**ACADEMIC PLAN**

**2015-16 through 2025-26**

**Humboldt State University**

**Existing Schools/Divisions Proposed Schedule for**

**and Degree Programs Degree Programs Review of**

**Offered Fall Term Existing Programs**

**College of Arts, Humanities, and Social Sciences**

Anthropology (ST) BA 2016-17

Applied Anthropology (SE) (Pilot) MA 2017-18

Art BA 2014-15

Art BFA 2015

Communication BA 2015-16

Criminology and Justice Studies (ST)(pilot) BA 2016-17

Critical Race, Gender, and Sexuality Studies BA 2020-21

English BA-MA 2017-18

Environmental Studies (ST) (pilot) BA 2015-16

French and Francophone Studies BA 2015-16

Geography BA 2016-17

History BA 2016-17

International Studies (ST) BA 2020-21

Journalism BA 2014-15

Music BA 2014-15

Native American Studies BA 2014-15

Philosophy BA 2017-18

Political Science BA 2016-17

Religious Studies BA 2014-15

Social Science MA 2016-17

Sociology BA-MA 2017-18

Spanish BA 2015-16

Spanish MA 2017

Theatre BA 2014-15

Film BA 2014-15

**College of Natural Resources and Sciences**

Biology BS-MS 2017-18

Botany BS 2015-16

Chemistry BA-BS 2016-17

Computer Science BS 2014-15

Environmental Management and Protection BS 2014-15

Environmental Resources Engineering BS 2015-16

Environmental Science BS 2017-18

Environmental Systems MS 2015-16 Fisheries Biology BS 2014-15

Forestry BS 2014-15

Geology BA-BS 2016-17

Note: Underlined programs are nationally accredited subject areas.

**ACADEMIC PLAN**

**2015-16 through 2025-26**

**Humboldt State University**

(continued)

**Existing Schools/Divisions Proposed Schedule for**

**and Degree Programs Degree Programs Review of**

**Offered Fall Term Existing Programs**

**College of Natural Resources and Sciences** (continued)

Marine Biology (ST) BS 2009

Mathematics BA 2017-18

Natural Resources MS 2015-16

Oceanography BS 2014-15

Physics BA-BS 2017-18

Rangeland Resource Sciences BS 2014-15

Wildlife Management BS 2014-15

Zoology BS 2015-16

**College of Professional Studies**

Child Development (ST) BA 2015

Business Administration BS-MBA 2014-15

Economics BA 2015-16

Education MA (ST online) 2017-18

Kinesiology BS-MS 2014-15

Psychology BA-MA 2016-17

Recreation Administration (ST) BA 2020-21

Social Work (ST, on-campus or online) BA 2015-16

Social Work – (ST on-campus; SE online) MSW 2015-16

**Other**

Interdisciplinary Studies BA- 2016-17

Liberal Studies BA 2014-15

Note: Underlined programs are nationally accredited subject areas.

Explanation of Changes to the Academic Master Plan for Humboldt State University

* Degree programs in Critical Race, Gender, and Sexuality Studies; International Studies; and Recreation Administration all received approval by the Chancellor’s Office during the 2014-2015 academic year.
* Summary for proposed new projection: Master of Arts in Spanish

1. Delivery mode:

Hybrid

2. A brief summary of the purpose and characteristics of the proposed degree program:

The proposed 31-unit MA in Spanish will provide international linguistic and cultural experiences specifically for teachers of high school Spanish as a Second or Foreign Language in California, the nation, and abroad. Combining study abroad experiences in different countries during the summer with online distance learning courses during the academic year, the program is designed on a faculty development model and therefore will be restricted to students with a minimum of two years of Spanish language teaching experience the high school level.

3. The program’s fit with the campus mission and strategic plan:

The program contributes directly to one of the four goals of the HSU Strategic Plan, *support an inclusive and diverse community*, by providing meaningful professional development for teachers of Spanish in public schools across California and beyond. The program also fosters multiple facts of the HSU Mission: *welcome students from California and the world to our campus; offer access to affordable, high-quality education that is responsive to the needs of a fast-changing world; provide a wide array of programs and activities that promote understanding of social, economic and environmental issues; help individuals prepare to be responsible members of diverse societies*.

