

FACILITATING GRADUATION
Humboldt State University's Response
To Coded Memo: AA-2005-21
December 2, 2005

1. *Reduction of Required Units in Programs Leading to the Baccalaureate Degree*

Request: *This topic directs campuses again to focus on this issue: to renew a local examination of high-unit baccalaureate programs; and to mark as a success reductions in unit requirements in programs that now require more than 120 semester units to complete.*

Campus Context: Humboldt State University offers 49 baccalaureate degree majors within which are 82 options or areas of concentration. Nearly 82 percent of the programs are at the 120 recommended units. Programs that exceed 120 units comprise six academic departments and are listed in Table 1. Nine of the 15 programs (60%) are accredited by outside agencies.

Action Items:

- Departments with programs in excess of 120 units will be asked to review their curriculum in depth and consider whether they might reasonably reduce the total unit count for their degree. If departments are unable to reasonably reduce the total unit count, they will be asked to provide a written justification to the appropriate academic deans explaining their rationale.

Timeline: Due May 2006

- In addition, Departments will be asked to examine and propose ways in which selective reductions (consistent with item No. 2) might be made to graduation requirements. Such requests will be forwarded to the college curriculum committees, office of the deans', the University Curriculum Committee, and the Provost's Council.

Timeline: Consideration will begin in the 2006/2007 Academic Year

Table 1.—Audit of HSU programs with more than 120 units for the degree.

Program/Option	Total Units	Major Units	General Education and Other Required Units	Units Double-Counted	Accredited?	Year of Last Program Review	Were Units reduced?	Year of Next Program Review	Candidate for Accelerated Review?
Chemistry/Biochemistry	128	93	57	22	YES	2003	NO	2010	NO
Chemistry/Environmental Toxicology	125	90	57	22	YES	2003	NO	2010	NO
Environmental Engineering	137	107	57	27	YES	2002	NO	2009	NO
Forestry/Conservation	127	94	57	24	YES	1997	NO	2006	NO
Forestry/Production Management	125	92	57	24	YES	1997	NO	2006	NO
Forestry/Wildland Fire Management	127	94	57	24	YES	1997	NO	2006	NO
Forestry/Hydrology	130	97	57	24	YES	1997	NO	2006	NO
Forestry/Forest Soils	127	94	57	24	YES	1997	NO	2006	NO
Nursing	121	93	57	29	YES	1998	NO	2006	NO
Physics	122	87	57	22	N/A	1998	NO	2005	NO
Physics/Biology	135	100	57	22	N/A	1998	NO	2005	NO
Physics/Engineering	143	108	57	22	N/A	1998	NO	2005	NO
Physics/Geology	129	94	57	22	N/A	1998	NO	2005	NO
Physics/Oceanography	127	92	57	22	N/A	1998	NO	2005	NO
English/Language Arts	127	79	57	9	N/A	2000	NO	2007	NO

2. *Selective Reduction of Campus Graduation Requirements*

Request: *This topic directs campuses to begin or to renew a local examination of graduation requirements, including the units required in general education; to address whether, consistent with the achievement of established student learning outcomes, all students or some students may be relieved of some requirements; to consider the extent to which credit by assessment is well-utilized for these requirements; particularly for high-unit majors to consider also more frequent double-counting of units between and among general education, the major, and other graduation requirements; and generally to seek fresh efficiency in this area. The Chancellor will approve reasonable campus-recommended variations on Title 5 graduation requirements that facilitate student progress to the baccalaureate degree while maintaining high academic standards and meeting CSU educational goals.*

Campus Context: In addition to requirements for the major, graduation requirements for HSU include 48 units of general education, two courses in Diversity and Common Ground (DCG) and completion of the American Institutions requirement. Courses in Diversity and Common Ground can generally be double-counted for one or more areas of general education; courses with the DCG designation are often elective choices within majors. In 2004, the Academic Senate approved a resolution that allowed double-counting of one American Institutions course for a lower division Area D general education course. The American Institutions requirement may also be challenged by examination. As such, if double-counting opportunities are maximized and the American Institutions requirement is successfully challenged, the HSU student would only need 48 units of required course work in addition to the major requirements to earn the baccalaureate degree. HSU also allows double counting of general education courses with the major.

