California State University
Northridge

College of Social and Behavioral Sciences
Annual Report

Research and Instructional Funding
2011-2012

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FY11/12
College of Social & Behavioral Sciences - Annual Report
(FY2009/2010 and FY2010-2011 previously reported)

| FUNDING CATEGORY	FY2011/12
Allocated Budget Total	$17,549,522
Base Budget	15,426,815
One Time Allocations	1,962,099
Allocated General Fund	$17,388,914
Salary Commitments	15,554,972
Allocated Lottery	$160,608
FTES Target	5,044
FTES Achieved	5,211
FTES Developmental Target	85
FTES Developmental Achieved	66
aduate Majors	5,869
# of Graduate Students	692
# of Minors	436
OE Allocated to Departments by College	$662,413
Additional funding to departments (supplies, labs, equipment	$94,363
General Program Support	$90,998
Faculty Supported Travel	$177,286
Staff Supported Travel	$682
Student Support	$8,500
Faculty Hires (full-time + lecturers)	22
Faculty Resignations	4
Faculty Retirements	2
Staff Hired - Temporary	0
Staff Hired - Permanent	3
Staff Resigned	3
Research Support Costs (stipends, etc.)	$344,500
Reassigned Time Costs Total	$484,634
--Instructionally related	$380,358
--Research Support	$104,276
Faculty Publications Total	225
# of Journal Articles	82
# of Books	12
# of Chapters	54

# of Technical Reports	16
Other (encyclopedia/opinion pieces)	61
Average Cost/Publication Based on Previous Year Expenditure	$334
Average Faculty Research Support Cost	$3,745
Faculty Conferences/Invited Presentations	225
Average Cost per Faculty Presentation	$788
Faculty Awards /Honors	34
Advancement Total	$258,835
Faculty External Grant/Contract Submissions	$12,445,277
Faculty External Grant/Contract Awarded	
→Total	$4,532,875
→Grants	$2,633,859
→Contracts	$2,899,016
Internal Grants (Awarded from units Outside College	$207,886
Entrepreneurial Programming Revenue ($'s received by College-Incl. Summer)	$1,048,598
Faculty Compensation from Tseng College Special Sessions + Summer	$1,624,716
Number of Events Held Open to University, Community & Public	113
Student Accomplishments	
→Student Conferences/Presentations	147
→Students Receiving External Grants, Awards, Fellowships	49
→Student Authoring Published Papers	17
→Students Supported by Faculty Research Grants	49
→Students Supported by Dept Grants/Scholarships	52
→Students accepted into professional or PhD programs	59
Summer Courses Self-Support	74
Summer Courses State Support	3
Total Summer Courses	77
Intersession Courses	28
Online and Hybrid Courses(Includes Summer)	114
Applied Courses	122

*First year reported

CSBS Program and Revenue Information for FY 2011/2012

Program	2011/12 Revenue (Actuals)	FY11/12 CSBS Revenue
Board Certified Behavior Analyst (BCBA)	80,620	38,182
Master of Arts Psychology, Behavioral Clinical (MPY)	271,530	25,350
B.A. Public Sector Management (PSM)	347,839	16,000
Master of Public Administration (MPA)	5,756,905	112,450
Graduate Certificate in Nonprofit Sector Management (MPC)	150,960	-
Master of Social Work (MSW)	882,180	87,532
Master of Public Policy (MPP)	266,145	3,200
Total Revenue	**7,756,179**	**282,714**

