CSBS Annual Report 2017-2018

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Matthew Cahn, Interim Dean 2017-18
Yan Searcy, Dean
Sylvia Macauley, Special Assistant to the Dean
Pamela Simon, Manager of Academic Resources

August 2018
<table>
<thead>
<tr>
<th>FUNDING CATEGORY</th>
<th>FY2017/18</th>
<th>Change +/- From 16/17</th>
<th>% Chg from FY16/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget</td>
<td>$18,766,212</td>
<td>$1,089,395</td>
<td>6%</td>
</tr>
<tr>
<td>Allocated Budget Total (Base + One Time)</td>
<td>$22,905,348</td>
<td>$1,386,333</td>
<td>6%</td>
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<tr>
<td>One Time Allocations</td>
<td>$4,139,136</td>
<td>$296,938</td>
<td>8%</td>
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<tr>
<td>Allocated General Fund</td>
<td>$22,794,981</td>
<td>$1,534,891</td>
<td>7%</td>
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<tr>
<td>Entrepreneurial Programming Revenue ($s received by College-Incl. Summer)</td>
<td>$1,183,709</td>
<td>($105,243)</td>
<td>-8%</td>
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<tr>
<td>Salary Commitments</td>
<td>$19,548,395</td>
<td>$1,069,528</td>
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</tr>
<tr>
<td>Allocated Lottery</td>
<td>$210,760</td>
<td>$35,732</td>
<td>20%</td>
</tr>
<tr>
<td>FTES Target</td>
<td>5,554</td>
<td>0.0</td>
<td>0%</td>
</tr>
<tr>
<td>FTES Achieved</td>
<td>5,634</td>
<td>138.0</td>
<td>3%</td>
</tr>
<tr>
<td>FTES Developmental Target</td>
<td>15</td>
<td>(35.0)</td>
<td>-70%</td>
</tr>
<tr>
<td>FTES Developmental Achieved</td>
<td>23</td>
<td>8.0</td>
<td>53%</td>
</tr>
<tr>
<td># of Undergraduate Majors</td>
<td>5,726</td>
<td>(558.0)</td>
<td>-9%</td>
</tr>
<tr>
<td># of Graduate Students</td>
<td>1,188</td>
<td>712.0</td>
<td>150%</td>
</tr>
<tr>
<td># of Minors</td>
<td>1,056</td>
<td>552.0</td>
<td>110%</td>
</tr>
<tr>
<td>OE Allocated to Departments by College</td>
<td>$610,802</td>
<td>$10,802</td>
<td>2%</td>
</tr>
<tr>
<td>Additional funding to departments (supplies, labs, equipment)</td>
<td>$43,417</td>
<td>($54,388)</td>
<td>-56%</td>
</tr>
<tr>
<td>General Program Support</td>
<td>$244,896</td>
<td>($146,984)</td>
<td>-38%</td>
</tr>
<tr>
<td>Faculty Supported Travel</td>
<td>$156,724</td>
<td>$334</td>
<td>0%</td>
</tr>
<tr>
<td>Staff Supported Travel</td>
<td>$3,750</td>
<td>($2,582)</td>
<td>-41%</td>
</tr>
<tr>
<td>Student Support</td>
<td>$57,719</td>
<td>$1,117</td>
<td>2%</td>
</tr>
<tr>
<td>Matadors Rising Initiative</td>
<td>329,061</td>
<td>$71,814</td>
<td>28%</td>
</tr>
<tr>
<td>Faculty Hires (full-time + lecturers)</td>
<td>9</td>
<td>8</td>
<td>800%</td>
</tr>
<tr>
<td>Faculty Resignations/Other</td>
<td>5</td>
<td>(1)</td>
<td>-17%</td>
</tr>
<tr>
<td>Faculty Retirement</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Staff Hired - Temporary</td>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Staff Hired - Permanent</td>
<td>6</td>
<td>(12)</td>
<td>-67%</td>
</tr>
<tr>
<td>Staff Resigned</td>
<td>4</td>
<td>(8)</td>
<td>-67%</td>
</tr>
<tr>
<td>Research Support Costs (stipends, etc.)</td>
<td>$693,254</td>
<td>($73,189)</td>
<td>-10%</td>
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<tr>
<td>Reassigned Time Costs Total</td>
<td>$188,373</td>
<td>($15,682)</td>
<td>-8%</td>
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<tr>
<td>--Instructionally related</td>
<td>$79,921</td>
<td>($57,954)</td>
<td>-42%</td>
</tr>
<tr>
<td>--Research Support</td>
<td>$108,452</td>
<td>$42,272</td>
<td>64%</td>
</tr>
<tr>
<td>Faculty Publications Total</td>
<td>148</td>
<td>(4)</td>
<td>-3%</td>
</tr>
<tr>
<td># of Journal Articles</td>
<td>91</td>
<td>20</td>
<td>28%</td>
</tr>
<tr>
<td># of Books</td>
<td>6</td>
<td>(1)</td>
<td>-14%</td>
</tr>
<tr>
<td># of Chapters</td>
<td>23</td>
<td>(2)</td>
<td>-8%</td>
</tr>
<tr>
<td># of Technical Reports</td>
<td>10</td>
<td>(12)</td>
<td>-55%</td>
</tr>
<tr>
<td>Other (encyclopedia/opinion pieces)</td>
<td>18</td>
<td>(9)</td>
<td>-33%</td>
</tr>
<tr>
<td>FUNDING CATEGORY</td>
<td>FY2017/18</td>
<td>Change +/- From 16/17</td>
<td>% Chg from FY16/17</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td># of prepublications books, articles, chapters reviewed by faculty</td>
<td>256</td>
<td>34</td>
<td>15%</td>
</tr>
<tr>
<td># of prepublications reviewed by faculty related to field of expertise</td>
<td>25</td>
<td>(26)</td>
<td>-51%</td>
</tr>
<tr>
<td># of Faculty Editing Disciplinary Journal</td>
<td>15</td>
<td>(2)</td>
<td>-12%</td>
</tr>
<tr>
<td>Average Cost/Publication Based on Previous Year Expenditure</td>
<td>$2,390</td>
<td>($916)</td>
<td>-28%</td>
</tr>
<tr>
<td>Average Faculty Research Support Cost</td>
<td>$12,838</td>
<td>$1,399</td>
<td>12%</td>
</tr>
<tr>
<td>Faculty Conferences/Invited Presentations</td>
<td>206</td>
<td>67</td>
<td>48%</td>
</tr>
<tr>
<td>Average Cost per Faculty Presentation</td>
<td>$1,128</td>
<td>$2</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty Awards /Honors</td>
<td>27</td>
<td>(18)</td>
<td>-40%</td>
</tr>
<tr>
<td>Advancement Total</td>
<td>$1,591,080</td>
<td>$402,080</td>
<td>34%</td>
</tr>
<tr>
<td>Faculty External Grant/Contract Submissions</td>
<td>$28,980,866</td>
<td>$8,771,761</td>
<td>43%</td>
</tr>
<tr>
<td>Faculty External Grant/Contract Awarded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>→Total</td>
<td>$4,543,838</td>
<td>($67,079)</td>
<td>-1%</td>
</tr>
<tr>
<td>→Grants</td>
<td>$863,210</td>
<td>($267,893)</td>
<td>-24%</td>
</tr>
<tr>
<td>→Contracts</td>
<td>$3,680,628</td>
<td>$200,814</td>
<td>6%</td>
</tr>
<tr>
<td>Internal Grants (Awarded from units Outside College)</td>
<td>$405,513</td>
<td>$96,624</td>
<td>31%</td>
</tr>
<tr>
<td>Faculty Compensation from Tseng College Special Sessions + Summer</td>
<td>$1,602,790</td>
<td>$113,417</td>
<td>8%</td>
</tr>
<tr>
<td>Number of Events Held Open to University, Community &amp; Public</td>
<td>92</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Student Accomplishments</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>→Student Conferences/Presentations</td>
<td>208</td>
<td>48</td>
<td>30%</td>
</tr>
<tr>
<td>→Students Receiving External Grants, Awards, Fellowships</td>
<td>42</td>
<td>(4)</td>
<td>-9%</td>
</tr>
<tr>
<td>→Student Authoring Published Papers</td>
<td>50</td>
<td>27</td>
<td>117%</td>
</tr>
<tr>
<td>→Students Supported by Faculty Research Grants</td>
<td>72</td>
<td>(135)</td>
<td>-65%</td>
</tr>
<tr>
<td>→Students Supported by Dept Grants/Scholarships</td>
<td>151</td>
<td>76</td>
<td>101%</td>
</tr>
<tr>
<td>→Students accepted into professional or PhD programs</td>
<td>218</td>
<td>(14)</td>
<td>-6%</td>
</tr>
<tr>
<td>Student Internships</td>
<td>556</td>
<td>(472)</td>
<td>-46%</td>
</tr>
<tr>
<td>Summer Self-Support Sections</td>
<td>77</td>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>Summer State Support Sections</td>
<td>8</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total Summer Courses</td>
<td>85</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>Intersession Courses</td>
<td>6</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Online and Hybrid Courses (Includes Summer)</td>
<td>90</td>
<td>(44)</td>
<td>-33%</td>
</tr>
<tr>
<td>Applied Courses</td>
<td>66</td>
<td>(34)</td>
<td>-34%</td>
</tr>
<tr>
<td># Faculty Teaching Self Support/Summer Session</td>
<td>59</td>
<td>(3)</td>
<td>-5%</td>
</tr>
<tr>
<td># Faculty Teaching Summer Session</td>
<td>55</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>#Students Receiving Grants/Scholarships CSUN</td>
<td>240</td>
<td>148</td>
<td>161%</td>
</tr>
<tr>
<td>#Students Interdisciplinary Research w/Faculty</td>
<td>412</td>
<td>78</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>Student Support</td>
<td>Repair/Maint</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>AFRS</td>
<td>3,083</td>
<td>41,286</td>
<td>0</td>
</tr>
<tr>
<td>ANTH</td>
<td>0</td>
<td>800</td>
<td>6,229</td>
</tr>
<tr>
<td>CJS</td>
<td>1,758</td>
<td>0</td>
<td>5,127</td>
</tr>
<tr>
<td>GEOG</td>
<td>6,166</td>
<td>10,000</td>
<td>1,192</td>
</tr>
<tr>
<td>HIST</td>
<td>0</td>
<td>2,500</td>
<td>0</td>
</tr>
<tr>
<td>POLS</td>
<td>3,340</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PSY</td>
<td>36,401</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SOC</td>
<td>3,237</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SWRK</td>
<td>562</td>
<td>41,820</td>
<td>0</td>
</tr>
<tr>
<td>URBS</td>
<td>3,172</td>
<td>5,622</td>
<td>0</td>
</tr>
<tr>
<td>Center for SCS</td>
<td>3,562</td>
<td>36,401</td>
<td>0</td>
</tr>
<tr>
<td>SSRP</td>
<td>29,179</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SSAQ</td>
<td>3,340</td>
<td>3,340</td>
<td>0</td>
</tr>
<tr>
<td>CGS</td>
<td>3,172</td>
<td>3,172</td>
<td>0</td>
</tr>
<tr>
<td>SSMP</td>
<td>23,597</td>
<td>11,416</td>
<td>0</td>
</tr>
<tr>
<td>FCS</td>
<td>11,758</td>
<td>11,758</td>
<td>0</td>
</tr>
<tr>
<td>SSSMP</td>
<td>5,708</td>
<td>10,000</td>
<td>0</td>
</tr>
<tr>
<td>ISBS</td>
<td>3,810</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SSWP</td>
<td>109,000</td>
<td>0</td>
<td>0</td>
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<tr>
<td>H.S. Devel Pgm</td>
<td>13,208</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Matador Rising</td>
<td>329,061</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>57,719</td>
<td>573,957</td>
<td>12,548</td>
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</tbody>
</table>

