "Outdoor Leadership Expedition. Advanced principles and applications of outdoor leadership skills and knowledge focused on planning and leading expeditions in an adventure education setting, including logistics, risk management, debriefing, environmental ethics, and educational delivery. Students are expected to participate in multiple consecutive field days as part of this class."

[SPAN 355 - 18-296](#). Hispanic Civilization: Regional Studies. This is a course for students studying abroad. The WLC department is looking to certify as upper-division Area C. The course number will change to SPAN 305 in order to follow the University's course numbering guidelines. GEAR Committee has approved the PLOs associated with this proposal. == add note re: back-up plan if no study abroad offered

Vice Provost Oling-Sisay underscored the need for World Languages to create a backup plan just in case HSU may not be having any study abroad options.

### **Consent Calendar**

The following consent calendar items were approved via general consent:

- [BOT 330L 20-939](#). BOT 330L pre-requisite of BOT 330 is updated to also act as a co-requisite so that these two courses can be taken concurrently. BOT 330 will still be possible to be taken prior to taking BOT 330L.
- The Sociology department is requesting to change the C-classification of [SOC 584 \(20-941\)](#), [SOC 610 \(20-942\)](#), and [SOC 665 \(20-943\)](#) from C-03 to C-05 in order to align the course with the other graduate SOC course offerings and more accurately reflect the type of instruction conducted in the course.
- C-03 would lower the class enrollment from 30 to 15, which should not impact the number of sections needed to be offered by the Sociology graduate program. No workload implications will be caused by this C-classification change.

### **Time Certain: B4 presentations/discussion**

Dr. Mary Virnoche from the Sociology Department introduced herself and briefly contextualized the Sociology and Psychology Departments' proposals to teach B-4 content-rich stats classes.

She explained her department is proposing to do a social stats class to meet the CSU required quantitative reasoning B-4 requirement, and noted that many other CSU campuses have multiple disciplines meeting B-4 requirements, in fact, the executive order specifically indicates that campuses may include multiple different disciplines and meeting the B-4 requirement, just as we do with other general education requirements across campus. She reported HSU has changed a lot in terms of how we do math education and quantitative reasoning based on best practices but empirical research about how students do well. She reminded the committee it's known in mathematical fields and other fields that students do incredibly better when they're taught in a context-rich, meaningful curriculum. She explained the "meaningful context" would be about substantive topics and using real world data that has meaning for people's lives, such as looking at recent election data and how race, class, and gender split out across the polling data. She suggested the meaningful context may also be a review of health statistics and disparities across rural versus urban areas.

She further explained in terms of the Sociology department's own statistics class and proposal that historically sociology professors taught statistics classes within their department, but moved away from that model around 10 years ago. She noted the data from a stats class taught by Sociology professor Dr. Christina Martinek from 2009 to 2011 had a 90% pass rate with no equity gaps, and most recently in Fall of 2019, Dr. Martinek taught a stats class through the

math department and of those students enrolled, more than half were students taking the class for the second, third, and in some cases, the fourth time. That class had a 100% pass rate when taught by Dr. Martinek.

Dr. Virnoche requested the committee think about the Sociology dept's proposal to permit their department to, again, teach context rich social science statistics classes. She explained the department has been asked to wait more than once, and also dealt with more delays when the EO first came through. As to questions about assessment, Dr. Virnoche stated that Sociology CJS has been we've been on the forefront of assessment and design all along, and asked that not be a hold up, especially as the Math department has offered their rubrics for integration so that the SLOs for math and stats in Sociology would be very close one another, only that the Sociology stats class would have more emphasis some other statistical subfields. She explained the current proposal contains a couple older artifacts that can be reconsidered, such as the class would only be available for only Sociology and social and CRGS students, so as not to muddle the EO. She noted historically students from econ, poly-sci, and other fields also populated their classes. Dr. Virnoche noted the department is not proposing to do early start for Math 4 students, rather, they would rely on the existing early start programs for those students who need that extra platform. She concluded, offering more data and time for anyone who has questions or want to see more data.