CSBS FY11/12 Allocated Base Budget

1%

101%

- FY11/12 Budget Deficit
- FY11/12 Total Committed Salaries

FY11/12 Total Committed Salaries

3%   14%

20%

63%

- Full-Time Faculty
- Part-Time Faculty
- MPP
- Staff
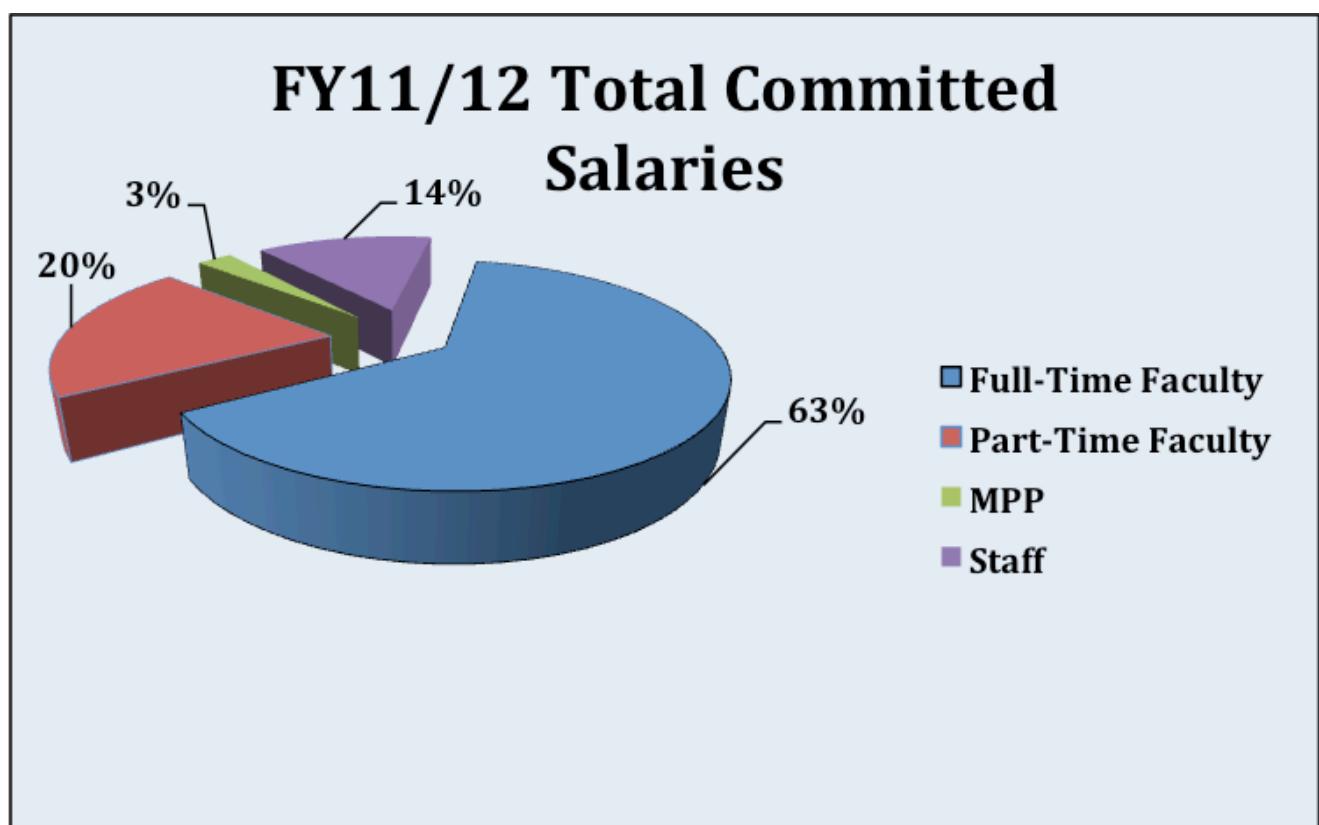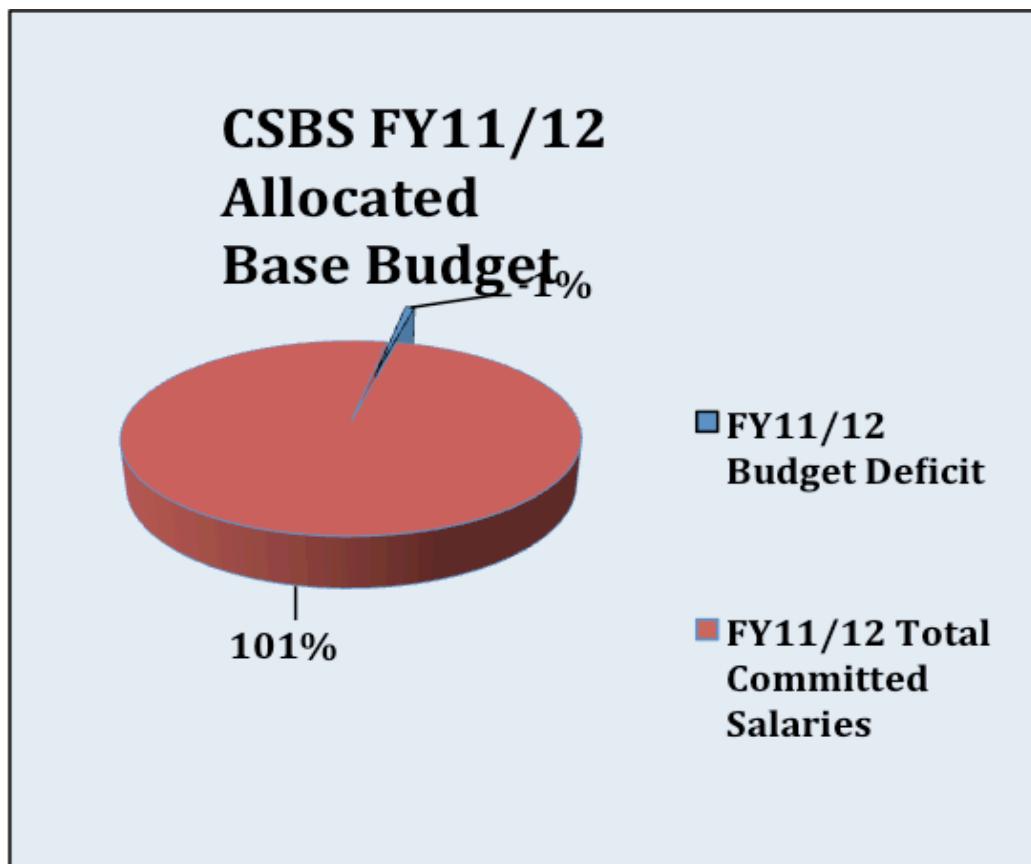
College of Social and Behavioral Sciences Annual Report
Support for Departments/Programs - FY2011/12

