

# HUMBOLDT STATE UNIVERSITY

## University Senate Written Reports, AY 2019-2020

### Standing Committees, Statewide Senators and Ex-officio Members

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## DEIC Subcommittee on Inclusive Teaching Strategies and Culturally Relevant Pedagogies (ITS/CRP):

Submitted by Dr. Edelmira Reynoso

**Date:** 12 May 2020

**To:** Dr. Edelmira Reynoso

**From:** DEIC Subcommittee on Inclusive Teaching Strategies and Culturally Relevant Pedagogies (ITS/CRP)

**Re:** 2019/2020 Subcommittee Report

**cc:** Diversity Equity and Inclusion Council (DEIC), Faculty Diversity and Equity Fellows, Lisa Bond-Maupin, Mary Oling-Sisay, Lisa Castellino, Simone Aloisio, Enoch Hale, Stephanie Burkhalter, Mary Virnoche, Mary Watson

The ITS/CRP subcommittee is pleased to present this report of our efforts during the 2019/2020 academic year. Members of the ITS/CRP Subcommittee:

Kim Vincent-Layton, chair, ITS/CRP Subcommittee; educational developer, Center for Teaching & Learning; lecturer, Department of Communication

Dr. Kim White, associate professor, Department of Chemistry; faculty diversity and equity fellow

Dr. Nikola Hobbel, professor, Department of English

Katia Karadjova, associate librarian, CNRS

Tracy Smith, director, RAMP

Dr. Mark Wicklund, associate director of academic assessment

Dr. Leena Dallasheh, associate professor, Department of History (on sabbatical AY19/20)

### Highlights

In the academic year 2019/20, the subcommittee focused our efforts on the continuation of operationalizing inclusive pedagogies through existing university structures that institutionalize inclusive teaching practices. Building upon our previous year's work that centered on the approved changes to Appendix J, we engaged in three major efforts:

1. We created a framework for excellence in inclusive teaching that aligns with September 2019 changes to Appendix J. The senate Committee on Faculty RTP Criteria and Standards accepted and approved the framework in December 2019. [RTP Model Language for Excellence in Inclusive Teaching](#)
2. We updated the existing instructional observation checklist with language that integrates equity and inclusion into the collegial observation process. The modified checklist is currently under review by the senate Faculty Affairs Committee. [Modified Instructional Observation Checklist](#)

3. We continued to develop the HSU Inclusive Teaching Toolkit, which will include guides, checklists, and examples to support faculty in meeting the new Appendix J requirements.

#### Collaborative Process

The ITS/CRP Subcommittee also engaged in a number of efforts to ensure that we are making intentional connections to existing university structures to support all faculty in creating culturally responsive, inclusive classrooms. The following is a brief list of these efforts:

- Consulted with other subcommittees on support for faculty who need guidance in responding to the Appendix J changes
- Created a strong connection with the vice provost's Faculty Diversity and Equity Fellowship to ensure collective and consistent efforts and communication
- Invited one of the faculty diversity and equity fellows to join the ITS/CRP subcommittee
- Presented the ITS/CRP subcommittee charge and work to the university senate
- Created a strong connection with the HSI STEM faculty development efforts to bridge efforts
- Met with the associate vice president of the Office of Faculty Affairs to strengthen communication about our equity work related to Appendix J
- Met with the chair of the senate Faculty Affairs Committee to discuss recommended changes to the instructional observation checklist to align collegial observations with equity work in Appendix J

Throughout this work, the ITS/CRP subcommittee is dedicated to making culturally responsive teaching work visible and usable to the broader campus.

#### Going Forward: Plans for 2020/2021

In the coming year, this subcommittee will focus on a number of significant efforts that include:

- Continued collaboration with the DEIC subcommittees and ESCALA alumni and new cohorts
- Continued collaboration with the faculty diversity and equity fellows and the Center for Teaching and Learning on equity and inclusion programming, particularly adapting to the flexible needs within the higher education landscape, such as virtual environments
- Consultation with all units that support faculty who need guidance in responding to the Appendix J changes
- Preparation of a guide for senior faculty who will be using the modified [Instructional Observation Checklist](#)
- Exploration of equitable learning assessment as it intersects with inclusive classroom practices and university learning outcomes
- Continued development of the HSU Inclusive Teaching Toolkit to include collaborative and communicative efforts across units

Over the years, many of us have been involved in equity-minded efforts that remained siloed in individual units, ran out of money, or duplicated work due to lack of communication. We committee members find that one of our most important tasks is to openly track and facilitate ongoing work.