HSU has only one recognized high unit major (Environmental Resources Engineering) permitted to double-count beyond that described above. Engineering students are required to take both American Institutions courses but only one lower division course in Area D general education. In addition, these students are also exempt from the Critical Thinking requirement of Area A. Upper Division Area B is satisfied through the engineering breadth curriculum and, consequently, is not met through a course approved for Area B at HSU.

Many disciplines at HSU include upper division general education in the major's upper division requirements. This, however, is not the case with most of the sciences and natural resources requirements. Consequently, science and natural resources students must take an Upper Division Area B General Education course that is not part of the major.

Sixty-seven programs at HSU require 120 units to complete the baccalaureate degree. Of these, 52 (78%) programs provide for fewer than 10 free electives in the curriculum.

While there are some members of the campus faculty who support decreasing the number of required general education courses, the University Curriculum Committee (UCC), which has oversight over general education, is not in favor of such an action. The UCC feels strongly that general education fulfills a crucial function ensuring a broad educational experience for all students and is very concerned that the goal of providing a broad liberal education be supported.

Action Items:

- The Educational Policies Committee of the Academic Senate and the University Curriculum Committee will be asked to examine the desirability of double counting both American Institutions requirements for Area D general education.
Timeline: Recommendation due by May 2006.
- Disciplines in the College of Natural Resources and Sciences (and others, as appropriate) will be asked to look critically at the possibility of revising their curriculum and proposing that a required course in the major be included with Upper Division General Education Area B.
Timeline: Recommendations due by May 2006
- Departments with programs at 120 units but with fewer than 10 free elective units, consistent with high academic quality and achievement of the learning objectives for each major, will be asked to review the major requirements with a goal of increasing the number of free elective units within the program.
Timeline: May 2006
- The campus will initiate a study to determine why HSU students take so many more units than are required for the degree.
Timeline: Study completed by May 2007

3. ***Emphasis on Graduation in Orientation Sessions for New Students (first-time Freshmen; transfers)***

Request: *This item directs campuses to review the extent to which student are encouraged in such programs to highly value efficient progress toward the degree.*

Campus Context: Humboldt State University supports several orientation programs for freshmen and transfer students. During the first and most formal meeting during the Humboldt Orientation Program (HOP), there is a presentation on Academic Planning that outlines academic requirements and emphasizes making steady progress toward the degree. In addition, HOP peer counselors devote a significant amount of time reviewing Degree Audit Reports with students, helping them plan their first course schedules, and emphasizing degree requirements.

All HOP students receive an “Academic Planning Guide” (<http://www.humboldt.edu/%7Eair/Academic%20Planning%20Guide%202005-06.pdf>) the content of which directs a student from initial registration through senior year and graduation.

HSU pilot-tested an on-line HOP session for transfer students during the spring 2006 registration cycle. This HOP presentation prominently emphasizes, encourages, and orients, transfer students to think about progress toward graduation.

Action Items:

- Once completed, Academic Roadmaps will be prominently featured in all HOP presentations and handouts.
Timeline: Summer 2006
- Humboldt Orientation staff will work with the academic deans to re-visit orientation program goals and methods. In part, they will work to increase the emphasis on academic success and ensure that new students have a clear understanding of the pathways to their degrees. This message will be consistently communicated throughout the orientation program.
Timeline: Summer 2006
- Student paraprofessionals who work at orientation (HOP) will receive additional training on the importance of degree progress. Graduation and academic success will be incorporated into all peer group meetings. All peer counselors will be provided talking points that emphasize graduation and academic success.
Timeline: Summer 2006
- Graduation and academic success messages will be incorporated into the meetings with parents who also participate in the orientation process.
Timeline: Summer 2006

4. *Strengthened Support for both General Education and Life/Career Goal Clarification for Lower Division Students*

Request: *This item directs campuses to review and where suitable to improve the support offered to students who seek help in clarifying life and career goals.*

Campus Context: Humboldt State University has a strong commitment to working with students to clarify their career goals by providing counseling, classroom presentations, and on-line resources. During the Humboldt Orientation Program (HOP) the HSU Career Center offers a presentation (“The Ultimate Road Trip”) that integrates career and life planning. The Career Center is an integral component of the Freshman Interest Group (FIG) and the Fall Bridge

programs, providing presentations on career options to classes each fall semester, impacting over two-thirds of our first-year students.