College of Social and Behavioral Sciences Annual Report
Support for Departments/Programs - FY2017/2018

Support for Summer College Fellow: 5,708
Support for Other Related Instructional Support: 79,390
### CSBS Self Support Programs FY17/18 Revenue

<table>
<thead>
<tr>
<th>Program</th>
<th>FY17/18 Gross Revenue</th>
<th>FY17/18 CSBS Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>N/A</td>
<td>5,803</td>
</tr>
<tr>
<td>ABA</td>
<td>765,676</td>
<td>92,573</td>
</tr>
<tr>
<td>PSM</td>
<td>1,346,240</td>
<td>66,710</td>
</tr>
<tr>
<td>MPA</td>
<td>5,418,426</td>
<td>318,912</td>
</tr>
<tr>
<td>MSW</td>
<td>2,306,142</td>
<td>374,356</td>
</tr>
<tr>
<td>South China Univ</td>
<td>N/A</td>
<td>9,028</td>
</tr>
<tr>
<td>Intersession</td>
<td>N/A</td>
<td>12,214</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>9,836,484</strong></td>
<td><strong>879,596</strong></td>
</tr>
</tbody>
</table>

### CSBS Full-Time/Part-Time Faculty FY17/18 Pay Analysis Self-Support Programs

<table>
<thead>
<tr>
<th></th>
<th>Salary</th>
<th>Benefits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Support Programs</td>
<td>1,058,533</td>
<td>42,341</td>
<td>1,100,874</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>481,092</td>
<td>20,824</td>
<td>501,916</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,539,625</strong></td>
<td><strong>63,165</strong></td>
<td><strong>1,602,790</strong></td>
</tr>
</tbody>
</table>

### Department Self Support Programs - FY17/18

<table>
<thead>
<tr>
<th>Department</th>
<th>Self Support Prog/Full-Time/Part-Time Faculty Income Tseng College</th>
<th>Self Support Prog/Full-Time/Part-Time Faculty Income Tseng College</th>
<th>Summer Session 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT/PT Faculty Income</td>
<td>No. of FT/PT Faculty</td>
<td>CSBS Revenue</td>
</tr>
<tr>
<td>ANTH</td>
<td>1</td>
<td>7,263</td>
<td>23,732</td>
</tr>
<tr>
<td>CJS</td>
<td>4</td>
<td>64,823</td>
<td>N/A</td>
</tr>
<tr>
<td>GEOG</td>
<td>1</td>
<td>10,186</td>
<td>39,265</td>
</tr>
<tr>
<td>HIST</td>
<td>N/A</td>
<td>N/A</td>
<td>32,209</td>
</tr>
<tr>
<td>AFRS</td>
<td>1</td>
<td>1,000</td>
<td>23,855</td>
</tr>
<tr>
<td>POLS</td>
<td>12</td>
<td>236,858</td>
<td>69,383</td>
</tr>
<tr>
<td>PSY</td>
<td>12</td>
<td>257,195</td>
<td>151,654</td>
</tr>
<tr>
<td>SOC</td>
<td>7</td>
<td>94,988</td>
<td>101,873</td>
</tr>
<tr>
<td>URBS</td>
<td>4</td>
<td>74,930</td>
<td>39,121</td>
</tr>
<tr>
<td>SWRK</td>
<td>17</td>
<td>311,290</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>59</td>
<td>1,058,533</td>
<td>481,092</td>
</tr>
</tbody>
</table>
College of Social and Behavioral Sciences
Student Success Interventions

FINAL REPORT, 2017-2018

The College of Social and Behavioral Sciences continued, for the second year, with implementation and refinement of several programs that were initiated in 2016-2017 to improve persistence and reduce the equity gap in student success. These initiatives are consistent with the literature on student performance and best practices.

Year One (2016-17) of the Student Success Program focused on:

- Setting up a College infrastructure consistent with university goals and initiatives;
- Establishing a College-wide Leadership Team;
- Reviewing the Literature and Best Practices around Student Success;
- Designing College initiatives consistent with the literature;
- Supporting Departments in the design and development of department level initiatives;
- Initial implementation of College and Department initiatives in Spring 2017 semester;

Year Two (2017-18): the Student Success Program focused on:

- Continued implementation and refinement of Year 1 initiatives;
- Completed construction and opened up the first Student Success Center Lab (SH 392) for student engagement;
- Designed and implemented the MSW Student Success Allies Initiative
- Evaluated (Phase 1) the organizational functioning of selected CSBS initiatives (preliminary report included);
- Revised the Student Success plan to close the loop and focus on more efficacious initiatives, by phasing out initiatives with no demonstrated impact;

Year Three (2018-19): the Student Success Program will:

- Continue implementation and refinement of ongoing initiatives;
- Establish a Peer Mentoring Program for Sophomores;
- Initiate retention and graduation campaigns for First-time Transfer students, to complement ongoing campaigns for First-time Freshmen cohorts;
- Complete renovation of the 2nd Student Success Lab (SH 171). This space will be used by both the MSW Student Success Allies and the MSW Minority Male Mentoring Interns as shared office space and confidential meeting rooms with their student clients;
- Complete renovation of 1st floor east lobby of Sierra Hall into another space for SBS students to engage and connect with each other between classes, to help increase their sense of belonging;
- Continue assessment (Phase 2) of ongoing initiatives, based on objective data;
- Focus on and scale up the most efficacious initiatives.
CSBS Faculty Engagement and Student Success Steering Committee

The Student Success Initiative in CSBS is a college-wide priority. In 2017-2018 the Interim Dean, Matt Cahn, and Special Assistant to the Dean, Sylvia Macauley, continued to encourage and facilitate faculty engagement and support of on-going student success initiatives. In addition, to emphasize the importance of faculty and departmental participation in the initiative, student success efforts in the college continue to be overseen by a College-wide Steering Committee which includes representatives from each department. This Committee met with the Interim Dean on a monthly basis to discuss progress on initiatives and share best practices across the College. In Fall 2017, the Interim Dean recruited two Data Champions (Sara Berzenski, David McCarty-Caplan) to develop an evaluation plan for assessing the College’s strategies and initiatives. A preliminary evaluation report from the Data Champions will be provided at the end of this student success report.