Finally, the intersection of learning assessment with inclusive classroom practices will be vital as the university moves forward in its commitment to a cohesive assessment program. Inclusive classroom practices include offering students diverse, inclusive assessment methods. Cultural backgrounds influence not just learning but also the ways in which students are motivated to demonstrate that learning. This should be part of the conversation in the coming year as the GEAR Curriculum and Assessment Committee works with faculty to identify measurable behaviors by which students will demonstrate their general-education learning.

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## **Academic Senate CSU (ASCSU):**

Submitted by Mary Ann Creadon and Noah Zerbe, ASCSU Representatives

ASCSU Annual Report  
Provided for the HSU Senate by  
HSU Representatives to the ASCSU  
Mary Ann Creadon  
Noah Zerbe  
May 9, 2020

The ASCSU meets every other month in Long Beach at the Chancellor's Office. In alternate months, the standing committees meet virtually, to discuss issues and to develop or perfect resolutions they have proposed. The standing committees are: Academic Affairs (AA), Academic Preparation and Education Programs (APEP), Faculty Affairs (FA), and Fiscal and Governmental Affairs (FGA).

September Report highlights:

- Passage of the Occupational Therapy doctorate by the BOT was celebrated.
- CSU proposed to the Board of Trustees an admission requirement of an additional year of quantitative reasoning in high school a-g requirements, to begin in the 2026-27 academic year. At the same time, the ASCSU responded to a first reading resolution (AS 3394-19/APEP) supporting the proposal, and urging flexibility in the requirement when it is implemented. There have been persistent concerns that the requirement will disadvantage marginalized students from school districts that lack the resources to develop appropriate courses or have enough faculty to teach them.
- On a first reading waiver AS-3397-19/AA, Towards Implementation of an Ethnic Studies System Requirement, passed the Senate. This resolution committed the ASCSU to partner with the campuses to explore a CSU ethnic studies graduation requirement. The

Academic Affairs Committee worked with members of the Ethnic Studies Discipline Council in developing the resolution. This resolution was developed in the context of the proposed legislation, AB 1460, to require of all CSU students a course in Ethnic Studies for graduation. The ASCSU opposes the bill because it dictates curriculum to the CSU, which should be the purview of the faculty and not the legislature.

#### November report highlights:

- In October Chancellor White announced he was retiring at the end of the academic year. The chair and vice chair of the ASCSU were appointed to the Search Committee. Chancellor White said during his visit to the Senate that his top priorities before retirement were getting adequate funding from the legislature and the governor, and ensuring support and funding for DACA and Dreamers.
- We passed a resolution with a land acknowledgement and statement that will be used to inaugurate all future meetings at the Chancellor's Office in Long Beach.
- We passed on second reading AS-3394/APEP, supporting the proposal to the BOT for an additional year of quantitative reasoning. This proposal was delayed by the BOT to be voted on at their January meeting, while they considered the concerns about access and equity that have accompanied the proposal from its inception.
- A first reading resolution, AS-3403-19/AA, Recommended Implementation of an Ethnic Studies System Requirement, was introduced. This resolution included learning outcomes and an implementation process. Senators were asked to consult with campuses and get feedback in time for the Academic Affairs Committee to work on and present a second reading resolution at the January plenary meeting. (This consultation took place at HSU.)

#### January Report highlights:

- We passed a resolution, AS 3393-19/FA, Notification of Tenure-Track Openings to Incumbent Contingent Faculty, Librarians, Coaches and Counselors, urging the Chancellor's Office to create a database of CSU lecturers interested in pursuing tenure-track jobs in the system so that it can be accessed easily and used by campus search committees for tenure-track positions.
- We passed in second reading, after consultation with the Ethnic Studies Discipline Council, and after receiving feedback from campuses, AS-3403-20/AA, Recommended Implementation of an Ethnic Studies System Requirement. It recommends adopting a required 3-unit course or course overlay in Ethnic Studies for all students in the lower division, and an upper division reflective element that may be met with some flexibility by campuses. Implementation date for this requirement would be 2023-24. The Chancellor's Office responded to this resolution by sharing it with campuses to gather additional feedback, which they said they would share with ASCSU.