4. Support mode:

self-support/extended education

5. Anticipated student demand:

Through recent surveys and discussions with current teachers, representatives of the Humboldt County Department of Education, members of relevant professional organizations, and colleagues at all levels of their teaching careers, the department of World Languages and Cultures has observed definitive evidence of the increasing need and demand for this type of innovative MA program, which currently does not exist in our region. The program also conducted an online survey of regional high school Spanish teachers. There were 22 responses to the survey; the majority of the responses came from high school Spanish teachers with at least 5 years’ experience. In response to our question regarding their initial reaction to the program idea, 19 answered “very positive”, 2 answered “somewhat positive”, and 1 answered “other”.

6. Workforce demands and employment opportunities for graduates

The program is designed for those currently teaching secondary school and who wish to increase their cultural and linguistic knowledge and capabilities while completing the required professional growth component necessary to maintain their secondary single‐subject teaching credential. According to the latest numbers available from the California Department of Education, as of 2012 there were about 4,213 Spanish teachers that would benefit from this program.

7. Other relevant societal needs:

The online components of this program would provide secondary teachers of Spanish the opportunity to participate in a learning community year-round. This professional MA model does not currently exist in the CSU; this proposal represents a better option for many high school Spanish teachers, because the focus is on their personal experience and application of the curriculum in their classrooms.

8. An assessment of the required resources and a campus commitment to allocating those resources:

The department of World Languages and Cultures, with has long-established relationships with international partners and recently confirmed the institutional collaboration of the *Universidad Autónoma Benito Juarez de Oaxaca,* of Oaxaca, Mexico, the *Universidad Tecnológica Equinoccial* of Quito, Ecuador, and the *Universidad de León* of León, Spain. Most required resources, such as space and facilities, will be located on-site with institutional partners. Also, the Spanish faculty members have experience conducting online courses and have recently made several professional presentations in this area. Any additional required resources will be generated through this self-support program.

***II. Summary of program review, assessment findings, and improvement actions***

**Business Administration, BA**

Business Administration assessed all six of their main student learning outcomes for each of their five concentration areas (accounting, finance, marketing, management and international business), as required by their accrediting body (International Assembly for Collegiate Business Education, IACBE): (1) *knowledge of core subjects*, (2) *effective writing skills*, (3) *effective presentation skills*, (4) *ethical reasoning skills*, (5) *sustainability understanding* and (6) *knowledge integration/strategy development*.

Students scored lowest for SLO (1): *knowledge of core subjects*, in the areas of finance and accounting; in response the School of Business faculty are making pedagogical, curricular, and student support changes to improve student comprehension and performance in these areas in particular. Also, though a large majority of Business Administration students exceeded the minimum standards for SLO (2): *effective writing and presentation skills*, SLO (4): *ethical reasoning*, SLO (5): *sustainability understanding* and SLO (6): *knowledge integration/strategy development*, program faculty are building strategies for strengthening these five SLOs into the curriculum at a deeper level. For example, Business Administration faculty are emphasizing issues related to stakeholder identification and practical application of ethical theories across the curriculum to improve SLOs (4) and (6).

**Environmental Management and Protection (EMP), BS**

EMP assessed two out of five SLOs during this assessment cycle: (4) *knowledge and skills to manage human use of environmental resources*, and (5) *spoken and written communication with a variety of audiences.*

On SLO 4 (*manage human use of environmental resources*), 86% to 100% of students in each of the classes assessed for this SLO met or exceeded the minimum expectations; the program plans to improve the assessment process and the rubrics used for the assessment. On SLO 5 (*spoken and written communication*), 87% of students sampled met minimum expectations for oral communication. Nearly a third exceeded minimum expectations. Fourteen percent of students did not meet expectations for standard English usage in this assignment. While generally satisfied with student performance on SLO (5), the program is encouraging EMP faculty to continue to stress written and oral communication skills in multiple courses throughout the program.

**Computer Science, BS**

Computer Science assessed one of four SLOs during this assessment cycle: (1*) Computational thinking - solving problems, designing systems, creating and making use of different levels of abstraction, thinking algorithmically and applying mathematical concepts to develop more efficient, fair, and secure solutions to problems*.

On SLO 1 (*computational thinking*), 76% showed evidence of meeting the outcome, 16% showed evidence of partially meeting the outcome, and 8% did not show evidence of meeting the outcome. Given that 92% of students met or partially met the outcome, the program did not find it necessary to make a specific change to the program.

**Critical Race, Gender and Sexuality Studies (CRGS), BA**

CRGS assessed the following SLO: *link theory to practice, as assessed through an oral communication embedded assignment*.