Dr. Chris Aberson from the Psychology Department first noted a common question they have encountered is regarding the current STAT 108 class. He explained the class does not sufficiently prepare Psychology students with the contextual knowledge needed for their major. He noted: the STAT 108 class is 3 units, whereas the proposed Psychology specific course is four units; STAT 108 is too limited topically, since the core statistical concepts for Psychology are t-tests, one factor ANOVA, factorial ANOVA, chi-square, and applications using statistical software, and STAT 108 only covers the chi-square. He reported Math department professors believe they are unable to expand their courses to meet Psychology students' needs.

He further explained reasons why having a psychology specific stats course include the fact that students learn best in context by integrating new knowledge (stats, in this case) with existing knowledge (psychology studies), a domain specific course offers sensitivity to how the field uses statistics, and that different fields use different conventions and terminology inherent in the differences between theoretical math statistics, and quantitative applied psychology statistics. He noted that he has occasionally given workshops and has had people with PhDs in Math tell him it's like he was speaking in a completely different language.

Dr. Aberson then argued that Psychology is probably where statistics should be based, since math stats folks focus deeply on theoretical issues, but quantitative psychology focuses on application. He explained over the last 60 years the quantitative psychologists and psychometricians are responsible for the development of nearly every statistical advance over that period. Regarding course bloat, he explained the Psychology department firmly decided to keep teaching their class, which has been available since before he began teaching in the tenure line quantitative psychology professor position, which is dedicated to teaching statistics and methodology.

He reported that math faculty have judged that Psych 241 would likely be a reasonable substitute for departments that require STAT 109, which alleviates worry about folks changing their major. In terms of support for learning, Dr. Aberson reported that psychology has funded two graduate assistants, and beginning Fall 2019, the Learning Center Director Su Karl approved a dedicated stats tutor position and indicated it would be valuable to have a Supplemental Instruction class—which used to be funded through the department, but was defunded unexpectedly. He noted this might affect enrollment to STAT 108 for only Psychology students, since their course is more rigorous.

Vice Provost Oling-Sisay requested clarification on how both proposals would address handling category one through four students, because this is intended to be a general education GEAR course; she also asked whether PSYCH 241 could be an upper division GE stats course.

Dr. Aberson responded that students who fall into categories three and four are handled by the CSU, and the learning center supports as well as the graduate assistant supports would serve to help those who are able to enroll in the course.

Dr. Mary Virnoche noted in the chat that this class isn't higher order thinking, rather it is merely what is covered in the articulation agreement. He also noted that while he would love the class to be an upper division requirement, but noted such an action would create greater barriers to graduation because it'd make it harder for transfer students who've already taken a STATS course to enter the Psychology program.

Dr. Sonja Manor from the Math Department pointed out that the pass/fail numbers from the last 10 years are no longer accurate, as they were gathered before the department underwent a significant revision after executive order 1110.

Dr. Christina Martinek explained that back in 2011 when many students were having difficulty in STATS 108, she was on loan to the math department to teach STATS 108, primarily for

sociology majors. She noted that the then math department Chair Dr. Mark Rizzardi found her exams and syllabus acceptable, as did Dr. Youn Kim, who stated Dr. Martinek's students can do as much or more than his students can do.

Chair Tremain summarized the ICC's radar regarding B-4 is parity with the B-4 program regarding the way that they think about the support for category three and four students, specifically, who are most at risk. She stated the Sociology proposal has a clear outline for that support, but noted there are also broader concerns about articulation. She explained the ICC will need to move the proposals forward into the subcommittees and because they have been in the queue, the ICC must make sure the courses are accountable to the GE and the B-4 requirements.

### **Program Review**

Assoc. Dir. Wicklund gave the attached presentation on the findings of the peer reviews of the self studies provided by the Wildlife Program and the Leadership Studies Program.

### **Action Item: bylaws change re: GEAR duties and elevation**

Chair Tremain explained that these changes would elevate the GEAR sub-committee to a standing committee of the ICC, such that the full GEAR membership would join the full ICC, and the GEAR chair would be afforded the same WTU release time as the ICC chair and the CDC chair.

APC Chair Schnurer asked whether there would be any downsides to the GEAR committee joining the ICC; he noted that in his experience serving on GEAR, the committee seemed tied to questions of curriculum, and stated the impacts of workload efficiency.