#### March Report highlights:

- With the onset of COVID-19 and social distancing, ASCSU for the first time met by Zoom. Chancellor White visited and informed us that they had postponed interviewing

Chancellor candidates. We later learned that he delayed his retirement until at least the end of the calendar year.

- On March 17, the Chancellor's Office sent a memo to the ASCSU Chair, sketching an outline for an Ethnic Studies requirement, based on the responses to ASCSU resolution AS-3403-20/AA the CO had received from campuses. The memo envisioned a requirement for a 3-unit lower division GE course, beginning in 2023-24, broader than the ASCSU proposed requirement, giving campuses autonomy on learning outcomes, and with course approvals also left up to campus-based systems of shared governance. The memo included a hope that ASCSU would support this proposal, and if passed by the BOT, would immediately initiate the process of changing Title 5 and EO 1100 Revised.
- We passed AS 3418-20/FA, Accommodations to Faculty Due to the COVID-19 Emergency, recommending that individual faculty determine without penalty whether student perceptions of teaching effectiveness for Spring 2020 will appear in their PAF and WPAF; that probationary faculty be granted an additional year in RTP considerations if requested; and that the appropriate administrator place a memo in faculty PAF files outlining the difficulties encountered during this time that might impact teaching, service and scholarly and creative activity. It also asserts faculty intellectual property rights under alternative modes of instruction, and asks for sufficient resources to support alternative modes of instruction. Finally, it calls for appropriate cleaning of campus facilities and calls for the restoration of appropriate pedagogical approaches to instruction at the conclusion of the COVID-19 emergency.
- We passed on first reading waiver a resolution, AS 3420-20/AA, Response to the Chancellor's Office Memo on Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement. This resolution reaffirmed ASCSU's commitment to our original proposed requirement, outcomes and implementation in AS 3403-20/AA, with the following changes to accommodate the CO's draft proposal: a campus may operationalize the requirement and outcomes appropriate to campus culture and contexts through its normal curricular processes; the scope of the requirement may include additional historically oppressed groups so long as the core definition of "Ethnic Studies" in the January ASCSU resolution is preserved; and the upper division reflective element is retained.
- We passed on second reading a resolution, AS 3414-20/APEP, Resources to Support CSU Faculty Participation in the Course-Identification Numbering System (C-ID) Process. This resolution urges the CSU to provide adequate support for staff and faculty to do the work of implementation and maintenance of transfer model curricula, which are the basis for the Associate Degree for Transfer. The purpose of this resolution is to find a way finally to adequately encourage CSU faculty to participate in the C-ID process by offering compensation or even release time. As the number of CSU faculty taking part in the FDRG (Faculty Discipline Review Group) for their disciplines has radically diminished, we are in danger of losing any influence in the course and degree approval process. The CC faculty wait for CSU faculty to weigh in on the approval process, while ADTs they wish to have approved or renewed languish. In late 2019, CC faculty asked to be able to finalize some of those approvals without any input from the CSU. That request went to

their own and the CSU administrations. While the CSU was able to intervene to keep this from happening, it will not be long before our lack of participation will leave us with no voice in the C-ID process. Moreover, the legislature, which passed SB 1440 and has oversight, has been made aware of our lack of participation. If CSU faculty wish to have any say in the preparation of community college students who enter their major programs with an ADT, it is imperative that they find faculty who will agree to be FDRG reviewers. This resolution asking for CSU support of various kinds is an effort to increase faculty participation as FDRG members.

#### May Report Highlights:

- The May ASCSU Plenary meetings were held by Zoom for the second time. This Plenary included an organizational meeting at which the 2020-21 Executive Committee was elected. Next year's ASCSU Executive Committee consists of: Chair, Robert Keith Collins (SFSU); Vice Chair, Darlene Yee-Melichar (SFSU); Secretary, Beth Steffel (CPP); At-large member, David Speak (CPP); At-large member, Nola-Butler-Byrd (SDSU).
- We passed a resolution, AS 3409-20/APEP/FGA, Opposition to AB 1930. This proposed legislation requires that any change in student eligibility policy requirement by either the CSU or the UC must be approved by the other segment. ASCSU's opposition is based on our belief that the legislature should not usurp the role of the BOT in establishing CSU eligibility policy.
- We passed a resolution, AS 3426-20/FGA, Opposition to Proposed Changes to Title IX, in response to the announced changes by the U.S. Department of Education.