The Center also offers a “Don’t Cancel That Class” program whereby faculty who need to cancel a class session can, on short notice, request a Career Center Staff member to substitute and offer career options advice to students.

The campus is also experimenting with a course for undeclared majors entitled “Exploring Majors and Careers” (SP 280) that is designed to help undeclared majors identify a course of study and a career path.

It is currently unclear how often instructors of general education courses discuss career options in their general education courses, or the extent to which instructors contact students with a demonstrated aptitude for subjects in the general education curriculum to provide council or encouragement regarding career choices.

Action Items:

- The Career Center will work vigorously to improve the existing brochure regarding choosing a major
Timeline: December 2006
- The Career Center will aggressively advertise and promote their on-line resources
Timeline: December 2006
- The Career Center will expand their advertising efforts for the “Don’t Cancel That Class” program
Timeline: September 2006
- The Career Center will increase their emphasis on the development of student paraprofessionals to augment the Center’s outreach to academic departments regarding the Life and Career Goal resources.
Timeline: December 2006
- Revise the general education curriculum. HSU has been in the process of revising the general education curriculum for several years. Implicit with the revision is an effort to re-conceptualize general education to increase student engagement and promote curricular innovation.
Timeline: Implementation Fall 2007

5. ***Association of Career Outcomes with Majors in Catalogs and Other Informational Resources***

Request: *This item directs campuses to review the prominence and the ease of access to such information; the extent to which programs have disciplinary*

“days” to help students to understand careers; the suitability of including career information in introductory classes; the extent to which faculty make themselves available for informal career advice; the extent to which campuses make strong utilization of career centers and other campus-wide resources; and take other appropriate actions.

Campus Context: Humboldt State University has made some effort to align career outcomes with majors in our informational resources. Careers are indicated in the course catalog and on some departmental home pages. Some career and major associations are promoted through recruitment activities and publications such as departmental brochures. A recent campus review of our enrollment management practices, however, included a subcommittee priority recommendation to “Explore ways to better educate prospective and current students about career options based on existing HSU degree programs”. This recommendation included, as an action item, developing an extensive web tool that provides alignment information on careers and majors.

The campus also has an active Career Center that offers counseling, classroom presentations, and on-line resources to assist students with identifying careers (see item 4, above). The Career Center hosts at least one major career fair on campus each year.

Action Items:

- The campus will develop a web-tool to link career options with HSU degrees and prominently display them on the HSU web site.
Timeline: May 2007
- All academic departments will include career outcomes listings on their web sites and on all promotional brochures.
Timeline: May 2007
- Departments will be encouraged to utilize the Career Center’s expertise in identifying these career outcomes.
Timeline: January 2006
- The campus will work to expand career conversations to high schools and community colleges during recruitment activities.
Timeline: Fall 2006

- The campus will also enhance the role and profile of the Career Center in promotional materials, including recruiting brochures, promotional CDs and the catalog.
Timeline: May 2007
- The campus will study the feasibility of creating a career-oriented index (in addition to the subject index) to the campus course catalog.
Timeline: Feasibility completion by May 2006 with earliest implementation, as appropriate
- Departments and the campus webmaster will work together to provide links to the Career Center from departmental home pages.
Timeline: May 2006
- The Career Center will increase efforts to gather and disseminate the “Success Stories” program in which HSU career successes are highlighted.
Timeline: May 2007
- The Career Center will analyze data on student demographics of Career Center users and promote the Center to departments whose students appear to underutilize the Center.
Timeline: May 2007
- Lastly, the Center will expand the development of student paraprofessionals to enhance the Center’s outreach activities to the academic departments.
Timeline: Fall 2006

6. *Choice of Degree Major Required at a Reasonable, Early Juncture*

Request: *This item requests campuses to require undergraduates to make an early choice of major, supported by strengthened career and life goal advisement, and by prominent association of career outcomes degree majors*

Campus Context: Humboldt State University currently has no policy that requires students to declare a major at a given point in their academic tenure. Students who enter as undeclared majors are advised through our Academic Information and Referral Center. These advisors work diligently with undeclared students to help them identify a choice of major as soon as possible. Other students receive information on career alignment and their majors per those listed in items 4 and 5 above.