Vice Provost Oling-Sisay stated she thinks including GEAR would be more efficient than having the GEAR working in isolation, since GEAR is supposed to be the centerpiece where other programs are built around.

### **Information Item: update on new GEAR course proposals and proposal forms**

GEAR Chair Anderson and Ass. Dir. Wicklund gave a presentation on the proposed GEAR course certification and recertification plan, after first noting that the GEAR committee being included in the full ICC meetings will be more efficient.

She reminded the committee that when the WSCUC team visited HSU in 2018, one piece of feedback was that HSU needs a better, university wide comprehensive assessment plan and a

singled out GEAR specifically for improvement and assessment and consistency. In order to meet the need for a comprehensive assessment plan that is more sustainable, the GEAR program would like to see that each proposed GEAR course include: an SLO--measurable behavior(s) that demonstrate achievement of the PLO to which the course speaks; a signature assignment which will be used to track students' progress towards a newly established SLO; and an assessment tool that will be used to score that signature assignment. She noted the CTL has done a lot of work to create an integrated platform in Canvas that will facilitate the use of the assessment tools.

Regarding the need for sustainability, GEAR Chair Anderson explained it is very important to include those three items as part of the proposal and the certification process, because it'll ensure that courses will meet the year program requirements, but it will also set up an expectation that assessment is going to be something that HSU continuously does. She also noted inclusion of these items will allow for easier when a course changes hands or there's multiple sections taught by different instructors, since all students will have the SLO, the signature assignment, and the assessment tool from which to work.

She explained that for courses that need to be recertified, GEAR proposes a five year rotation of recertification for current courses beginning next Spring with Area E.

GEAR Chair Anderson asked questions on behalf of the committee, noting that the proposed recertification implies that until the designated year all currently approved GEAR courses would be permitted to carry on as they are: is it inequitable to require that Area B be ready to go in two years while Area C gets three and D gets four; is the pacing of recertifying GEAR courses and associated assessment appropriate?

In response to the questions, APC Chair Schnurer noted it does seem a little bit ambitious, considering the current workload of the ICC. He noted the schedule seems reasonable, stated he thinks there's an equity piece in terms of the amount of time people would have to get their ideas together, but noted that C, D, and DCG will probably include year long, complicated scraps in the ICC meetings.

Chair Tremain noted there needs to be other ways to support thoughtful, formative assessment not just about reporting in order to have robust assessments.

Vice Provost Oling-Sisay stated the only problem that might arise with this has to do with Ethnic Studies and articulation with community colleges.

**Information Item: update on requests for assessment information in forms for new-course and course-change proposals**

Assc. Dir. Wicklund explained that currently in Curriculog the form for a new course proposal asks for supporting assessment data, a signature assignment, support for HSU priorities and course learning outcomes, which shows the prompts presume every course at HSU has a signature assignment, which is not the case. He presented a possible list of questions to replace the current form, including: "is this proposal in response to learning assessment findings and if so, summarize your data. If not, what is the reason for the course? Where will this course fit into your program's curriculum matrix, that is, which PLOs and SLO does it address and at what level? And finally, if this is an upper division course, will this course feature an SLO signature assignment, if so, please describe." He recommended GEAR courses be split from this form and if so, it would link the proposer to a GEAR specific form with similar questions. Chair Tremain noted specific GEAR questions are needed and asked that Assc. Dir. Wicklund set a meeting with Curriculum Coordinator Gray to see if that is possible.

Regarding B-4 courses, Chair Tremain pointed out that nowhere in the ICC Bylaws does it state the committee should block curriculum, and although the committee is split and there are tensions around the idea, the course proposals should go through the proper channels and not be blocked.

Dean Hansen noted it would be problematic if the committee ultimately decides to only let Math have B-4 courses after first telling everyone to go through the proper channels. Vice Provost Oling-Sisay again reminded everyone that the question is not about the rigor of courses, but rather about whether the courses will fulfill the EO's requirements. Dean Zechman opined it seems prudent for faculty to work with Math so that some course bloat is relieved and HSU should stop adding classes and not taking any away.

Chair Tremain suggested the proposals be brought back to the assignment action calendar and the ICC will vote on whether these proposals move forward, or whether the ICC is making an executive decision to block B-4 proposals for the foreseeable future.