A final note on the Ethnic Studies requirement proposals: the Chancellor's Office produced a formal proposal that will be presented to the BOT Committee on Educational Policy on Tuesday, May 12. The proposal does not align with the ASCSU proposal in the following ways:

- 1) The CO's proposed title is Ethnic Studies and Social Justice Requirement rather than Ethnic Studies Requirement;
- 2) It leaves to campuses the decision of whether or not to include an upper division reflective element;
- 3) It does not include a systemwide set of learning outcomes, but leaves those outcomes to be determined at the campus level;
- 4) Rather than stipulate that the courses offered by departments must retain the core definition of ethnic studies as articulated in the ASCSU proposal, it allows any academic departments to offer courses to meet the requirement so long as the courses can meet the course learning outcomes as defined by the campus;
- 5) It predicts that its implementation of the requirement will cost approximately \$3 to \$4 million, as opposed to the ASCSU proposal's implementation, which it estimates will cost \$8 million.

Late in the week of the ASCSU's plenary meetings, the Ethnic Studies Discipline Council asked the Chancellor's Office to withdraw its proposal from the BOT agenda. The CO had not responded to that request as of Friday, May 8.

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**Humboldt State University  
Enrollment Management Update  
May 11, 2020**

Dr. Jason L. Meriwether, Vice President of Enrollment Management  
Josh Smith, Director of EM Strategic Communications  
Clint Rebik, Registrar

**Continuing Student Retention & Registration Campaign**

As of May 11, 2020, 77% of eligible students have registered for Fall. This is up from 74% last week. 74%, 62%, 80%, and 77% for CAHSS Undeclared, CNRS, and CPS collectively.

% Registered	College
CAHSS	74%
CNRS	80%
CPS	77%
Undeclared	62%
Total	77%

Please note that we do not have a comparison to prior years because this is the first year we have tracked registrations to this level of detail and in such frequent increments. The enclosed document provides detailed context of register vs. nonregistered students and provides data on hold by school and academic department.

**Registrar Office Updates**

Grade rosters went as planned over the weekend, following the Friday night grade mode change deadline; faculty notified Saturday morning of roster availability. The Registrar's Office is focused on three primary areas of support this week:

- assisting students with post-deadline withdrawal requests
- assisting faculty with grading requests
- assisting students/staff/faculty with *flurry* of emails over the weekend and today (the usual crush of finals week)

## Fall 2020 Admissions

We are currently **+1.07%** (n=1791) ahead last year's number of confirmed students (n=1772). Last week we were **-.97%** (n=1732) behind last year's number of confirmed students and two weeks ago we experienced a **+8.85%** increase in new student enrollment as compared to the prior year. While this week's status is positive but relatively flat, please note that we continue to trail the **57.44%** increase in confirmations that stood at the beginning of March. Our concentration is on student yield. Our Fall 2020 admission trends to-date are as follows:

### Applicants

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	130	2.36%	127	0.00%	127	-27.43%	175	-5.41%	185	
First-time UG	7,846	-23.55%	10,263	-6.24%	10,946	-4.39%	11,449	-11.64%	12,957	
Lower-div xfer	365	-16.86%	439	-14.26%	512	139.25%	214	81.36%	118	
Masters	416	-2.58%	427	-8.76%	468	-8.06%	509	12.11%	454	
Returning UG	121	-11.03%	136	-5.56%	144	-29.76%	205	3.02%	199	
Second Bachelor	60	9.09%	55	19.57%	46	142.11%	19	35.71%	14	
Unclassified PB	4	100.00%	2	-71.43%	7	75.00%	4	-55.56%	9	
Upper-div xfer	3,214	-5.86%	3,414	-8.59%	3,735	-0.93%	3,770	1.97%	3,697	
Transitory	3	-72.73%	11	-26.67%	15	-16.67%	18	12.50%	16	
<b>Grand Total</b>	<b>12,159</b>	<b>-18.25%</b>	<b>14,874</b>	<b>-7.04%</b>	<b>16,000</b>	<b>-2.22%</b>	<b>16,363</b>	<b>-7.29%</b>	<b>17,649</b>	