	Student Support	Program Support	Repair/Maint Supplies/ Classroom/ Lab Mtrls/Misc	Computers/ Software/ Furniture/ Equipment	Travel/ Relocation	Instructional Related Reassigned Time(1)	Research Support Reassigned Time	Summer Research Competition	New Fac and College Research Competition	College Fellow Support Other	Total		Faculty Income Tseng College	No. of Faculty Teaching Sp. Sessions
ANTH	0	2,000	12,996	4,908	30,512	19,888	4,972	32,900	9,000	0	117,176		24,570	3
GEOG	0	500	30,702	1,663	16,345	14,916	0	33,842	3,000	0	100,968		88,638	6
HIST	0	1,904	0	522	13,095	59,664	14,916	34,750	3,000	5,000	132,851		0	0
PAS	8,500	5,000	950	3,215	12,329	14,916	0	32,542	4,500	0	81,952		24,897	4
POLS	0	400	4,969	0	17,674	42,262	4,972	36,842	3,000	5,000	115,119		256,514	13
PSY	0	28,750	4,824	19,746	25,637	14,916	9,944	31,150	12,000	0	146,967		75,737	6
SOC	0	0	3,404	1,072	23,326	24,860	0	53,326	9,000	0	114,988		210,577	17
SWRK(2)	0	0	5,392	0	15,316	59,664	4,972	17,006	3,000	0	105,350		139,520	11
URBS	0	0	0	0	23,052	49,720	0	22,642	3,000	5,000	103,414		160,114	7
Center for SCS	0	9,944	0	0	0	0	0	0	0	0	9,944		0	0
ARI	0	0	0	0	0	0	0	0	0	0	0		0	0
BCP/BCBA	0	0	0	0	0	19,888	0	0	0	0	19,888		0	0
SSSMP	0	0	0	0	0	9,944	0	0	0	0	9,944		0	0
SBS Institute	0	0	0	0	0	0	0	0	0	0	0		0	0
Geog Studies	0	0	0	0	0	9,944	0	0	0	0	9,944		0	0
MSW-offsite	0	20,000	0	0	0	49,720	0	0	0	0	69,720		0	0
High Sch-Hist	0	7,500	0	0	0	9,944	0	0	0	0	17,444		0	0
TOTAL	**8,500**	**75,998**	**63,237**	**31,126**	**177,286**	**400,246**	**39,776**	**295,000**	**49,500**	**15,000**	**1,155,669**		**980,567**	**67**