Action Item:

- The Educational Policies Committee of the Academic Senate is reviewing this issue and has considered a resolution in which first-time freshmen will be encouraged to declare a major by the end of their freshman year. All students will be required to declare a major no later than attaining 60 units, and to perform a degree check no later than 70 units. Transfer students

will be required to declare a major by the end of their first semester in which they are enrolled at HSU. Out-of-compliance students will be denied the priority registration accorded to upperclassmen regardless of the number of earned units.

Timeline: Anticipated implementation is fall 2006

- The Center for Academic Advising will develop proactive advising methods for undeclared students, such as a workshop on choosing a major; extended advising sessions for undeclared students; develop a brochure for undeclared students designed to encourage and guide students into a major choice appropriate to their needs, skills, ambition, and interests.

Timeline: December 2006

7. ***Wide Promulgation of Roadmaps to Degrees in an Official, Centrally-Archived, Graphically Authoritative Format***

Request: *Items 7 and 8 remind campuses to ensure that all programs have strong and clear roadmaps: that the promises in them are taken seriously; and that roadmaps are prominently and authoritatively displayed. Among the promises in roadmaps both implicit and explicit is that class schedule development will take roadmaps well into account, avoiding wherever possible “bottleneck” courses within a major or academic program.*

Campus Context: Academic departments have informally aligned course offerings with course sequences for many years. The campus began, however, collecting information on degree roadmaps during the 2004/2005 Academic Year to provide formal structure to course sequencing. These roadmaps list the recommended course sequence for all degree programs including general education and other graduation requirements. Currently, roadmaps are being reviewed for accuracy and are being formatted for the web.

Action Item:

- Complete the review and formatting roadmaps and prominently display them on the HSU web.
Timeline: January 2006
- Use completed roadmaps to enhance communication between departments and students.
Timeline: Mid-semester, spring 2006
- Develop an audit to monitor course enrollments with the purpose of identifying bottleneck courses.
Timeline: December 2006
- Develop a policy or practice of shifting resources, as appropriate, to alleviate bottlenecks.
Timeline: May 2007

8. *Alignment of Class Offerings to Roadmaps*

Campus Context: The absence of degree roadmaps precludes aligning class offerings with them.

Action Item:

- Humboldt State University will begin curricular planning that aligns class offerings with the four-year degree roadmaps. This will require coordination of some course offerings between colleges and will require coordination of some general education and all university requirements. **Timeline:** Roadmaps should be available at the beginning of the spring 2006 semester. Coordination of course offerings with those plans will begin during the course planning cycle for the fall semester, 2006. Full planning implementation is anticipated by May 2007.

9. *Provision in Policy of Mandatory Individual Student Study Plans in Planning Class Schedules*

Request: *Items 9 and 10 request campuses to make strong use of roadmaps and CMS information systems to provide students with progress reports available even 24/7. Campuses should use the cumulated information to build class schedules that meet student study needs.*

Campus Context: Humboldt State University currently has no mandatory policy for students to file degree plans. Students are, however, encouraged to file a major's contract. This contract describes which courses the student will take to fulfill the major/minor degree requirements and is established in consultation with the academic advisor. HSU uses the Degree Audit Report System™ (DARS; Miami University of Ohio) software to track student progress toward the degree. Information from the major contract is used to update the student's DARS report. Students and advisors can access the DARS via the internet. Currently, 14 degree programs have been encoded in DARS.

Action Items:

- Encode all academic program requirements into DARS
Timeline: May 2007.
- The Educational Policies Committee of the Academic Senate will be asked to consider a policy whereby students will be required to file a degree plan by the end of their sophomore year (60 units). Transfer students will be required to file a degree plan by the end of the second semester in which they have enrolled.
Timeline: December 2006

10. *Use of Cumulated Individual Student Study Plans in Planning Class Schedules*

Campus Context: Humboldt State University uses the Degree Audit Report System™ (DARS; Miami University of Ohio) software to track student progress toward the degree. The most recent version of the DARS software contains a “course cart system” that allows students to arrange their sequence of courses as they are aligned by the course offering sequence of the department. The software will also allow departments to determine how many sections of these courses will need to be offered.