Data Champions

The College participated in the Data Champions program in 2017-2018, the second year in a row, utilizing 5 faculty, in two projects that were financially supported by Academic Affairs.

Elise Fenn (PSY) and Jonathan Martinez (PSY) conducted focus groups of students (along with one other Data Champion from another college) to determine student perspectives on high-impact courses. The objective was to understand student perspectives on student success and the opportunity gap which is critical to gaining a clearer understanding of the barriers and facilitators of student success. Although the project’s limitations (e.g. low response rate of student participants, no comparison group, and focus on the professor’s role in learning) the study had several important conclusions including that: a) students are finding connection to personal knowledge and goals, but want professors to better connect classroom material to the real-world; b) students want additional evaluations of the professor throughout the semester this is not tied to RTP; c) professors should periodically announce and integrate into their lectures, discussions about existing student resources.

Sara Berzenski (PSY) conducted a study titled: “The When and Who of Graduation and Dropout Predictors: A Moderated Analysis.” The study revealed important findings about the nature of differential risk profiles for first-time freshmen (FTF) and first-time transfers (FTT) in the College of Social and Behavioral Sciences. For e.g., the study found that FTF and FTT students operate under very different models of graduation and persistence because while first generation status was a risk for FTF, it was not for FTT. Therefore, student success interventions should target these populations differently. The study also suggests that when the intervention is introduced is also important because some predictors of graduation or dropout are more important in earlier rather than later years in the student’s tenure. Finally, the study revealed that the most salient predictors across all models for graduation and dropout are total units enrolled, cumulative GPA and Pell Grant status, indicating that for the intervention to be successful, we have to be cautious as to how we respond.

Mario Giraldo (GES) analyzed the data from the Early Warning System to identify any patterns or trends that suggest opportunities for intervention. The data analyzed consisted of 1796 students who were enrolled in English 113-114, Math 092, 093, 097 and Univ 100 courses over eight academic terms. The preliminary findings suggest that there are some differences by classes, gender and college, indicating lower grades for Latino students and females for some colleges. The study calls for further analysis with a larger data sample from the English and University courses, specifically.
Debbi Ma (PSY) conducted a study to investigate whether course format improves accessibility for FTF and FTT students. The study suggests that hybrid courses appear to exacerbate opportunity gaps for this population of students and recommends that adjustments be made to those features that are unique to hybrid coursework.

**Academic Achievement Coach and Graduation & Retention Specialists**

National best practices identify targeted coaching as essential support for students not making satisfactory academic progress. The College hired Cynthia Greco as Achievement Coach in 2016-2017. Ms. Greco has over a decade of experience in student services at Cal Poly Pomona and she has led the student success team effort since her arrival. The College also hired Nakaya Manning in February 2017 and Martha Noyola in September 2017 as Graduation and Retention Specialists. Both Ms. Manning and Noyola have substantial experience in student services.

**Academic Achievement Coach**

- **Academic Coaching**: Conducted personalized, one-on-one meetings with a total of 132 second-year sophomores in the “murky middle” (GPA of between 2.0 and 2.5) and helped them identify appropriate learning, study and time management strategies for improved academic skills and performance; provided general advisement regarding academic policies and campus resources; helped students identify potential barriers and ways to overcome them. Through self-assessment, Learning and Study Strategies Inventory (LASSI) survey (e.g. anxiety, time management, motivation, self-testing, test strategies, concentration, selecting main ideas in readings, information processing), academic coaching and generalized advisement, students explored habits, priorities and challenges that may be impeding their academic success and identified healthy and effective strategies for academic success. The students who were coached during the academic year averaged an increase in GPA of 0.11 in Fall 2017 and increase of 0.06 in Spring 2018.

- **Faculty Mentor Initiative**: Assisted the Special Assistant to the Dean in implementing and facilitating the Faculty Undergraduate Mentor Initiative across all 9 undergraduate departments in the College with the goal of improving retention and graduation rates. Provided support and coordinated training opportunities for faculty mentors on campus resources, a book discussion forum on the meaning and purpose of mentoring, best practices and addressing mentoring concerns. Organized and facilitated mixers and meet-and-mingle events where mentees met and got to know their mentors in a relaxed, non-threatening space.

- **High DFU Course Intervention**: Coordinated pilot interventions during Spring 2018 in 3 sections (a fourth section used as control group) of POLS 155, one of the courses in the college that has a high DFU rate plus an opportunity gap that is roughly half a grade between under-represented minority (URM) and non-URM students. The first method of intervention involved Values Affirmation writing exercises because research shows that such exercises help reduce psychological/stereotypical threats in students from URM backgrounds because it reminds students of their personal values and their purpose; and this counters the ill-effects of these threats that undermine students’ academic performance. The second method of intervention was an in-class presentation on academic motivation, self-efficacy, and academic confidence, followed by a reflective writing exercise. The third method was an online delivery of the second method, followed by a reflective writing exercise. A total of 504 students received one of the three interventions. Preliminary results appear to suggest an increase in overall student pass rate of 13.5% for the Values Affirmation section, 8% for the in-class presentation section, 5.8%
for the online presentation section, and no significant change in pass rates for the control group section.

- **SAP Appeal Workshops**: In collaboration with the Graduation and Retention Specialists (GRS), reached out in Fall 2017 to non-EOP students in SBS who had been disqualified for not making Satisfactory Academic Progress (SAP) during the 2016-2017 academic year. Offered them a drop-in workshop for re-admission appeal assistance. Provided individualized feedback to students at the workshop, based on their statements, and helped them assemble their appeal packets. Of the students assisted through the workshops, 90% received approval for their SAP appeals.

- **Other Outreach and Retention Initiatives**: In collaboration with the GRS, planned and facilitated college connection activities for first-time freshman and first-time transfer orientations. Additional collaborative outreach and retention activities such as Welcome Week Tabling, Student Success Panel series, classroom visits and Fuel for Finals are discussed in more detail below under the Graduation and Retention Specialists.

**Graduation and Retention Specialists (GRS)**

- **GRS Retention Campaigns**:
  - **Fall 2016 FTF Cohort** – Initiated contact with 108 students who were FTF in Fall 2016 but had not re-enrolled in Fall 2017. Of those students, 38% eventually re-enrolled and persisted into their second year while another 7% made plans to return within a year. About one-quarter (23%) of the students contacted could not return due to either financial reasons or SAP issues. The remaining 32% either confirmed they had no plans to return or were unreachable.
  - **Fall 2017 FTF Cohort** – Initiated contact with 139 students, not enrolled in Spring 2018 or placed on academic probation after their first semester, to provide assistance with the enrolment process and connect them to campus/college resources for issues identified as impending their persistence. All 139 students from this cohort contacted by a GRS, enrolled in Spring 2018. Of that group, 55% were also eligible for Fall 2018 enrolment at the end of Spring 2018.

- **Other GRS Retention Initiatives**:
  - In collaboration with the Academic Achievement Coach, planned and implemented a series of college-funded retention programs and events aimed at providing academic advisement and information on university policies, procedures, resources, and referrals to assist students in resolving issues that negatively impact persistence at CSUN and help develop a sense of belonging and encourage grit. These initiatives included: Welcome Week Tabling, Welcome Back Reception for continuing students, Matty Motivation Bags (Midterm), Fuel for Finals (Fall and Spring), Student Success Student Panel & Workshop Series, Class Visits for Presentations. Engaged with a total of 1,244 students as a result of these retention initiatives.

- **GRS Graduation Campaigns**:
  - **Summer Completion Grants** - GRSs reviewed a total of 114 grant applications for Summer 2018 enrollment and approved 77 applicants. Of those approved, 70 (91%) students accepted their grant and enrolled in at least one course in Summer 2018. Data on how many successful applicants from this Summer 2018 cohort will eventually graduate on schedule will be available in next year’s report. However, for Summer 2017, out of the 109 successful applicants who accepted their grants and enrolled in Summer 2017, 101 of them (92.6%) actually graduated on schedule in Summer 2017.
while 4 extended their graduation by one semester and graduated in Fall 2017, and 3 extended by one year and graduated in Spring 2018, for a combined Summer 2017 Completion Grant graduation rate of 99%.