### Admits

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	52	48.57%	35	3400.00%	1	-97.83%	46	283.33%	12	
First-time UG	6,399	-26.91%	8,755	6.99%	8,183	-12.08%	9,307	-5.73%	9,873	
Lower-div xfer	190	-19.15%	235	22.40%	192	118.18%	88	252.00%	25	
Masters	226	6.60%	212	8.72%	195	-8.02%	212	-11.30%	239	
Returning UG	75	19.05%	63	-20.25%	79	-20.20%	99	-7.48%	107	
Second Bachelor	39	62.50%	24	-14.29%	28	154.55%	11	57.14%	7	
Unclassified PB	1	0.00%	1	-50.00%	2	-33.33%	3	0.00%	3	
Upper-div xfer	2,699	-7.92%	2,931	-5.94%	3,116	-0.16%	3,121	6.26%	2,937	
Transitory	3	-70.00%	10	-33.33%	15	-6.25%	16	0.00%	16	
<b>Grand Total</b>	<b>9,684</b>	<b>-21.05%</b>	<b>12,266</b>	<b>3.85%</b>	<b>11,811</b>	<b>-8.46%</b>	<b>12,903</b>	<b>-2.39%</b>	<b>13,219</b>	

### Confirmed

REDIRECT Not Redirect

	Fall 2020		Fall 2019		Fall 2018		Fall 2017		Fall 2016	
	HC		HC		HC		HC		HC	
Credential	5	-54.55%	11	#DIV/0!	0	-100.00%	12	#DIV/0!	0	
First-time UG	686	-15.93%	816	-30.91%	1181	-18.78%	1454	13.86%	1277	
Lower-div xfer	93	9.41%	85	2.41%	83	102.44%	41	192.86%	14	
Masters	133	11.76%	119	-0.83%	120	-17.81%	146	9.77%	133	
Returning UG	46	100.00%	23	-41.03%	39	-2.50%	40	17.65%	34	
Second Bachelor	19	171.43%	7	-46.15%	13	160.00%	5	66.67%	3	
Unclassified PB	0	#DIV/0!	0	-100.00%	1	#DIV/0!	0	-100.00%	1	
Upper-div xfer	806	13.36%	711	-21.70%	908	-14.34%	1060	34.35%	789	
Transitory	3	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	
<b>Grand Total</b>	<b>1791</b>	<b>1.07%</b>	<b>1772</b>	<b>-24.43%</b>	<b>2345</b>	<b>-14.97%</b>	<b>2758</b>	<b>22.52%</b>	<b>2251</b>	



# Special Population Registration Campaign

## Custom Dashboard for Enrollment Management

~ Expertly Handcrafted ~  
 Office of Institutional Effectiveness  
 ~ Freshness Date ~  
 5/11/2020 7:46:54 AM  
 [em\_special\_pop\_dashboard]

### About These Data

Data in the Strategic Data Repository (SDR) is a combination of a snapshot of the previous day's data and data captured at various points of the semester. This dashboard also captures live data extracted from Peoplesoft. The date and time shown in the freshness stamp above shows the exact extraction time for all three types of data (Census, one day ago, and live). Due to the use of these three sources of data, these data may not match other reports produced by OIE. The data is refreshed twice a day (7-8am and 12-1pm).

### Registration Dates and Time by Registration Group

Day of the Week	Description	Start Date	Start Time
Mon	PBAC Priority Groups	4/13/2020	8:30 AM
Mon	PBAC (2BA) Priority Groups	4/13/2020	8:30 AM
Mon	UGRD Priority Groups	4/13/2020	9:00 AM
Tue	PBAC Continuing Students	4/14/2020	8:30 AM
Tue	PBAC (2BA) Continuing Students	4/14/2020	8:30 AM
Tue	Continuing Senior	4/14/2020	12:00 PM
Wed	Continuing Senior	4/15/2020	8:30 AM
Thur	Continuing Junior	4/16/2020	8:30 AM
Fri	Continuing Junior	4/17/2020	8:30 AM
<b>WEEKEND</b>			
Mon	Continuing Sophomore	4/20/2020	8:30 AM
Tue	Continuing Sophomore	4/21/2020	8:30 AM
Tue	Continuing Freshmen	4/21/2020	12:00 PM
Wed	Continuing Freshmen	4/22/2020	8:30 AM
Thu	Continuing Freshmen	4/23/2020	8:30 AM