Action Items:

- HSU will upgrade and implement the latest version of DARS.
Timeline: December 2007
- In combination with the student study plans identified in item 9 above, the campus should be in a position to use cumulated student study plans to strategically plan class schedules.
Timeline: May 2007

11. *Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics*

Request: *This item directs campuses to review the frequency and extent of use of such programs and, where suitable, to put in place further support for student learning. Some programs may be technology-mediated, as where learning objects available on web sites are conveniently made part of learning management systems (such as Blackboard, WebCT or Moodle). Other support programs may rely upon faculty, staff, or student peer tutors.*

Campus Context: Humboldt State University has several strategies in place that focus on student success and learning support. These include:

Freshmen Interest Groups (FIGs). The FIG program at HSU started as a Living Learning Community about ten years ago. The current model (similar to that used at the University of Oregon) has been used by the campus since 2000 and consists of thematic course groupings for first-time freshmen. For example, in the Life Sciences and the Environment FIG, all students enroll in an introductory botany course, a first-year composition course, a college algebra course, and a seminar. The role of the seminar is to explore the theme of the FIG, assist with college success skills, facilitate student connection to the campus and monitor student progress. Instructors in the seminar work with course faculty to ensure that students are progressing satisfactorily and intervene with students who are not. Currently, about 55% of first-time freshmen are enrolled in one of the 23 FIG themes. A similar approach has

been used with transfer students (Transfer Interest Groups or TRIGs), but on a much smaller scale.

Supplemental Instruction. Funded through a Howard Hughes Medical Institutes grant, HSU provides supplemental instruction for several courses in biology, chemistry, physics, and mathematics that have historically proven to be particularly difficult for students. Approximately 350 students enrolled in the program last year. Supplemental instruction is offered as a credit/no credit one semester credit unit and is facilitated by advanced undergraduates and graduate students. The course is supervised by a member of the faculty. Students who enroll have significantly fewer grades lower than C relative to those who do not take advantage of the program.

Learning Center. The Learning Center provides small group tutoring for any subject area to all students at no cost.

Educational Opportunity Program. The EOP serves first-generation, economically disadvantaged students and offers bridge (and other) programs for first-time freshman providing academic and transitional support.

Freshman Interest Group Intervention (Pilot Initiative). Faculty teaching the FIG seminar sections maintain routine contact with instructors in the FIG core courses about student success. Students who appear to be struggling academically are contacted and encouraged to visit with the seminar instructor.

Miscellaneous Supplements. The campus supports many other facilities and programs to ensure student success: Tutorial software is available to supplement skill development in music, English, and foreign language programs. The campus provides a writing center and a math lab that are available to students. Many academic departments across the campus provide tutoring by faculty, advanced peers, or graduate students.

Action Items:

- The campus will identify and monitor gateway courses (those that have high non-completion rates) and work with departments to provide supplemental instruction where appropriate.
Timeline: Spring 2006
- Improve and expand upon FIG interventions with at risk students to all programs and target first-year students.
Timeline: December 2006
- Identify and explore strategies to assist at-risk populations of students
Timeline: Spring 2006

- Expand departmental “meet and greet” social functions to help establish connections between first-year students, transfer students, and departments.

Timeline: Fall 2006

12. *Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete*

Request: *Items 12 and 13 direct campuses to revisit these issues, to make new policy where appropriate, and to encourage enforcement of existing policy where appropriate. The Academic Senate, CSU has been requested to consider developing a model policy that addresses these issues.*

Campus Context: The following policies are currently in effect at Humboldt State University:

Drop policy (Pgs.36-37, 2005-2006 HSU Catalog): Students may drop a class during the first four weeks of instruction without obtaining instructor or departmental chair approval. No notation for the drop will appear on the student’s academic record. Drops after the first four weeks of instruction require serious and compelling reasons and both instructor and department chair approval. Such drops will result in a W grade being recorded. Courses cannot be dropped after the thirteenth week of the semester.