- **Degree Completion** - Using a target list, generated by Undergraduate Degree Services, of students who had applied for graduation but had not met all degree requirements, GRSs reached out to and advised a total of 719 students listed for either Fall 2017, Spring 2018, or Summer 2018 graduation. Of the 256 Fall 2017 candidates advised, 140 (55%) graduated on schedule, while 62 (24%) successfully extended their graduation date. Of the 235 Spring 2018 candidates advised, 126 (53.6%) graduated on schedule while 89 (37.8%) successfully extended their graduation date. Of the 228 Summer 2018 candidates advised, 132 (57.8%) were meeting all requirements at the time of this report.

- **Grades First Pilot** – This pilot program was launched by Undergraduate Studies in January 2018 to replace The Early Warning System (EWS) initiative. Faculty submitted periodic progress reports on students identified as at-risk of failing their course either for poor attendance or poor academic performance. GRSs received 169 alert cases of SBS majors in ANTH 151 and three sections of Developmental Math, but were able to reach and advice only 62% of the case load. At the end of the Spring 2018 semester, 58% of the students with whom the GRSs made successful contact and offered advise passed their course, compared to a 20% pass rate for the cases with unsuccessful contact.

- **SAP Appeal Workshops** - In collaboration with the Academic Achievement Coach, reached out in Fall 2017 to non-EOP students in SBS who had been disqualified for not making Satisfactory Academic Progress (SAP) during the 2016-2017 academic year. Offered them a drop-in workshop for re-admission appeal assistance. Provided individualized feedback to students at the workshop, based on their statements, and helped them assemble their appeal packets. Of the students assisted through the workshops, 90% received approval for their SAP appeals.

**Tutoring Initiatives**

The College maintains three tutoring centers: the CSBS Statistics, Method and Technical Writing Tutoring Center; Africana Studies Writing Lab; and the Michael Patterson History Writing Center. These three initiatives serve three distinct student populations. The CSBS Tutoring Center serves all walk-ins, but tends to support the more quantitative departments like Psychology and Sociology. The Africana Studies Writing Lab supports Africana Studies majors and minors, and maintains a relationship with EOP. The Michael Patterson History Writing Center is a donor-supported Center that primarily supports History students. These college tutoring centers have evolved over time to serve specific courses that tend to have high DFU rates, and thereby supplement student support in areas not covered by the university’s Learning Resource Center (LRC).

In Fall 2017, the College moved the CSBS Tutoring Center into its current and permanent location on the newly designated “student success corridor” which is the first floor of Sierra Hall, across from the offices of the Achievement Coach and GRSs. The CSBS Tutoring Center served a total of 434 students during the 2017-2018 academic year, the most out of all three Centers: 183 in Fall 2017 and 251 in Spring 2018. The annual average number of visits per student ranged from 1 to a maximum of 20, but the average mean was 2.2 visits. Over the course of the academic year, 62.5% of the student visits was for tutoring help with Statistics, 20.1% for help with Methods, and 19.2% for help with Writing. Although 75% of the
students tutored in 2017-2018 were from just two departments in the College (PSY and SOC), the CSBS Tutoring Center did serve students from all 10 departments in the College as well as students from 18 other departments outside of the College, in addition to some Exploratory students.

CSBS Social Science Writing Project

The College’s writing-across-the-disciplines program is designed to augment writing support in specific courses – an approach the literature suggests is a best-practice. Thus, in Fall 2017, the College sponsored 10 writing workshops, presented by faculty from different disciplines, on the following topics: Creative Writing by Ed Jackiewicz; Writing Analytical Essays by Thomas Devine; Reflecting on our Identity as Writers by Moshoula Capous-Desyllas; Communicating Through Writing by Miriam Neirick; Writing Literature Reviews by Debbie Ma. Each workshop was offered twice for maximum attendance. A total of 70 students attended all ten workshops.

Furthermore, in Fall 2017, the College sponsored the placement of five Writing Mentors (Instructional Student Assistants) who worked up to 10 hours per week providing writing support to undergraduate students in a single course in the following departments: Anthropology, Geography and Environmental Studies, History, Psychology, and Sociology. Three additional Writing Mentors were hired for up to five hours per week providing writing support to all students enrolled in the Department of Social Work. In Spring 2018, the College sponsored one Writing Mentor in the department of Anthropology and three in Social Work.

There were no writing workshops offered in Spring 2018 because the project coordinator, Miriam Neirick, was on sabbatical that semester.

Student Services Center/EOP

The Student Services Center/EOP (SSC/EOP) for the College of Social and Behavioral Sciences is an academic support program that offers services which enhance students’ educational experiences, foster student development and promote academic success. With ten full-time and two part-time Saff Advisors, two Support Staff, two Student Assistants, and 8-10 student Mentors per semester, the SSC/EOP serves majors in: Africana Studies, Anthropology, Criminology and Justice Studies, Geography & Environmental Studies, History, Political Science, Psychology Sociology, and Urban Studies & Planning. The SSC/EOP also provides additional support services for majors in the College who are part of the Educational Opportunity Program (EOP). Under the guidance of its Director, Ani Harutyunyan, the SSC/EOP provided the following services to students geared toward retention and on-time graduation.

- Graduation Efforts:
  - Academic Advisement – The target groups for holistic advisement were first- and second-semester freshmen, students on academic probation, New Start ACT students, EOP students, majors from Africana Studies, Anthropology, Geography and Urban Studies departments, and BA/JD 3+3 Program students. Through either one-on-one appointments or group workshops, the SSC/EOP served a total of 6,913 students who came in for 16,861 visits in 2017-2018. To help facilitate on-time graduation of students across the nine undergraduate departments in the College, Advisors started encouraging eligible Freshmen to follow a 4-year plan and Transfers to follow a 2-year plan by taking either 15 units per semester or a combined 30 units each year. They also processed 105 course substititions in Summer 2017, 209 in Fall 2017 and 315 in Spring 2018.
  - Graduation Applications – Advisors reviewed applicants’ records, provided advisement and signed off on a total of 2,012 graduation applications in 2017-2018. Of the 18 Fall
2017 graduation applicants contacted who had not met all their graduation requirements, 7 successfully graduated, 3 changed their graduation date to spring 2018, 1 changed to summer 2018, 2 changed to fall 2018, one changed to spring 2019, and 4 applications were withdrawn. Of the 21 spring 2018 BA candidates contacted for missing their Psychology Capstone requirement, 5 successfully graduated on schedule in spring 2018, one changed graduation date to summer 2018, and 10 changed to fall 2018.

- **Summer Completion Grants** – Of the 16 students advised, 12 (75%) accepted their grants and enrolled in summer 2018. Twenty-four spring 2018 candidates were contacted to help resolve graduation problems.
- **Readmissions** – Advisors help disqualifies students reapply back to the university, after having demonstrated satisfactory academic progress through Community College or Open University coursework. Advisors received and reviewed 160 applications for Fall 2018 re-admission. 75% of applicants were readmitted, 23% denied.
- **Advisor Training** – Provided periodic training to Advisors to ensure that they are up-to-date with university policies and requirements to help them effectively serve the students in the College.

**Retention Efforts:**

- **Grades First/EAB Case Management System** - Faculty used the EAB alert system to notify Advisors about EOP students who were at-risk of failing their class either because of poor academic performance or behavior problems. Of the 37 referrals, Advisors were able to reach and intervene with 26 distinct students. Although multiple factors account for students’ success, of the 26 students who made contact with an Advisor, the data shows that 28% eventually passed the course while only 18% of those with no contact passed.
- **CA Promise** – This is a two-year degree pledge program designed for entering students who hold a verified Associate’s Degree for Transfer (ADT) to complete the remaining requirements for a baccalaureate degree. Advisors provided advise to 32 student in Fall 2017. Over 90% persisted after one and enrolled in Fall 2018.
- **Enrollment Advising** – Of the 9 EOP first-time freshment students contacted by Advisors who were not enrolled in spring 2018, 5 students (55%) eventually enrolled. Of the 47 students contacted by Advisors who were not enrolled full-time for spring 2018, 45 of them (95%) eventually enrolled. Contacted 326 Spring 2018 BA candidates who were either not properly enrolled or missing graduation requirements.
- **Advising and Mentoring Educational (AME) Project** - The purpose of the AME Project is to educate and better prepare undergraduate students, who wish to pursue a career in the helping professions, particularly in the field of Student Affairs and College Advisement. By providing a host of practical and experimental mentoring and academic advising experiences, participants have the opportunity to serve as academic mentors to first-year freshman students. Freshman students also benefit from the mentorship of older peers and both groups get a sense of belonging to the university which helps with retention overall. In Fall 2017, 15 upper-classmen/women served as AME mentors, while 7 served in Spring 2018. All have successfully graduated.
- **Student Success Center** – Advisors, on a rotational basis, will utilize this space (SH 392) to engage students, share information and be available to students during peak advisement periods.