### Dropped and Withdrawn

Dropped	Not Withdrawn	Withdrawn	Grand Total
Not Dropped	5,043		5,043
Dropped	3	1	4
Grand Total	5,046	1	5,047

### Registration Status by Registration Date

				April								
				13	14	15	16	17	20	21	22	24
Block Enr..	Self-registered	Dropped	Withdrawn	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Friday
Block Enr..	Not Self-registered	Not Dropped	Not Withdrawn	1					2	9	17	
	Not Self-registered	Not Dropped	Not Withdrawn	150	138	83	201	127	207	133	67	40
Not Block Enrolled		Dropped	Not Withdrawn	1	2							
	Self-registered		Withdrawn		1							
		Not Dropped	Not Withdrawn	650	587	408	799	382	598	352	64	28



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### Eligible Students by Registration Day

13 Monday	14 Tuesday	15 Wednesday	16 Thursday	April 17 Friday	20 Monday	21 Tuesday	22 Wednesday	24 Friday
801	725	491	1,000	509	807	494	148	68

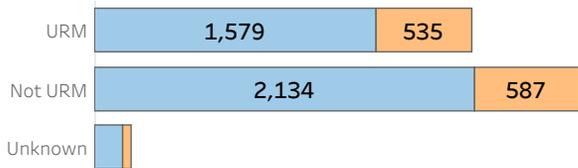
### Dashboard Filter(s)

- Admit Year  
All
- Admit Term  
All
- Admit Type  
All
- College  
All
- Department  
All
- Current Athlete  
All
- Housing  
All
- Last Enrolled Term  
All
- Class Level  
Multiple values
- Dropped  
Not Dropped
- Withdrawn  
Not Withdrawn
- Any Hold  
All

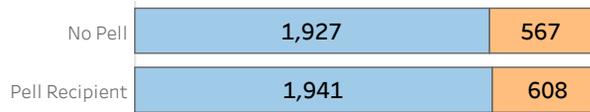
### Total Count of Students Registered / Not Registered



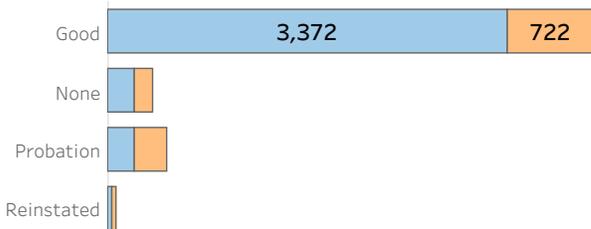
### URM Students Registered / Not Registered



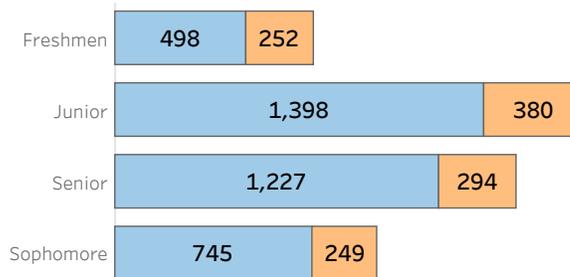
### Pell Students Registered / Not Registered



### Academic Standing Registered / Not Registered



### Grade Level Registered / Not Registered



### Data Glossary

<https://ie.humboldt.edu/data-glossary>



# Special Population Registration Campaign

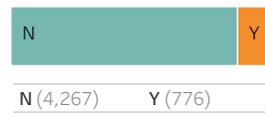
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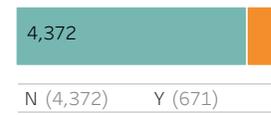
### Academic Standing

Class Level	Good	None	Probation	Reinstated	Grand Total
Freshmen	480	37	228	5	750
Junior	1,424	195	135	24	1,778
Senior	1,362	88	38	33	1,521
Sophomore	828	55	100	11	994
Grand Total	4,094	375	501	73	5,043