(1) Includes Teaching Fellow Reassigned time

(2) Includes accreditation costs

CSBS Assessment Activities
July 1, 2011 – June 30, 2012

College-Wide Activities
Assessment activities in the College of Social and Behavioral Sciences are conducted at the department level, facilitated by the College Assessment Coordinator.   The college standard is that all departments be actively applying assessment data to improve their program's learning outcomes by Spring 2012. Eight out of the College's nine departments are doing so. The remaining department was directed to redesign their assessment program to be able to acquire meaningful data by Spring 2013.
Facilitation of Departmental Efforts
The College Assessment Coordinator (Matthew Cahn) facilitated several college-wide meetings of department chairs and departmental assessment liaisons through the Fall 2011 semester to align departmental activities with college and university expectations. While departments were at various stages of implementing assessment programs, college-level assessment activities focused on closing the loop. Departments were asked to identify explicitly what they were doing to respond to their evidence on student learning.
During the month of November the College Assessment Coordinator facilitated nine meetings between Bonnie Paller (Director of University Assessment) and each department's assessment liaison and chair. The objective of these meetings was to provide a forum for each department to hear feedback on their assessment progress, and when necessary redirect their assessment efforts to improve the quality of their data and affirm their responsiveness to that data. The meetings were followed up with explicit memos shared between the departments, the office of university assessment, and the Dean -- focusing on areas of success, and areas of needed improvement. The process allowed departments to receive direct feedback on their progress, and allowed departments the opportunity to address questions and concerns.
Participation in Meetings and Conferences
- Facilitated college level meetings.
- Participated in university assessment meetings.
- Participated in the CCAS Assessment Workshop, Denver CO, March 29-30.

Status of College Efforts to Close the Loop
The primary focus of College level assessment activities is to facilitate improvement of all departmental assessment programs with the following objectives in mind:
- Cogency and validity of data collection methods – are the departmental methods for collecting assessment data valid? Are departments measuring what they say they are measuring?

- Utility of evidence – can the data be effectively applied to improving each program's learning outcomes?

- Closing the loop – are departments making programmatic changes that respond to the assessment data they are collecting?

- Continual improvement – are departments continually improving the quality and application of their assessment program?

As the departmental summaries below indicate, CSBS departments have achieved different levels of success in meeting each of these objectives. Eight of the nine CSBS department are at the stage of successfully collecting data, and integrating that data in curricular and programmatic decision-making. The ninth department is redesigning its assessment program and will have usable data by the end of AY 2012-13.

In addition to the several departmental SLOs, the College of Social and Behavioral Sciences has one overall SLO:

- CSBS graduates can reason critically, understand statistics, and make informed judgments on evidence and social contexts.

This is measured at the department level through department-specific SLOs that align with critical (evidence-based) thinking.

In addition, the departmental SLOs across the college align with the university's fundamental learning competencies. Although the specific SLOs vary by department, there is overlapping emphasis on all four FLCs. Departments with SLOs that align with university FLCs in 2010-2011 include:

- **Knowledge of Human Cultures and the Physical and Natural World**: CSUN graduates understand the history and scope of human knowledge in the natural and social sciences and appreciate the diversity of aesthetic and cultural achievements throughout the world.
  ANTHRO; GEOG; PAS; POLS; PSYCH; MSW; SOC; URBS

- **Intellectual and Practical Skills**: CSUN graduates can effectively engage in inquiry and problem-solving, critical analysis, and creative thinking; they have quantitative literacy, are information competent and appreciate the role of these as life-long learning skills.
  ANTHRO; GEOG; HIST; PAS; POLS; PSYCH; MSW; SOC; URBS

- **Communication Skills**: CSUN graduates can communicate effectively through written, signed or spoken languages, through visual and audio media using text, video, graphics, and quantitative data, both individually and as a member of a team.
  ANTHRO; GEOG; HIST; POLS; PSYCH; MSW; SOC

- **Personal and Social Responsibility**: CSUN graduates are actively engaged in diverse local and global communities, have multi-cultural knowledge, and use ethical principles in reasoning and action when solving real-world challenges.
  PAS; POLS; MSW

Departmental Activities
Anthropology (Helene Rougier, liaison)

- Undergraduate and graduate Program Learning Outcomes revised and approved by department; key additions were PLOs that directly address research methods and communicative competency
- Developed and tested rubrics (one for advanced undergraduates and one for graduate students) for assessing oral communication competency
- In conjunction with the Technology committee, developed materials on oral presentations to be posted on Anthropology website.
- Assessed graduate student competency in collecting, analyzing, and interpreting anthropological evidence.
- Began tracking time-to-completion for graduate students to test effectiveness of changes in ANTH 696A and 696B (from independent study to cohorted seminars).
- Qualitatively assessed time-to-completion issues graduate students face.
- Implemented "exit interviews" and questionnaires for graduating seniors and graduating MA students (querying strengths and weakness of the Program; professional plans and aspirations).