**MSW Student Success Allies (SSA) Initiative**

The Masters in Social Work (MSW) Student Success Allies (SSA) initiative was introduced in Fall 2017. The SSA are a team of five MSW Interns who, as part of their graduation requirement, diagnose and
provide a clinical response through a credit-bearing internship program, to support CSBS students in immediate crisis as well as manage non-urgent cases, as needed, under the direct supervision of a MSW Faculty member who is a Licensed Clinical Social Worker (LCSW). In addition to being a near-peer support initiative, the SSA can also help those students who need more intensive services than the university can provide, connect to off campus resources and programs. This initiative is a valuable addition to our College retention efforts and a win-win for both groups because while helping our undergraduate students resolve their problems and increase their persistence rate, these Graduate student Interns are also gaining valuable practical experience for a successful career post-graduation.

After the Interim Dean launched the initiative in Fall 2017, the SSA established an email address and embarked on a campaign for communicating their services to the College. They met with all the Chairs and Faculty Mentors for each department in the College to get an understanding of their respective students culture and need. They established partnerships with other programs such as EOP, Minority Male Mentoring, and the Dream Center to offer specialized support. Due to the lack of space, the SSA did not have a permanent office this inaugural year. However, with the planned removal of the second Student Success Center next year, the SSA will be given a permanent office in SH 171 where their clients can easily find them for appointments.

The services that SSA provided their clients included assessment, individual support, connection to appropriate resources on and off campus (specifically, the San Fernando Valley, Antelope Valley and Metro LA areas), case management and themed workshops. The SSA received clients through referrals, mainly from either the Academic Achievement Coach, Graduation & Retention Specialists or department Chairs. In 2017-2018, the SSA received 50 client referrals for which they provided 63 sessions. In addition, they facilitated two workshops at the request of Africana Studies department focusing on the following themes: 1) Grief and Loss, and 2) Healthy Relationships. A total of 36 students attended these workshops.

The SSA also created quick support Guides dealing with the following topics: self care, balancing responsibilities, first-generation support, test-taking tips, mental health support, and stress management. These Guides were provided to departments for use by faculty and students.

Five of the nine CSBS departments participated in the SSA end-of-year Program Satisfaction Survey. Key results from the survey reveal that:

- 40% “strongly agreed” and 60% “agreed” that the SSA program was beneficial to their department;
- 80% “strongly agreed” and 20% “agreed” that the SSA were responsive to their needs and requests.

The College is working on a permanent office and confidential meeting space for the SSA to be located in the second Student Success Center in SH 171, once the renovations to that space are complete in 2018-2019.

**Departmental Engagement Initiatives**

The literature demonstrates that departmental engagement is a key factor in student retention and satisfactory academic progress (SAP). The departments efforts at engagement with their majors are summarized below.

**Africana Studies:** No report.
Anthropology Department:

- **Advising** - The department now has a dedicated EOP advisor, Kevin Zemlicka. A graduate of our program, Kevin knows our curriculum thoroughly and works closely with the chair to advise students. In addition, we plan to continue our Peer Advisor (below).

- **Peer Advisor Program** - this program features a graduate student, currently Robert Fitzgerald, who helps students to identify their department program requirements and guides them with the selection of courses they need, along with GE requirements to complete their degree. Fitzgerald also helps them to plan their upcoming semesters in terms of the courses they may or should take.

- **Advisement Holds** - In Fall 2016, the department instituted a policy of placing advisement holds on all undergraduate majors. This forces them to consult an academic advisor, either in EOP or our Peer Advisor (below) before they can register for the following semester. Advisors help students select courses that move them towards graduation, and ensure that all they are meeting all their requirements within and outside of the major. Feedback on this policy continues to be positive; many students appreciate the guidance and perceive the policy as caring rather than intrusive. We are continuing with this policy in 2018-2019.

- **Faculty Advisor of the Anthropology Student Association (ASA)** - as faculty advisor of ASA, faculty encourage students’ activities that will contribute to their professional formation such as workshops (on public speaking or how to write a resume), academic lectures on students’ topics of interest, and community outreach activities. In 2017-2018, Anthropology students participated in “Anthropology Day” at the Santa Monica National Forest, and organized a trip to LACMA too see the King Tut exhibit. Students also assisted in organizing the Anthro Expo (see below), and in a new program called “Travel Tales” which was a panel presentation by Anthropology students for Anthropology students who are interested in travel and study abroad experiences.

- **High Impact Practices** - to foster students’ engagement and encourage them to successfully complete their degrees, the department continues organizing two very important events, the Anthro Expo & Summer Field School. The Anthro Expo has been a successful annual event for the Department of Anthropology since it began in 2005. The event provides our undergraduate and graduate students with the opportunities of being involved in event planning and preparing their academic work and research for professional presentations. Anthro Expo serves as an “open house” of our Department, showcasing to the broader CSUN student body, faculty, and staff the kinds of research in which anthropologists engage and the contributions anthropologists make to the larger community. We also welcome CSUN Anthropology alumni to the event, who are invited to participate in a panel or lunchtime roundtable and share with current students how they have used their anthropological skills and knowledge in the diverse endeavors they have pursued since graduating. The 2017 summer field school provided students with a practical working knowledge of survey, excavation, lab and cataloging methods as well as the application of cultural resource and environmental law and policies.

- **Culture of Mentoring** - A fair amount of effort was devoted this year to developing a culture of mentoring among faculty in the department. This effort began at the Faculty Retreat in August 2017. The Retreat explicitly focused on student success—not just as a goal, but as a theme for faculty to think through all of their activities (e.g. teaching, mentoring, service and research). During the course of the retreat we explicitly explored how all aspects of our programs, the structure of curriculum, pedagogies, service assignments, and research could be improved so as to address student success.
- **Faculty Mentor** - During the course of the year, the Faculty Mentor led a variety of discussions in department meetings with regards to approaches to mentoring. We discovered that faculty have diverse views on what constitutes effective mentoring. That said, we share the view that a proactive approach to mentoring students is more important than the particular style of mentoring. This discussion served to raise awareness that each faculty member must contribute to mentoring students—mentoring cannot be designated to a particular individual or specialist.

- **Anthropology Corridor** - Another approach we developed to engender more mentoring was to enhance the Anthropology corridor in the college as a popular and friendly meeting place for students and faculty. We developed an interactive bulletin board to engender conversation among students and faculty. We bought yoga mats for students to sit on as they study and eat lunch in the corridor.

- **Classroom Best Practices** - Our faculty use a diverse set of techniques to engage and create an active learning atmosphere in our classrooms and on the field. To improve our efforts, the department promotes the early identification of students with high falling grades (DFU), encourages students’ active participation in office hours, and continues to create a friendly environment through student welcoming activities.

- **Early Warning System** - The department promotes early identification of students at risk with high falling grades (DFU) in their courses. The goal is to invite students to work closely with the faculty to improve their academic standing in the course.

- **Office Hour Visits** - The department encourages faculty to affirmatively invite their students to visit them during office hours. We proposed assigning course credit for visits during office hours as an incentive to students.

- **Freshmen Retention** - The department welcomed new students to our campus and our department through the Explore CSUN and a Fall welcoming activity for all our undergraduates and graduates. The former is a yearly campus-wide initiative to welcome new students. The department has been an active participant in this event. Members of the ASA joined efforts with faculty to welcome students to our department: We showed them our classrooms, labs and office; answered any questions they had about the courses and faculty; and introduced them to ASA and the academic and fun activities they will participate in throughout the academic year. The ASA played a pivotal role in creating a welcoming, friendly, and supportive environment for our new students.

- **High DFU Courses** - Dr. Helene Rougier’s engagement with the Data Champion’s program and the new access to “CSUN Counts” also engendered reflection on pedagogy in the department of Anthropology. Discussions in department meetings regarding the rates of DFUs have prompted faculty to examine the courses in which there are high DFUs. We discovered that our introductory level GE courses have high DFUs, particularly Anth 151 (Introduction to Biological Anthropology). In 2015-2016, the average percentage of DFUs was 29.15% (a number generated by instruction delivered to 388 students in 4 sections taught by 2 different instructors). The year before this, 2014-2015, it was also high—33.9% (206 students, 2 sections, 2 instructors). But, once we began to explicitly discuss approaches to engendering student success, the percentage began to drop: In 2016-2017, the percentage was 19.4% (318 students, 4 sections, 3 different instructors). In 2017-2018, the percentage was 19.9% (410 students, 3 different instructors).

- While the data described above are limited, it seems that at the very least an awareness of the need to find new ways to reach students has emerged as a result of the student success initiative in our department. Anecdotally, there has been increased conversation in the department among the instructors of Anth 151 regarding methods for infusing more student-
centered teaching strategies into their classrooms. Indeed, at least two instructors made concrete changes in their teaching approaches in order to improve student learning.

- **Cultural Inclusivity** - Anthropology, as a discipline, addresses the importance of understanding and appreciating cultural diversity across time and space. Our department is committed to being the leader of this initiative. To that effect the department has two plans of action: To invite faculty to discuss their experiences in workshops to create culturally sounded pedagogical tools, and to continue diversifying its faculty.