**Meeting Chat Record:**

00:11:28 - Mark Wicklund (he | him): Ha! I didn't see that you were here Sonja. Sorry to answer on how to pronounce your name... :)

00:18:39 - Maxwell: Thanks for the clarification - that helps me understand.

Humboldt State University  
Integrated Curriculum Committee Meeting Minutes  
20/21:8 11/17/2020

00:20:10 - Mark Wicklund (he | him): Welcome to everyone

00:27:21 - Carl: Mary, can you also speak to the additional support mechanisms that are expected for students who are less prepared for quantitative concepts.

00:46:09 - Sonja: DR

00:48:08 - Mary Virnoche she/her: not higher order... just different emphasis in types of statistics used

00:49:35 - Rick Zechman- Humboldt State: DR

00:50:35 - Maxwell: It looked like Chris had drawn from the GI2025 CSU dashboard for the data.

00:51:55 - Mark Wicklund (he | him): You haven't been freezing, Lisa

01:05:32 - Shawna Young: Q

01:06:12 - Tasha Howe (she/her): Thank you Chris and Mary!

01:06:32 - Chris Aberson: Thank you for having me. I appreciate the opportunity

01:06:42 - Mary Virnoche she/her: I understand that math has not been willing to move away from probability and integrate other statistical tests etc. as Chris Aberson outlined

01:08:06 - Sonja: Q IV - need significant support to do basic calculations and to read basic graphs.

01:09:04 - Tasha Howe (she/her): The key issue for me is that the Stat 108 course does NOT meet the community college requirements for stats/quantitative reasoning. We accept community college stats courses at HSU and count them for Psy 241 as they are similar. However, we don't count Psy 241 for the same GE that the community college courses count for.

01:09:41 - Lisa Tremain (she/they): Thank you, Tasha. This needs to be part of our consideration.

01:12:36 - Mary Oling-Sisay (she, her, hers): Clint can you and Jenny look into the transfer articulation that Tasha is raising? Perhaps we can recalibrate to count it for the GE course? I am happy to review with you

01:13:42 - Sonja: It is interesting to me because I have taught Stat 108 and Stat at CR and they are very similar if not identical.

01:14:31 - Tasha Howe (she/her): Students at CR now use the R programming language in a lab, the same as Psy 241.

01:18:53 - Heather Madar: There is Art 324 on the list as well

01:19:37 - Lisa Tremain (she/they): Will go back

01:20:24 - Sonja: Thank you everyone.

01:35:06 - Tasha Howe (she/her): We don't have an associate dean

01:42:41 - Maxwell: dr

01:43:46 - Mark Wicklund (he | him): All my meddling in the doc has been erased. A-E thing fixed.

01:43:55 - Lisa Tremain (she/they): Thanks

01:47:34 - Maxwell: How often would GE classes need to be recertified?

01:47:48 - Lisa Tremain (she/they): Jill will show a schedule

01:48:03 - Lisa Tremain (she/they): This slide, for example, would apply to B4

01:53:44 - Carl: Well stated, Maxwell.

01:54:38 - Maxwell: And assessment driven by our desires to know our classes, students & learning methods. To refine how we teach. (aspirational)

01:55:39 - Mark Wicklund (he | him): preach

02:03:24 - Carl: stack

02:04:26 - Mark Wicklund (he | him): yeah, it's the bait and switch worry again

02:06:26 - Shawna Young: Stack

02:06:45 - Carl: I need to get to another meeting. Stay safe and have a great day!

02:06:48 - Rick Zechman- Humboldt State: dr

02:07:59 - Steve Martin: But PSYCH 241 already exists, so it's not adding a new course.

02:08:04 - Mary Oling-Sisay (she, her, hers): And I have to go to another meeting

02:08:22 - Mary Oling-Sisay (she, her, hers): Thanks everyone!

02:08:45 - Tasha Howe (she/her): 100 students per year take Psy 241 and get no GE credit and are forced to take Stat 108.

02:08:46 - Shawna Young: I am strongly supportive of the proposals going through the process so that GEAR can examine whether EO1110 is met and that the intent of GE is supported. Have to go to another meeting. Thanks!

