Steering/Self-Study Committee Recommendations for Strategic Plan Implementation

"HSU should take the work of the prioritization process to its logical conclusion in decisions about resource allocations."

"HSU has a record of finding ways to avoid hard decisions and failing to complete initiatives."

- *WASC Visiting Team Recommendations, 2010*

HSU's WASC Steering and Self-Study Committee (SSSC), using the "Review under WSCUC Standards and Compliance with Federal Requirements Worksheet," evaluated HSU's performance relative to the previous WASC recommendations (see 2010 WASC Site Visiting Team Report and April 7, 2014 letter to President Richmond here: http://www2.humboldt.edu/wasc/). The SSSC identified "High Priority" and "Low Performance" Criteria for Review (CFR); these criteria were then connected to HSU's Strategic Plan Blueprint (SPB) (see Table 1). SSSC priority recommendations to the Strategic Plan Coordinating Committee are presented below.

Overarching recommendations:

1. In collaboration with the head of the division, every unit* will articulate a clear function and purpose and will participate in the process of **continuous improvement** using these steps:
   a. *Step 1:* Develop your outcomes (student learning and/or program). (What are you trying to accomplish?)
   b. *Step 2:* Determine criteria to demonstrate you met those outcomes. (How will you know you were successful?)
   c. *Step 3:* Based on those criteria, identify how you will meaningfully measure activity. (Measures need to align with the criteria and the outcome.)
   d. *Step 4:* Collect and analyze your data. (The evidence)
   e. *Step 5:* Based on that evidence, make specific improvements to your work and document what you did. (Plan your work.)
   f. *Step 6:* Work your revised plan by developing new/revising existing outcomes.

2. The Cabinet and President, in consultation with other stakeholders and in alignment with the Strategic Plan, will take the lead on:
   a. Clarifying the priority and sequencing of campus activity with tracking, timelines and accountability measures,
   b. Developing robust and transparent processes that use the continuous improvement processes outlined above to allocate resources in alignment with identified priorities, mission, and vision,
   c. Removing barriers to collaboration and communication across campus (removing silos),
   d. Reconfiguring existing councils and committees for transparent and efficient decision making, and
   e. Making the hard decisions to ensure positive, sustainable change for improvements in **student learning**.

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Specific recommendations:

1. Establish an Institutional Effectiveness Office and Council.
   a. Develop a sustainable, comprehensive, multi-year assessment plan for all units across campus.
   b. Conduct a comprehensive review and assessment of early alert and support programs that will produce "meaningful and substantial results" (WASC Visiting Team letter to President Rollin Richmond, 2014) of student success from under-represented groups, and will result in systemic changes.
   c. Create a coherent plan to effectively assess student learning.
   d. Clarify curricular alignment of course, major program, general education program, and baccalaureate degree with WASC core competencies.
   e. Incorporate assessment data into the process for proposing and approving curricular decisions.
   f. Hire an Academic Assessment Coordinator to design, implement, and evaluate campus assessment tools/processes in collaboration with a faculty committee and/or IE Council to review and summarize assessment results for the campus community to use in planning faculty development and address curricular issues.
   g. Connect results of student learning assessment to ongoing, campus-wide discussions that will define the "*Meaning, Quality, and Integrity*" (WASC) of HSU degrees.
   h. Use student learning assessment data to make recommendations for resource allocations.
2. Establish a Professional Development Office and committee that reports to the Institutional Effectiveness Council.
   a. Incorporate the development of inclusive pedagogies, applied learning approaches, core competency instruction, learning assessment, curriculum development, and other campus needs into the programming for the new professional development initiative currently underway.
3. Implement strategies for improving retention of underrepresented students, and for increasing the recruitment, hiring, and retention of underrepresented staff and faculty, in order to increase their proportion of the total population.
4. Determine and implement assessment processes that facilitate the definition of "*Meaning, Quality, and Integrity*" (WASC) of HSU degrees at both the undergraduate and graduate level.
   a. Evaluate curricula, and revise as necessary, to improve learning, retention and graduation and to reduce units to degree.
   b. Identify, evaluate and increase the various aspects of diversity embedded in curricula.
   c. Evaluate the role of HSU's General Education. Establish, support, coordination and leadership of General Education as a program.
5. Develop and strengthen connections among campus, alumni, and community to increase improve student learning and success.
6. Examine campus culture to improve collegiality and transparency across campus.

Unit definition: *Any campus office or department with a budget and a leader, or any standing committee or working group.*

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