- The department will invite faculty to participate in department workshops on cultural inclusivity and inclusive learning to provide to our faculty the opportunity to exchange experiences and knowledge, and generate pedagogical tools to improve the learning environment of our classrooms.

- The department will continue its effort to diversify faculty and retain faculty of color. Our department is already an ethnically diverse department. For example, our department has one of the highest percentages of global faculty of any department at CSUN, and the highest in the College of Social and Behavioral Sciences. Thirty-eight percent of our faculty (5 of 13 members) are non-US born, and 30% are ESL speakers. Our faculty also bring into the classroom a diverse set of interests and an extraordinary amount of professional experience that spans the world. Among the locations where students and faculty are currently studying cultures around the world are the Channel Islands, Southern California, Baja California, Mexico, Guatemala, Panama, Peru, Belgium, and France. We are committed to continue creating a more diverse environment in which our diverse student population (mostly Latinx) can feel acknowledged and respected.

- Our backgrounds, as well as our work as anthropologists, give us special insight not only to human complexity and diversity, but also in the transcultural experience, a very common experience among many of our students.

- **Writing Mentor** - To address this theme, the department seeks to continue participating in the Writing Mentor Program and provide relevant, accessible workshops to students. Writing is one of the most challenging academic activities among our students. That is why the department will continue assigning a ‘culturally and socially sensitive’ Writing Mentor for writing-intensive courses such as ANTH 303, “Anthropological Thought”. The Writing Mentor works closely with students and guides them on how to write academically in our discipline. Because we have had very positive results thus far, the department is proposing to hire a second Writing Mentor that could help students in other writing-intensive courses.

- **Academic Workshops** - The department will continue providing workshops on Study Skills, Professional Communication and Anti-plagiarism to freshman and transfer students. These workshops will be embedded in the classes they take. These workshops are usually taught by another well-prepared student (usually one of our graduate students) with the help of a faculty.

**Criminology and Justice Studies department:**

The Department of Criminology and Justice Studies (CJS) launched its new major in Fall 2017 and offered its first courses. Students who became CJS majors in Spring 2017 through the end of Spring 2018 were admitted under other majors and changed to CJS. It is worth noting that 2018-2019 will be the first academic year with students admitted into CJS directly, and this will be the first year for measured retention and graduation success that is officially reflective of the department.

Over the past year, we approached Student Success with three overarching goals: 1) to ensure that identified students in the new major received outreach to address academic and/or other issues that
potentially threatened their success; 2) to transition and integrate new majors into the program, and 3) to continue to serve Sociology Option 2 (Criminology and Criminal Justice) students who were in their final semesters toward graduation. These efforts were blended into the areas of advisement/academic assistance, mentorship and personal assistance, and departmental outreach and student connection.

Advisement/Academic Assistance
Several efforts took place to provide students with necessary, accurate, and useful information needed to successfully navigate both the new CJS program and the Sociology Option 2 program.

- Regular emails were sent to students in both Criminology and Justice Studies and Sociology Option 2 majors providing guidance. These emails were sent a minimum of once per semester at the beginning of every registration period. These emails included information about courses available in other departments that could be applied to the two majors, procedures and information for internships and service learning class requirements, advisement hours with the chair, and for Fall 2018 registration, a list of CJS-related GE course choices. These suggestions were included after receiving the suggestion from the newly-established Chair’s Student Advisory Group for Spring 2018. This recommendation stemmed from the desire to help freshmen choose more interesting and potentially relevant GE courses which, in turn, would keep them more interested in their classes while they take lower division GE. It is also designed to help upper class students with UDGE choices as well.

- CJS engaged in regular and proactive communication with both EOP/Student Services and the Student Success Team. This communication included the provision of clear guidelines for the program, including advising elements connected to particular tracks in the program (e.g. better advising students with respect to the GIS track), that advisors and team members could relay to students. Regular communication was prioritized in order to reduce the inconsistencies in the messages students received while advised. CJS also worked with EOP/Student Services and the Student Success Team to facilitate individual-level problem solving with particular students in order to meet retention and graduation goals. This problem solving included possible course substitutions for requirements, alternative arrangements for courses not offered when needed, and assisting students in getting into classes they needed.

- The CJS department worked with Admissions and Records staff, particularly the veterans’ services representatives, to assist students who required additional attention and assistance. In particular, the department provided additional advisement support for veterans who were coming to college for the first time or after extended breaks in attendance.

- The chair of CJS and the ASC (Larry O’Connor) worked with the faculty mentor (Dr. Eric Gamino) to assess the academic needs of students who were identified as needing mentoring. Additional students were added to the list received from the student success coach when the department became aware of them through referral and other routine reviews of student records for other purposes. Once the needs were assessed, the department and/or the faculty mentor reached out to students in order to inform them of University requirements that were either a current hold on registration or a hold that would be placed in the near future. For example:

  **UDWPE Holds--Current**

One area that was addressed in our academic outreach was the hold placed for UDWPE. Larry O’Connor worked with Dr. Gamino to identify students who needed an additional push to register for the exam. They found 2 batches of these students, one in Fall 2017 and one in Spring 2018, who had hard holds for not taking the UDWPE. As a result, the students could not register for classes. Dr. Gamino made direct contact with these students resulting in the majority of students registering for and taking the UDWPE and seeing the hold released. For those students that missed the payment deadline (because it filled and closed early), Dr. Gamino provided the 1 time UDWPE Extension (paper and/or online).
**UDWPE Holds--Future**

Larry O’Connor engaged in data analysis of the students on the mentorship list as well as several other referrals to look for students who would receive the UDWPE hold soon. He looked for students who would exceed 75 units at the end of the term, and Dr. Gamino reached out to these students proactively to encourage them to register for and take the UDWPE before the hold was placed.

**Encouraging Graduation Applications**

Students on the mentorship list in need of completing a graduation application were identified. Students who were well over 100 units earned with 12-15 in progress were contacted by Dr. Gamino to inform them of the need to do a graduation application. Of the 10 students who fit into this category, Dr. Gamino was successful in getting half to apply to graduate.

**Title IX Refresher Holds**

There were a number of students in the mentorship list and referred to the department staff who had not done the Title IX and could not register for classes. Larry O’Connor wrote a brief email explaining what was needed from them to remove the hold. Dr. Gamino forwarded the email to students, complete with links to more information. It is unknown what the impact of this outreach was.

**Mentorship and Personal Assistance**

- Faculty mentor Dr. Gamino attempted personal contact with potentially struggling students identified by the student success coach. E-mails were sent, and follow-up emails were sent, encouraging the students to come to speak with him. Students who were nearing graduation or who could potentially graduate were contacted by the chair with academic information and encouragement and an invitation to seek assistance as needed from either the mentor or the department. While relatively few students responded to the “cold” e-mail only contact, several students who had been referred by CJS faculty did respond and make contact.

- Faculty mentor Dr. Gamino and the chair identified several key classes to target for presentations from the Allies which informed them of their services and other resources for non-academic difficulties (financial, personal, and other). Department staff, Dr. Gamino, and the chair made several referrals to campus-based student resources (including the campus food pantry, financial aid emergency grants, and counseling services) and worked with Tiffani Brooks and the Allies to assist students with external resources for non-academic issues which interfered with their academic work.

- CJS faculty were encouraged to refer students who were of concern for absence, poor performance, or other behaviors or comments in classes. Several referrals were received from a variety of faculty, and these were addressed by either the mentor, the chair, or both with e-mail and personal outreach.

**Departmental Outreach and Student Connection**

The CJS department sponsored several kinds of activities that were designed to engage students and to help them feel more bonded to the department and to the program. We developed curriculum designed to provide relevant and high impact experiences for students in CJS and Sociology Option 2. We created opportunities to visibly celebrate our students’ success. Additionally, the department worked to disseminate information with respect to pursuing careers.
• The CJS department developed curriculum and opportunities designed to increase the relevance and connection of the academic experience to career planning and job skills. One example of the program structure which accomplishes this is our CJS 360, Career Planning in Criminal Justice, class which provides students an introduction to the field in general and includes frequent guest speakers from multiple areas in the criminal justice field to help students in their career choices.

• CJS has actively developed several community partnerships which have provided experiences for students that are relevant to careers and applied learning. Students currently can do field experience and internships at Neighborhood Legal Services’ Domestic Abuse and General Self-Help clinics, the LA City Attorney’s office Community Justice Initiative programs, LAPD, and with judges in Superior Court outside Van Nuys.

• CJS created an innovative class entitled “Community Justice” which incorporated a community agency-based approach to teaching restorative justice and alternatives to prosecution. Students were taught by the instructor of record, an additional CSUN faculty member, the director of the LA City Attorney’s Community Justice Initiative office, and several coordinators of specific CJ programs. This collaborative teaching model culminated in a student project identifying issues within the CJI programs and proposing research and directions for those programs to pursue. Ultimately, two groups were selected to present their proposals to LA City Attorney staff and LA City Attorney Mike Feuer himself. The engagement of students in the program during and after this course was noteworthy.