- Began program to collect and track professional information from alumni (querying them about current employment; whether or not (and how) they see it as related to Anthropology; which of the skills they attained in Program have been most useful; what skills they would have liked to have obtained from the Program).

Geography (Ron Davidson, liaison)
- During the past year, Geography has continued implementing pre and post tests in Geography 150 to develop a more thorough understanding of the geographic literacy of our incoming students.
- During the past the department focused on two areas of assessment, the ability of students to write literature reviews and the application of field studies.
- Found a significant improvement in the literature reviews of students which is likely due to changes in the curriculum across the entire program.
- In several of our major courses, Geography developed more focus on writing and reviewing published papers in Geography, an approach that appears to have paid off when reviewing senior theses.

History (Donal O'Sullivan, liaison)
- The Department met in May to review papers from the "gateway" course to the major and assess student learning in that course.
- Based on assessment evidence History changed their advisement to assure that students take Gateway and Capstone courses in appropriate sequence.
- Identified two goals for next year: Review student work from upper division elective courses for majors to assess student learning. A rubric has been developed for this effort. Following the example of many other departments in the college, establish an assessment committee to engage the department more in the assessment process.

Pan African Studies (Anthony Ratcliff, liaison)
- In September 2011, PAS assessed PAS 100 and subsequently met with Bonnie Paller to discuss our department's assessment plan. The department was informed that they need to revise our SLOs so they would be measurable.
- The department is in the process of refining their SLOs and redesigning their data collection methodology to acquire meaningful evidence of learning outcomes. This will include assessing student learning between gateway (PAS 100) and upper division courses.
- PAS is the only CSBS department not yet at the stage of responding to assessment data.

Political Science (Jennifer DeMaio, liaison)
- POLS continued assessing their gateway and capstone courses.
- In response to their assessment evidence, POLS is discussing the creation of a writing lab and are looking at other university resources such as WRAD that we could utilize in our classes to improve writing.
- POLS is improving assessment for 2012-13 by increasing the sample size of papers assessed and by changing the measurement scale in order to gather more finely-tuned data. In addition, POLS will strengthen its program by disaggregating their SLOs on their rubric.
- POLS is also developing an instrument for assessing their Title 5 courses.

Psychology (Ellie Kazemi, liaison)
- Implemented cross-sectional comparison of PSYCH 140 (gateway) and PSYCH 321 (capstone).
- Improving assessment program to provide better quality data.
- In response to assessment evidence, department is considering requiring all PSYCH 321 students complete online research certification by the NIH.

Social Work (Hyun-Sun Park, liaison)
- The department has collected pre and posttest data from all 311 students assessing the effectiveness of the overall program in helping students to meet all learning and practice objectives.
- They have a common assignment in each course, and a grid that faculty complete to evaluate student competencies in all aspects of the course.
- They have been acknowledged by CSWE – their accrediting agency – that their assessment plan should be the model plan used by other schools of social work, as they are evaluating from multiple perspectives, including field instructors who supervise students at their field placements.
- Assessment evidence is used by the department for every curricular and program decision.

Sociology (Victor Shaw, liaison)
- The department implemented content evaluations across three upper division courses, including SOC 496J, SOC 496SC, and SOC 420CSL.
- SOC is in the process of improving assessment methodology for AY 2012-13.
- The results indicated that the exiting cohort scored higher on the exam than the incoming cohort, however mean scores were relatively low.
- In response to assessment data SOC is considering a "Writing for Sociology" course to improve student writing.

Urban Studies and Planning
- URBS implemented 2 waves of data collection using an instrument constructed with the full participation of URBS faculty. URBS 150 and URBS 310 were assessed.
- It does not appear that student learning across URBS 150 is systematically promoting the achievement of the department's primary program objective, however, Student learning across URBS 310 strongly promotes the achievement of program objectives.
- Assessment evidence is used by the department for every curricular and program decision.
- The department is considering a course modification of URBS 150 in response to the assessment data.