Withdrawal Policy (Pg. 38, 2005-2006 HSU Catalog): A student who formally withdraws prior to the end of the fourth week of instruction will have only an appropriate date of withdrawal (no course work) appear on the academic record for that term. A student who formally withdraws after the first four weeks of the semester will have an appropriate date of withdrawal appear on the academic record, and all course work will appear with a grade of “W” (withdrawal). A student is not allowed to withdraw during the last three weeks of instruction or later except in cases, such as accident or serious illness, whether the cause of withdrawal is due to circumstances clearly beyond the student’s control and the assignment of an incomplete grade is not practicable. Students must notify all course instructors of withdrawal. An instructor has the right to override a “W” grade with a grade of “F” or “NC”.

Retroactive Withdrawal Policy (Pg. 38, 2005-2006 HSU Catalog): Withdrawal from classes or the university after the thirteenth week of instruction will be considered only for accident or serious physical or mental illness, or serious personal or family problems where the cause of withdrawal is due to circumstances clearly beyond the student’s control and the assignment of an incomplete grade is not practicable. In addition, extenuating circumstances must be shown to have prevented withdrawal in a more timely fashion. Students may not request a late withdrawal for poor

academic performance. Lack of awareness of the withdrawal procedures is not an extenuating circumstance.

Incomplete Policy (Pg. 34, 2005-2006 HSU Catalog): An Incomplete grade indicates that a portion of the required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. The instructor of the course will complete an Authorized Incomplete form. The date by which the course is to be completed will be stated; however, no more than one year from the time the class ended will be allowed to complete the requirements (except due to special circumstances as approved by instructor). Either the instructor will change the Incomplete to an appropriate grade or it will administratively be changed to either a letter grade of F (Failure) and will be included in the student's grade point average or to a grade of NC (No Credit) depending on the grade mode of the course.

Action Items:

- Audits for each of these policies will be conducted annually to monitor student use of existing policies.
Timeline: Fall 2006
- In addition, annual meetings between the Office of the Registrar, the Office of Academic Programs and Undergraduate Studies and the College Deans Offices will be scheduled during the Fall semester of each Academic Year to review existing policy and ensure equitable enforcement.
Timeline: Fall 2006
- The Academic Deans will be asked to further review these policies with departmental chairs at least annually.
Timeline: Fall 2006
- The Educational Policies Committee of the Academic Senate will be asked to reexamine each of these policies and give consideration to revising them.
Timeline: May 2007

13. *Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repetitions.*

Campus Context: Prior to Academic Year 2005, Humboldt State University's repeat policy was open ended and allowed undergraduate students to repeat a course an unlimited number of times. This was an automatic process that did not require petition. All attempts appeared on the student's permanent record, but

only the most recent attempt counted toward the cumulative grade point average. In Academic Year 2003, the Academic Senate passed a new repeat policy (Academic Senate Resolution #17-03/04-EP) that requires students to obtain permission of the instructor, department chair, and college dean for a third, or subsequent, effort to repeat a course.

Action Item:

- Once early registration ends, an audit will be run of students who are taking a repeatable course for the third time. Students will be notified by email that they need to obtain the required approvals per the repeat policy. Students will also be warned that they will be removed from the course if approval is not received. Course instructors and academic advisors will also be notified. This audit will be repeated during the first week of class with reminder notifications sent to affected students, instructors and advisors. At the end of the first week of class, students who have not secured approvals will be dropped from the course.

Timeline: Spring 2006

14. *Campus Provision of a Rich CMS Information and Communications Environment for Major Advising.*

Request: *This item requests campuses to continue as a high priority the development and provision of such advising resources, exploiting tools in the Common Management System*

Campus Context: Humboldt State University has used SunGard's SCT Banner™ software since 1991. The Banner software, interfacing and used in conjunction with the University of Miami's Degree Audit Report System™ (DARS) product, provides student information essential to improved communication between the advisor and student, including transcripts, summaries of transfer credit, holds, email capability, and degree audits.

Action Items:

- Implement the student module of Oracle's PeopleSoft Campus Solutions.
Timeline: This module is scheduled to begin active implementation in fall, 2007 with full implementation by the fall of 2008. In conjunction with fully encoded DARS software, the CMS software is expected to provide nearly the same information and communications environment that the campus now enjoys with Banner.
- Establish a Center for Academic Advising that will be responsible, in part, for conducting workshops each semester to update academic advisors on technological changes which support the advising effort.
Timeline: January 2006.