• The CJS chair solicited nominations and named 7 students to a Chair’s Student Advisory Group. The charge of this group was to provide insight into activities and other efforts in which the department could engage in order to better serve the goals of student success. Additionally, the members of this group served as student representatives to Explore CSUN and spoke to CJS 102, Introduction to Criminology and Justice Studies, classes. In these classes, they provided information and advice about the program, discussed different opportunities that CJS majors could pursue, and they provided an invitation to the students to contact them. Two members of this group also created and promoted the CJS Student Club which provided some hands on experiences for students to explore criminal justice careers.

• The Department of Criminology and Justice Studies hosted four speakers/panels/events which were heavily attended by students.

Ramiro Martinez, Jr.: Distinguished Speaker speaking on immigration and crime
One of these events was the Distinguished Speaker, Ramiro Martinez, Jr. who presented his research discussing the relationship between immigration and crime. The session was heavily attended by students (approximately 60 or more), including students who were enrolled in CJS 452IC, Immigration and Crime. He also spoke in the CJS 452IC class about how he became involved in graduate school and research. In connection with this speaker, the department hosted a lunch with Dr. Martinez with approximately 12 students in attendance. The students were able to talk to the speaker about research, graduate school, and how to succeed as students generally. The majority of the students in attendance were representatives of underrepresented minorities, although our outreach was not specifically focused on that group.

Law Enforcement Career Panel
We hosted a career-related speaking event to help educate students about careers in law enforcement, the application process, and requirements for hire. Professor Kathy Oborn, retired LAPD and CJS lecturer, organized and moderated the event. Around a dozen representatives from multiple agencies
were present and spoke to the students. Agencies represented included the FBI, California Highway Patrol, LA County Sheriff’s Department, LAPD, Burbank PD, and CSUN PD. Students were invited to stay after the panel to ask questions of the panelists. Nearly 100 students were in attendance.

**Arming Teachers Panel**
After the Parkland shooting in Florida, the CJS department worked quickly to put together a panel of experts to discuss the proposed arming of K-12 teachers in response to school violence. Experts from LAUSD police, LAPD, and Burbank PD discussed the feasibility, challenges, and problems associated with the proposal. The topic was timely and meant to present current criminal justice issues to students and the University community. While we advertised to the community as a whole, the majority of the 60 attendees were CJS students.

**Law Enforcement Hiring Panel**
CJS sponsored a panel of representatives from law enforcement agencies to talk about the specific requirements and process to being hired into a law enforcement job including the application, interview, polygraph, and background check requirements. Representatives from LA County Sheriff’s Programs and Training division, LAPD Recruitment, and CSUN PD provided valuable information and advice to around 20 students in attendance.

- The CJS department worked with the criminal justice honorary society, Alpha Phi Sigma, to identify outstanding students who qualified for this organization. The department provided assistance with communication as well as planning the induction ceremony. Photos and information from the induction are displayed publicly as a point of pride for our students and for the department.
- The CJS department hosted its first annual awards ceremony to highlight and celebrate student success. We provided eight funded awards to outstanding students in a wide range of areas including community college transfers, work with victims, pursuit of law enforcement careers, and ethics. Photos and information from this ceremony are displayed publicly as a point of pride for our students and for the department.
- The CJS department provided regular information regarding job and internship opportunities to students through physical posting of flyers, classroom announcements, and online information. The department also facilitated San Francisco PD in their quest to recruit for their agency and assisted them in securing a classroom location for the written test and the grounds for the physical test required for application. Around 12 CSUN students completed the testing for the San Francisco PD application.

**Geography & Environmental Studies Department:**
The student success initiatives for the College overlapped with the Geography department assessment activities and the department’s 2017-18 Faculty Learning Community established to address high DUF classes. The preceding encompassed many activities, most of which are summarized below.

- Geography 101 and 102 (Introductory Physical Geography and the corresponding lab) are not co-requisite, but should be. An analysis of student performance in 101 covering several years’ data, by Dr. Steve Graves, shows that students do significantly better in 101 when they are taking 102 at the same time.
- Significant numbers of students taking Geography 101 are taking high unit loads (15 or more units). Many also work 2 or more hours a day, and many commute significant distances to
CSUN. (We have survey data on this for spring 2018.) This suggests that students should be advised to reduce their course loads in semesters when they are taking 101.

- In concert with bullet 2, above, we discovered that the percentage of D and F scores on exams in Geography 101 increases over the course of the semester. This may be attributable to the cumulative impact of poor attendance, lack of time to study, and declining student energies over the semester.
- An incentive was given to students taking 101 whereby a high score on late-semester exam would replace a low score on an early-semester exam. However, this had mixed success: scores improved in one case, but not another.
- Students in Geography 150 were given “mock” exams prior to actual exams. It was believed that a mock exam would have a stronger impact than merely summarizing material or doing oral concept-checking with students. After the mock exams, scores on actual exams improved when the exams were short (e.g. covering a single text), but not when they were larger (i.e. covering a greater range of material.
- Lectures were videotaped and viewed by faculty, with the following findings:
  a. Faculty determined that effective engagement with students could be achieved by putting questions on PowerPoint slides, rather than factual content or bullet points, then lecturing, then having students see if they could answer questions.
  b. Faculty determined that the “look” of the classroom is important. In particular, SH 120 has several long tables and chairs between the professor and the class. This area is typically cluttered and sloppy-looking, with randomly distributed chairs, electrical cords, instructor’s materials, etc., in view. We found that this cluttered space is potentially a distraction, and now neaten the space and drag away unused chairs, etc. to the sides of the room before beginning class.

Political Science Department:

During the 2017-2018 year, the department undertook and participated in several initiatives to both experiment with how to best promote student success and to engage in activities we thought likely to help. This memo briefly summarizes them.

We initially concentrated efforts on POLS 155, as it is both the largest course we teach, and one that possibly serves as a bottleneck for CSUN students generally, since Title V is required, and the DUF rate and opportunity gap are both high. In order to address both of these, we partnered with faculty member, Dr. Mark Stevens, and the Academic Achievement Coach, Cindy Greco, to try a values intervention that Dr. Stevens had developed, at three levels of engagement: an in-person intensive, a briefer in-person intervention, and an online one. The results are reported in the Achievement Coach’s report.

Additionally, we experimented with a FLC for POLS 155. This had limited success; faculty found it difficult to commit to a time even over the course of one semester, and the FLC never fully agreed on what it was doing; there were significant miscommunications throughout the semester. It is possible that a second FLC might work better, depending on the participants, but overall, there was a high level of concern regarding instructor autonomy that might serve as a limit to its usefulness.
Talking with Pedro Cesareo, our in-house Staff Advisor, led to the suggestion that we could improve student success outcomes by reconfiguring one of our tracks, in public policy and administration. This track had been loosened slightly a few years prior, with a resultant increase in enrollment, but students were still having significant problems in meeting the requirements because of their stringency. The department curriculum committee proposed an accepted revision that brings the track into alignment with the other tracks in structure and should ease the route to graduation considerably. As an additional benefit, loosening the requirements for our policy track will allow us to increase our offerings in other areas to help ensure students have a clear path to fulfilling their requirements. We’ll have data on this once it hit implementation starting in Fall 2019.

Finally, we committed as a department to developing and offering a gateway course. Our intention is for this gateway course to serve as a way for students to receive early advisement on schedule and career paths, to be introduced to the particulars of disciplinary writing, and to begin to network with departmental alums and think about their career paths. We are hopeful about bringing this course forward to APC in Fall 2018 (there are some complications to consider around transfer students, who we don’t want to hold up longer than we need to).

Setting new student success goals is the first action item on the first department meeting agenda of the 2018-2019 academic year.

**Psychology Department:**

*Student-Focused Initiatives*

The Psychology department followed through in 2017-18 with faculty and student support in closing the achievement gap. This includes restricting the major requirements to help address the graduation bottleneck, as well as moving PSY 301 (Professional Development), a requirement for all majors, online.

As outlined below, the department provided numerous events to help promote safe spaces, increase student engagement, and improve student retention. Programs such as the Center for Achievement in Psychological Sciences (CAPS), founded by Dr. Elise Fenn a faculty member in the Psychology Department in fall 2017 and funded by the CSUN Campus Quality Fees, and several student organizations have increased student involvement and interest in the department and its activities.

There were 595 student check-ins to the physical CAPS space in SH 304 in the Spring 2018 semester. This is roughly in line with the number of check-ins from fall semester. Because fall’s student check-in total may have been inflated by an opening day event in the CAPS space that accounted for many check-ins (and we had no such event in the CAPS space this semester), we are arguably ahead of the pace of check-ins from last semester. CAPS continued its peer mentoring program that already shows signs of success in terms of recruiting applicants and in supporting students. A total of 22 student mentor-mentee pairs met regularly throughout the spring semester (an increase from 5 mentor-mentee pairs in fall semester). Students have already reported benefiting from the mentoring. For example, one student applied and was accepted into the BUILD Poder program after being encouraged by one of the CAPS peer mentors to apply to the program.