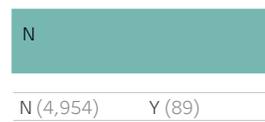
### Any Hold



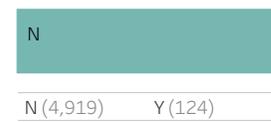
### Advising Hold



### Financial Hold



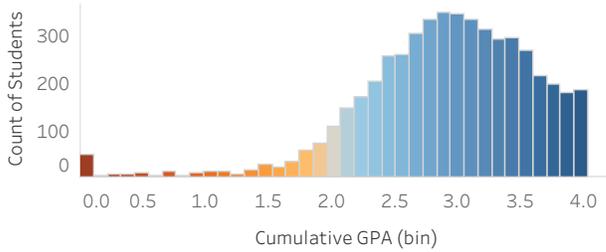
### Vaccination Hold



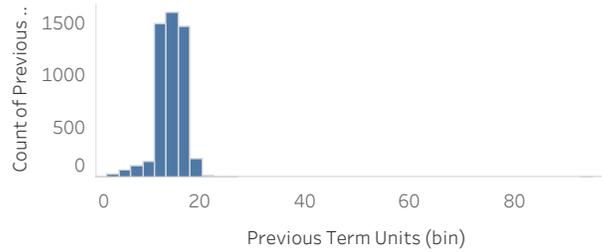
### Dashboard Filter(s)

- Admit Year: All
- Admit Term: All
- Admit Type: All
- College: All
- Department: All
- Current Athlete: All
- Housing: All
- Last Enrolled Term: All
- Class Level: Multiple values
- Dropped: Not Dropped
- Withdrawn: Not Withdrawn
- Any Hold: All

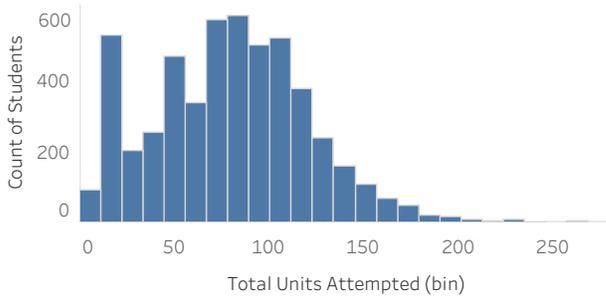
### Cumulative GPA



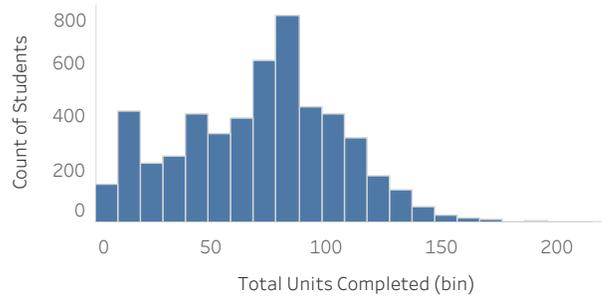
### Term Units Enrolled



### Total Units Attempted



### Total Units Completed



### Data Glossary

<https://ie.humboldt.edu/data-glossary>



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### Percent of Students Registered / Not Registered by Primary College and Department

#### Arts, Hum & Soc Sci

Registered / Not Registered



	Not Self-registered	Self-registered
PHIL	25% (n=5)	75% (n=15)
GEOG	19% (n=7)	81% (n=29)
INTL	13% (n=4)	88% (n=28)
THEA	16% (n=17)	84% (n=91)
WLC	25% (n=4)	75% (n=12)
ENST	20% (n=25)	80% (n=98)
HIST	36% (n=28)	64% (n=50)
ENGL	30% (n=39)	70% (n=89)
COMM	25% (n=19)	75% (n=58)
ART	24% (n=42)	76% (n=131)
ANTH	30% (n=26)	70% (n=60)
SOC	24% (n=56)	76% (n=178)
POLI	30% (n=22)	70% (n=52)
JMC	34% (n=18)	66% (n=35)
NAS	50% (n=5)	50% (n=5)
RS	29% (n=2)	71% (n=5)
CRGS	29% (n=9)	71% (n=22)
MUS	52% (n=25)	48% (n=23)

#### General Studies

Registered / Not Registered



	Not Self-registered	Self-registered
UNDA	38% (n=80)	62% (n=129)