15. ***Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major***

Request: *This item directs campuses to renew commitments to advising that in nearly all cases are already strong; to review policies that require students to seek advising; where suitable, to take steps via policy and/or practice to increase the frequency of advisement in the major; and to recognize appropriately workload burdens associated with advisement.*

Campus Context: Humboldt State University is committed to effective academic advising. All students are required to seek advisement each semester during the registration process. This is ensured by requiring students to obtain a computer “access-codes” that allow them to register by computer. Students and faculty have an additional advising resource in the Academic Information and Referral (AIR) Center. The AIR Center works closely with the Office of the Registrar to advise students who have special advising needs (e.g., student-designed Liberal Studies majors and Undeclared majors), petition requests, and questions about general education or all university requirements.

Advising workloads are currently accounted in the three weighted-teaching units used for ancillary activities.

HSU currently has no separate mandatory advisement policy for students to seek advisement upon declaring or changing their major. However, since students are required to seek advisement upon registration this request should be accommodated within existing processes.

Action Items:

- The campus will establish a Center for Academic Advising that will work with faculty and staff to facilitate a more comprehensive culture of advising on the campus. This office will also be responsible for advising undeclared students and work proactively with them towards identifying a major. This office will also work with and highlight various supplemental advising services available through student support services such as orientation, the Career Center, Educational Opportunities Program, and the residence halls.

Timeline: The Center for Academic Advising will be established in January 2006.

- To further emphasize and encourage effective advising, the Faculty Affairs Committee of the Academic Senate is reviewing methods of evaluating academic advising as part of the retention, tenure, and promotion process.

Timeline: Resolution expected by December 2006

- The Educational Policies Committee of the Academic Senate will be asked to consider a policy that requires declaration of the major with mandatory advisement by the end of the freshman year.
Timeline: Resolution expected by December 2005
- The Educational Policies Committee of the Academic Senate will be asked to consider a policy that requires mandatory advisement when students change majors.
Timeline: Resolution expected by December 2006
- The Educational Policies Committee of the Academic Senate will be asked to consider a policy requiring mandatory degree plans to be filed by the end of the first semester of the sophomore year.
Timeline: Resolution expected by December 2006

16. *Frequent Use of Degree Audits*

Request: *This item asks campuses to draw upon CMS information and communications systems, and campus commitments to strong and timely advisement in the major, in encouraging widespread and appropriate use of degree audits.*

Campus Context: Humboldt State University uses the Degree Audit Report System™ (DARS; Miami University of Ohio) software to track student progress toward the degree. Information from the major contract is used to update the student's DARS report. All students and their advisors can access the DARS via the internet. All general education and other university-wide requirements have been encoded in DARS and are, consequently, available to students and advisors.

To date, however, only the following majors have been encoded into the DARS database: Anthropology, Art, Biology, Botany, Environmental Resource Engineering, Environmental Science, Fisheries Biology, History, Kinesiology, Native American Studies, Philosophy, Psychology, Social Work, and Zoology. For all other university programs, academic advisors must track student progress using our current student information system (SunGard's SCT Banner). An audit worksheet is available to advisors on-line at http://www.humboldt.edu/~air/AcademicPlanningSummary_Worksheet05_06.pdf to assist academic advisors.

Action Items:

- Complete the encoding of academic programs into DARS.
Timeline: May 2007
- Establish an Office of Academic Advising for assisting academic advisors in the use of DARS in the advising process.
Timeline: January 2006

17. *Mandatory Degree Audits not Later than at 70 Semester Units*

Request: *This item directs campuses to consider strongly a policy that imposes this requirement, in instances where such a policy is not present now.*

Campus Context: Mandatory degree audits are not currently required of HSU students at, or prior to, their earning 70 units. Degree audits are required when students apply for graduation, but students may apply for graduation with the resultant degree audit any time after reaching 60 units. The university strongly recommends applying for graduation at least two semesters prior to the expected term of graduation.

Degree audits are currently available electronically for 14 academic programs encoded in the Degree Audit Report System™ (DARS; Miami University of Ohio) used by HSU. Academic advisors can run these audits electronically at any time.