02:09:02 - Maxwell: I know you are all using that example ("most unique sections in the csu") of what to avoid, but I honestly would want to attend a university with that description!

02:09:44 - Mark Wicklund (he | him): Mary W: You'll download this chat for us? Or do we do it ourselves?

02:10:00 - Steve Martin: DR

02:11:02 - Tasha Howe (she/her): Shawna young had two questions/comments posted in the chat during this meeting that were not called upon. She had to go.

02:11:12 - Maxwell: Gotta go! thanks all!

02:13:27 - Heather Madar: I also have to go - thanks!

02:16:45 - Clint Rebik (he/him/his): Take good care all. I have a student issue to get to. Please drop into our ZOOM room for Fac/Staff if you need anything.

# Peer Review Findings Fall 2020



**Wildlife Program**  
**Leadership Studies Program**

# Nine Readers for Each Self-Study



**Eight Faculty**  
**(all sections)**

**+**

**Associate Director of Academic Assessment (ADAA)**  
**(sections II and VII)**

## Wildlife: Overall Impressions

- Very impressive self-study overall, to say the least
- Clearly addressed every prompt in the template
- Gaps / weaknesses in program identified as methodically as strengths were
- Readers are pointed to the action plan every time a gap / weakness is identified
- Only program of its kind in CSU; one of two in the state
- “I am honestly disgusted that there are programs at HSU like this with such room for growth that have to turn students away due to lack of faculty.”

# Wildlife Section I: Strategic Elements of the Program

- Collegial recommendation to add a focus on indigenous ways of knowing
  - “...diffusing indigenous wildlife knowledge and management practices throughout the curriculum could enhance student engagement and success.”
- PLO/ILO alignment appropriate for program
- Possible revisions to outcomes:
  - Some Bloom-verb revising is in order; e.g. “appreciate” is currently used.
  - Perhaps consider examining disciplinary knowledge as distinct from assessment of knowledge patterns.
- ADAA sent chair detailed recommendations for possible outcomes revisions aimed at reducing number of outcomes and assessment burden.
  - Faculty free to use or not use the recommendations as they see fit.

# Wildlife Section II: Program Characteristics and Student Data

- Encouraged to think boldly and creatively in efforts to increase job placement for graduates
- “The reflection on success/failure rates and the indication of changes (PBLCs for first year students) that could move the needle for those populations is helpful.”
- Impressive list of course changes tied directly to assessment discussions
- Impressive self-reflection demonstrated in efforts to address bottleneck courses
- Efforts to narrow equity gaps, including ESCALA training and use of asset-based language, are appreciated.
- Depiction of a group of faculty continuously engaging with the extent to which their majors are meeting the desired learning outcomes
- Quality-improvement cycle referred to as **Plan--Do--Check--Act**
- Exit surveys conducted in 2011 and 2013; planned for 2020 and 2021.

# Wildlife Section III: Student Advising and Support

- Excellent advising work
- Reliance on excellence of one staff person who might change at any time is risky; consider building infrastructure in preparation for that possibility.
- “Several of the practices in this section could be shared with other departments and help colleagues provide more coordinated advising and student support across campus.”
- Efforts to create and increase support for paid summer research opportunities are so important and commendable.

# Wildlife Section IV: Program Faculty and Curriculum

- Program lauded for
  - curriculum's hands-on, lab, and community-based work;
  - funding of low-income students; and
  - professional development around inclusivity;
- They need 2-3 more faculty, and emphasis should be placed on diverse hires.
- Four-six open office hours/week: Collective or each?
  - Echoes the need for CAPS and more diverse, perhaps bilingual Latinx counselors in CAPS to help relieve cultural taxation
- Peer advising: Does support for grad students play this role at all?

# Wildlife Section V: Program Resources

- They need full-time staff to maintain specimen collections, museums, equipment, etc.
- Re. student opportunities to engage with faculty and hands-on learning, “it seems vital to review how these resources and opportunities are accessible to all majors.”
- Program excellence is threatened by budget.

## Budget-Related Comments from Earlier Sections:

- “The noted transfer achievement/equity gap may be a location for further investment of university resources to help support students in a bottle-neck.”
- “They need 2-3 more faculty members immediately, so they can accept more students, especially in the areas of ornithology, which would attract a large number of students...”