#### Natural Resources & Sci

Registered / Not Registered



	Not Self-registered	Self-registered
GEOG	25% (n=14)	75% (n=42)
OCN	27% (n=13)	73% (n=36)
ENGR	23% (n=44)	77% (n=148)
BIOL	18% (n=117)	82% (n=516)
ESM	17% (n=59)	83% (n=282)
WLDF	12% (n=33)	88% (n=245)
FISH	16% (n=8)	84% (n=43)
PHYX	22% (n=11)	78% (n=39)
FWM	22% (n=49)	78% (n=174)
CS	34% (n=38)	66% (n=73)
MATH	35% (n=19)	65% (n=36)
CHEM	23% (n=22)	77% (n=75)

#### Professional Studies

Registered / Not Registered



	Not Self-registered	Self-registered
SW	19% (n=24)	81% (n=100)
ECON	23% (n=6)	77% (n=20)
BUS	25% (n=85)	75% (n=260)
EDUC	19% (n=16)	81% (n=70)
KRA	25% (n=72)	75% (n=216)
PSYC	24% (n=90)	76% (n=285)
CD	18% (n=14)	83% (n=66)



# Special Population Registration Campaign

## Custom Dashboard for Enrollment Management

~ Expertly Handcrafted ~  
 Office of Institutional Effectiveness  
 ~ Freshness Date ~  
 5/11/2020 7:46:54 AM  
 [em\_special\_pop\_dashboard]

### Percent of Students Registered / Not Registered by Primary College and Major Program

#### Arts, Hum & Soc Sci

Registered / Not Registered



	Not Self-registered	Self-registered
ARTF	20% (n=3)	80% (n=12)
ISDS		100% (n=10)
FREN	38% (n=3)	63% (n=5)
PHIL	25% (n=5)	75% (n=15)
GEOG	19% (n=7)	81% (n=29)
INTL	13% (n=4)	88% (n=28)
SOC	25% (n=17)	75% (n=51)
EST	20% (n=25)	80% (n=98)
THEA	24% (n=8)	76% (n=25)
FILM	14% (n=9)	86% (n=56)
HIST	36% (n=28)	64% (n=50)
ENGL	30% (n=39)	70% (n=89)
COMM	24% (n=18)	76% (n=58)
ANTH	30% (n=26)	70% (n=60)
ART	25% (n=39)	75% (n=119)
PSCI	30% (n=22)	70% (n=52)
JN	34% (n=18)	66% (n=35)
SPAN	13% (n=1)	88% (n=7)
CJS	23% (n=39)	77% (n=127)
NAS	50% (n=5)	50% (n=5)
RS	29% (n=2)	71% (n=5)
RGSS	29% (n=9)	71% (n=22)
MUS	52% (n=25)	48% (n=23)
SC	100% (n=1)	

#### General Studies

Registered / Not Registered



	Not Self-registered	Self-registered
UNDE	38% (n=80)	62% (n=129)

#### Natural Resources & Sci

Registered / Not Registered



	Not Self-registered	Self-registered
GEOG	25% (n=14)	75% (n=42)
OCN	27% (n=13)	73% (n=36)
ERE	23% (n=44)	77% (n=148)
ESM	17% (n=56)	83% (n=279)
BIOL	20% (n=75)	80% (n=306)
ZOOL	19% (n=32)	81% (n=137)
WLDF	12% (n=33)	88% (n=245)
BOT	12% (n=10)	88% (n=73)
FISH	16% (n=8)	84% (n=43)
PHYX	22% (n=11)	78% (n=39)
FOR	23% (n=44)	77% (n=146)
CSCI	34% (n=38)	66% (n=73)
RRS	15% (n=5)	85% (n=28)
MATH	35% (n=19)	65% (n=36)
CHEM	23% (n=22)	77% (n=75)
ENS	33% (n=1)	67% (n=2)
EMP	67% (n=2)	33% (n=1)

#### Professional Studies

Registered / Not Registered



	Not Self-registered	Self-registered
LSCE	30% (n=3)	70% (n=7)
SW	19% (n=24)	81% (n=100)
ECON	23% (n=6)	77% (n=20)
BA	25% (n=85)	75% (n=260)
LSEE	18% (n=15)	82% (n=70)
KIUG	25% (n=56)	75% (n=171)
PSYC	24% (n=90)	76% (n=285)
RADM	26% (n=16)	74% (n=45)
LSCD	16% (n=11)	84% (n=59)
LSEI	100% (n=1)	