Students demonstrated this through a three-minute oral presentation in which they discussed the ways that their curricular and co-curricular activities have prepared them for their post-graduation plans for work or graduate study. Overall at least 75% of students met or exceeded expectations in all areas, but, because a quarter of the students did not meet expectations for core skills of organization, delivery, supporting material and central message, program faculty subsequently discussed more effective edagogical strategies and are now sharing the oral communication rubric with students in multiple courses in the major. They also modified the embedded assignment used for the assessment, to make it clearer and more focused.

**Politics, BA**

The Politics program assessed SLO4: *demonstrate proficiency in written and oral communication*. Assessment was done through video-recorded presentations in the capstone. The vast majority of students met or exceeded expectations in all categories of the standardized oral communication rubric. Findings indicated that, in general, Politics majors tend to present material more effectively in an oral formal than they do in a written format. One major weakness in their oral presentation skills centered on the students' inability to articulate the assumptions and reasons for their beliefs. Many would simply give in rather than argue a point forcefully and with evidence. As a result, the department has emphasized the need for faculty to provide clear guidelines regarding expectations for oral presentations throughout the curriculum.

**Rangeland Resource Science, BS**

The Rangeland Resource Science assessed one of five SLOs during this assessment cycle: (4) *Communicate effectively, using oral and written means, the factual basis, interconnectedness, and interpretation of rangeland/wildland soil science and management.*

Assessment scores, using a rubric, ranged from 86.5% to 87.9% across evaluators. The sections of the papers that dealt with “Discussion” and “Conclusions” were the weakest areas overall (average 2.9 and 3.4 out of 4). Accordingly, program faculty will assign practice scientific writing assignments in which “Discussion” and “Conclusions” sections have been omitted from simple yet actual published papers, and students will write ‘mock’ discussion and conclusion sections for comparison to those of the peer-reviewed authors.

**Recreation Administration**

Recreation Administration assessed one SLO during this cycle: *apply effective professional communication, leadership, and management to the leisure industry*. Faculty used three separate projects from two sections of the senior capstone as assessment tools. From this, the faculty identified two criteria as focus points for improvement: students’ ability to evaluate information and its sources critically and students’ ability to use information effectively to accomplish a specific purpose. First, program faculty identified three courses that students should take earlier in their career to introduce methods of evaluation of information and sources and ways to use information effectively. Second, to strengthen students’ ability to use information effectively, program faculty have begun hosting information literacy workshops taught by the discipline-specific librarian in three additional required courses, including the capstone. Additionally, program faculty met with the librarian to initiate a web-based discipline-specific search guide through the library web site which will help students gather information effectively and better guide their understanding of how to use the information.

***III. Summary of WASC comprehensive or educational effectiveness visits***

N/A

***IV. List of accredited units and programs***

**California State University Accredited Programs, by Campus**

**Humboldt State University**

|  |  |  |
| --- | --- | --- |
| **Programs** | **First Granted** | **Renewal Date** |
|  |  |  |
| Art | 1978 | 2014-15 pending |
| Chemistry | prior to 1976 | 2014 pending (next review: 2019) |
| Child Development Laboratory, Child Development | 1989 | 2017 |
| Environmental Resources Engineering (ERE) BS | 1979 change to 1981 | 2017 |
| Forestry and Wildland Resources Curricula--Federal Office Personnel Management (OPM) | pending |  |
| Forestry Curriculum--Society of American Foresters (SAF) | 1979 | 2015 |
| Music | 1979 | 2021 |
| Practicing Sociology—MA remove | 2004 | 2017 |
| Psychology | 2002 | 2015 pending |
| Public Sociology, Ecological Justice and Action MA remove | 2004 | 2017 |
| Registered Professional Foresters (RPF) License--State Board of Forestry (BOF) | not specified | periodic |
| School of Education--Administrative Services | 2002 | ~~2015~~ 2022 |
| School of Education--Multiple Subjects Credential | 2002 | ~~2015~~ 2022 |
| School of Education--Reading Certificate | 2002 | Certificate suspended |
| School of Education--Single Subjects Credential | 2002 | ~~2015~~ 2022 |
| School of Education--Special Education Credential | 2002 | ~~2015~~ 2022 |
| School of Education and Department of Kinesiology/ Recreation Administration--Adapted Physical Education | 2002 | ~~2015~~ 2022 |
| Social Work BA | 2004 | 2019, reaffirmation |
| Social Work MSW | 2004 | 2019, reaffirmation |