For programs not yet encoded in DARS, the advisee's coursework appears on the DARS audit as the coursework is completed.

Action Item:

- The Educational Policies Committee of the Academic Senate has been asked to consider developing a policy in which degree audits will be conducted automatically at 70 units. Academic advisors will be automatically informed of those advisees and use the audit in conjunction with the degree plans to advise students.

Timeline: December 2006

18. *Mandatory and, if Needed, Intrusive Advisement as Student Approaches/Exceeds Minimum Units Required for the Degree.*

Request: *This item directs campuses to consider strongly a policy that imposes this requirement, in instances where such a policy is not present now.*

Campus Context: All students at Humboldt State University are required to seek advisement each semester during the registration process. This is ensured by requiring students to obtain a computer "access-code" from their advisor allowing them to use computer-based registration. Currently, there are no special advising activities that target students who approach or exceed a minimum number of units required for a degree.

Action Item:

- The Educational Policies Committee of the Academic Senate has been asked to consider developing a policy in which advisors are automatically notified automatically of advisees who have completed the minimum number of units required for the program option in their major.

Timeline: December 2006

19. Development and Use of “Dashboard Indicators” for Campus-Wide Monitoring of Graduation

Request: *This item requests campuses to develop, disseminate, and use “dashboard indicators” pertaining to graduation.*

Campus Context: Humboldt State University provides a considerable amount of data to the campus community on the web site of the Office of Analytic Studies (<http://www.humboldt.edu/~anstud/>). The campus has not, however developed a set of indicators that are specifically designed to monitor the progress of students as they move towards the academic degree.

Action Item:

- Humboldt State University will develop the following dashboard indicators. Dissemination of these will be through the Office of Analytic Studies and they will be available on the web:
 - 1) A semi-annual audit of students who are within 15 units of the total required for their degree. Dashboard parameters will include the total number of students and the percentage these comprise of the total headcount. Names of students will be sent to their academic advisors.
 - 2) A semi-annual audit of students who have more than 15 units above the minimum required for the degree. Dashboard parameters will include the total number of students and the percentage these comprise of the total headcount.
 - 3) A semi-annual audit of students with undeclared majors that exceed 30 semester units. Dashboard parameters will include the total number of students and the percentage these comprise of the total headcount.
 - 4) A semi-annual audit of students who don’t register for the upcoming term (excluding those on academic probation, or those who are expected to graduate). Dashboard parameters will include the total number of students and the percentage of the total headcount.
 - 5) A semi-annual audit of average unit load by class for undergraduate students. Dashboard parameter is mean unit load by academic classification.
 - 6) An annual audit of the number of students who drop courses after the census date, withdraw from the university, and repeat courses. Dashboard parameters will include the numbers for each of these and the percentage of total headcount.
 - 7) A semi-annual audit of non completion rates for identified gateway courses.

- 8) An annual audit of the number of students who graduate each year. Dashboard parameters will be the total number of graduates and the percentage of the total headcount.

Timeline: December 2005

20. *Review by CSU Academic Peers of How efforts at Encouraging Graduation are Succeeding, by Degree Program*

Request: *As to item #20, Chancellor's office staff in partnership with the statewide Academic Senate will recruit and train CSU volunteers to form visiting teams. Plans call for accreditation-style visits to ten campuses in 2005-2006. Other campuses will be visited in the following year. Campuses are requested to welcome and facilitate the anticipated visits.*

Action Item: Humboldt State University welcomes all visits from the CSU to assist with this project.

Timeline: Immediately

21. *Provide the board of Trustees with Periodic Reports*

Request: *This item directs the division of Academic Affairs in the Chancellor's Office to prepare a schedule of periodic reports by presidents to the Chancellor and Board of Trustees concerning campus actions taken to facilitate graduation; and to begin such reports immediately.*

Action Item:

- The President should anticipate requests from the Board of Trustees for updates and reports on campus actions to facilitate graduation.

22. *Provide Appropriate Funding, Support*

Request: *This item reminds campus presidents to assure that budgets and priorities appropriately*

Action Item:

- The President will consider including information about how HSU's budgets and commitments reflect the Board's high priority for this work as updates and reports on campus actions are requested.