# Wildlife Section VI: Summary Reflections

- Organized in very helpful “major takeaways”
- Desire expressed for plans of *how* they will address declining achievement of the specific PLOs that they cite. Current plans will require more resources.
- Impressively balanced assessment of strengths and weaknesses

# Wildlife Section VII: Action Plan

- Program identifies four dominant needs that emerged from the body of the self-study: learning, currency and career prep, pace, and equity.
- Each of the four needs is addressed three times via three themes of action steps -- curriculum, pedagogy, and assessment.
  - “very, very impressive”; “most interesting part of the report”
- Somewhat attainable, somewhat hopeful
- Changing the major structure; adding a one-unit 300-level course to support transfer students; the Latin X wildlife dedicated internships; and the support for new lecturers each cited for praise.
- Interest expressed in what the data will show after the changes in stats and calculus

# Leadership Studies: Overall Impressions

- I like the whole program - opportunities for professionals, self-supporting nature, and using professionals in the fields as faculty - seems like a great program.
- “The report is clear on the audience and mechanism of this unique program.”
- “...great job with a unique program.”

# LS Section I: Strategic Elements of the Program

- Mission statement is a little vague, could be more concise.
- Provides “the most clear explanation of this program that I’ve encountered.”
- Seems that some PLOs don’t map to course content; this might be a consideration for assessment goals in action plan.
- Alignment with university mission and lifelong learning is clearly articulated.
- It is stated that students enroll in online courses at HSU for electives--in any online course?
- “Portfolium sounds great.”

## LS Section II: Program Characteristics and Student Data

- Adding 1-2 elective units is not improving diversity; integrating it throughout curriculum is encouraged, perhaps tied to writing-improvement goals through topic choices.
- “Since typical student data are not available, using the ESCALA course ratings scheme and grade distributions by instructor would be helpful.”
- Several comments about limited OIE data (due to self-support status)
- Small size of cohorts makes data inferences difficult; reflecting on gaps in knowledge might be useful for continued improvement.

## LS Section II: Program Characteristics and Student Data

- Desire expressed for more data on equity gaps and reflection about possible reasons and discussion of strategies to address them.
- Apparent that reviewers should have access to data being addressed in report.
- Praise for use of assessment data to improve curriculum. Loop will be closed when another round of writing assessment occurs.
- Would be helpful to have an explanation as to why students take courses at other institutions and CCs.

## LS Section III: Student Advising and Support

- Excellent job; single advisor model seems to work well
- Student advising-satisfaction survey is a program strength
- Program appears to be doing its best to address advising given barriers presented by program format
- Excellent work preparing students for online environment

# LS Section IV: Program Faculty and Curriculum

- Praise for faculty diversity and intentional design of curriculum
- Curriculum seems driven by faculty expertise.
  - Are there disciplinary gaps?
- Opportunities for program growth via making connections with other programs on campus?
  - If structural barriers prevent such connections, perhaps we see a need for deeper structural revision.
- A comparison to other fully online programs in the CSU would be helpful.

# LS Section V: Program Resources

- “Wonderful to be self-supported and have adequate resources.”
- Resources seem minimal; program seems to have mastered self-support.

# LS Section VI: Summary Reflections

- Exit survey referenced several times, but no concrete results from interview provided.
- Little detail offered as to **how** they will improve areas identified in exit interview.
- Clear barrier to program is online GEAR course availability.
- Improving oral communication curriculum seems in order; polled low on satisfaction and personal growth.
- Nice reflection on areas of growth and successes. A deeper review of data, if available, would strengthen narrative next time.
- Program may have wisdom to offer other faculty about teaching asynchronous courses.

## LS Section VII: Action Plan

- Goals seem appropriate and ambitious.
- Action plan is thin on ties to evidence, though this is not completely absent.
  - Tech and cultural diversity skills are targeted in a curriculum review based on alumni survey results.
- Program speaks of recruiting partnerships but does not offer what this will entail.
- Program speaks of improving access to online UD GEAR courses but does not offer how they intend to do so.
- Program plans to add a new cultural diversity-oriented elective course. I look forward to seeing that proposal. Will this risk treating diversity as a single-course add-on?