CAPS also focused on hiring tutors to assist students in PSY 320 and 321 classes during the final weeks of the semester. These tutors focused on particular sections of these courses, to offer students assistance that is molded to the particular section of the course in which they are enrolled. A survey was sent out to evaluate the effectiveness of this program, comparing students that were enrolled in one of these
two courses with a tutor, or without a tutor. A total of 53 students responded, 37 were enrolled in a
course with a tutor and 7 were enrolled in a course without. The uneven split makes it difficult to
compare across courses. For the purposes of evaluation, we still report overall direction of means. We
asked students to report their confidence in their overall statistical and methodological skillset, among
other things. Results suggest that on average, students that had a tutor felt more confidence in their
statistical and methodological skillset than students that did not have a tutor. Further, of the students
that responded, approximately 60% of students reported finding the tutors “extremely useful” for
helping them increase their understanding of class concepts. A total of 84% of students reported finding
the tutors slightly, moderately, or extremely useful. All other students reported finding the tutors
“neither useful or useless.” No students responded that the tutors were not helpful.

Evaluation of the Center for Achievement in Psychological Sciences (CAPS)

The Psychology department conducted an evaluation survey at the end of Fall 2017 and Spring 2018
semester for all events that occurred in the department, some of which were CAPS-related. They also
asked students to report about their sense of belonging to the department and university and
administered a check-in survey when students came to the CAPS physical space. For those students that
checked into CAPS and responded to the Spring evaluation survey, we evaluated how that data related
to those students’ sense of belonging, and several other measurements. Approximately 700 psychology
majors (undergraduate and graduate) responded to the Fall and Spring semester end of evaluation
surveys, total. Analysis of these results is ongoing, but preliminary information is provided below.

- Q. Does the number of check-ins at the physical space predict sense of belonging?[FEA1]?

A one-way ANOVA was conducted using the number of check-ins as IV (three levels: 0 check-ins, 1
check-in, 2 or more check-ins) and an average of several questions that assessed “sense of belonging to
the department or university” as dependent variable. Results suggest significant difference, $F(2,694) =
4.53, p = .011$. One or more check-ins at CAPS resulted in greater “sense of belonging” overall compared
with no check-ins.

- Q. Does the attendance at CAPS events predict sense of belonging?

For those that attended one or more CAPS events in the Fall and Spring semester, they reported a
significantly greater sense of belonging in Spring ($M = 3.90$, $SD = .83$) than those that did not attend
events ($M = 3.21$, $SD = .93$), $t (671) = 10.41$, $p < .001$.

For those that attended 1 or more non-CAPS events in the Fall and Spring semester, they also reported a
significantly greater sense of belonging ($M = 4.03$, $SD = .79$) than those that did not attend events ($M =
3.28$, $SD = .93$), $t (443) = 10.84$, $p < .0001$.

- Q. How satisfied (likely to recommend) were students with events?

The most population events were our DACA information session, graduate school workshop, and a
webinar on “what to do with a Psych BA.”

- Q. Does ‘involvement’ predict sense of belonging, and in turn predict persistence?

Persistence could be measured by GPA and number of units enrolled / change in number of units
enrolled in A/Ys 2017-2018 vs. 2016-2017. We can also look at enrollment in Fall 2018 (even though it
will be limited in numbers). This data will be examined in a future report (and can be combined with
information currently being evaluated by the CSBS student success initiatives evaluation team).

Faculty Training
The main focus of the department Student Opportunities for Success (SOS) committee was to organize faculty trainings around student success. We dedicated time at faculty meetings for disseminating research findings for student success & practical faculty training for improving content and relationships with students.

In our first workshop faculty reviewed their syllabi to see how well they addressed issues related to inclusive course design. Following a self-evaluation of syllabi according to framing, learning objectives, assessment, teaching and learning activities, syllabus content, and hidden curriculum, faculty met in groups to discuss issues and possible strategies for improvement. Successful strategies were shared with the entire faculty, and resources for several techniques were provided electronically. Faculty were energized by the training, and reported incorporating several of these techniques into their courses. Satisfaction was high, and the faculty reported being interested in participating in more collaborative group trainings of this sort. In our second and third meetings we recorded and then reported back results of a needs assessment survey surrounding future student success trainings. The three highest ranked issues by faculty were addressing micro-aggressions, addressing sociopolitical climate, and multicultural issues. The SOS committee is currently planning a variety of trainings addressing these issues in the coming semesters.

**Orientation Program**

In summer 2017 the psychology department held a half day welcome orientation for incoming first-time transfer and first-time freshmen. The orientation including meeting faculty, receiving workshops on navigating the psychology major and preparing for jobs in psychology, and participating in activities like practicing visiting office hours. For the office hour activity, the students first role-played visiting office hours with each other and then visited faculty in their actual office. Pre and post measures indicated that students felt more prepared and knowledgeable about major requirements and opportunities after the workshop. Students also indicated that they felt more knowledge about where to get help and that they felt more comfortable approaching faculty in the future. Students also indicated a higher sense of belonging. This workshop will be held again on August 14, 2018.

**Social Work Department**

In addition to their Student Success Allies (SSA) and Minority Male Mentoring (M3) initiatives, the Social Work department also implemented their *Housing Instability Project* in 2017-2018.

- Funded by a Campus Quality Fee grant, this Project identified & responded to the need for housing for CSUN students. The project PI was Jennifer Henningfield, LCSW, with another faculty member, Patsy Lane, as Field Instructor for the two graduate student interns.
- Analyzed 361 returned housing needs and related stress surveys
- Provided housing information to 41 students who submitted interest cards
- Responded to individual requests on interest cards
- Complete 6 ten-minute class presentations on housing help
- Verified with 50 community organizations where CSUN students were eligible for housing services
- Webpage (on resource) hits = 536 hits from 424 unduplicated persons
- Obtained campus quality fee grant to continue program for 2018-2019 academic year
- Completed online student housing instability & related stress survey
- Distributed interest resource cards
• Established relationships with relevant on-campus and off-campus organizations to assist students with housing stability resources
• Identified & connected students with housing resources via email and SMS Text
• Created webpage (in collaboration with AS) of housing resources

Sociology Department:

Guidance for Promising Students Peer Mentoring Program
In Spring 2018, the department received a Campus Quality Fee grant to implement this program for students enrolled in SOC 150 (mostly non-majors) which was directed by the department’s Faculty Mentor, Dr. Lori Campbell. This program, was intended to improve pass rates in a traditionally high DFU course, as well as improve college and university retention rates. Dr. Campbell hired nine students and trained them to be Peer Mentors/Tutors for SOC 150. The Peer Mentors provided one-on-one tutoring and held 7 group Study Jams prior to exams throughout the spring 2018 semester. Although hundreds of students were served (mostly thorough Study Jams) it is unclear what, if any, impact this initiative had on student success since the data on SOC 150 has no yet been analyzed.

Urban Studies and Planning Department:

The URBS faculty reviewed and discussed the objectives of the CSU Graduation Initiative 2025 during a faculty meeting held early in the fall 2017 semester. Faculty also reviewed the Department’s 2016-17 Student Success Plan to improve student persistence and reduce the opportunity gap in student success. Based on these discussions, the department faculty developed a Student Success Plan for AY 2017-18. During the 2017-18 academic year, URBS faculty implemented the student success plan (for summary, see page 4). Key activities in the 2017-18 academic year are as follows:

In-Person Advising for All Students Each Semester
The department continues its commitment to student success by requiring all majors have an in-person advising session with the department’s faculty undergraduate advisor each semester. These required advising sessions insure that all students get a regular review of their progress toward graduation as well as the best advice possible on how to complete their degrees in a timely manner. In addition, the in-person advising allows the student to have a more holistic experience in the department, not simply taking classes, but also connected to faculty on a regular basis as well through advising and informal discussions.

Regular in-person advising is a bedrock principle of the department and it plans to continue this practice into the future.

Focused Faculty Mentoring
The department participated in the College’s mentoring program in the AY 2017-18 academic year. The department faculty mentored approximately seven at-risk students during the academic year. Only about half of the students participated or engaged with the faculty mentor on a regular basis. While this effort only served a small group of students this past year, the department plans to continue to participate in the College mentoring program in AY 2018-19. The department’s hope is to actively engage all of the at-risk students identified rather than only half as was the case in AY 2017-18.
Student Outreach

During the fall 2017 semester the URBS Chair emailed the following fliers to all URBS students: 1) a flier describing the CSUN Student Success Allies and providing their contact information; 2) a flier describing housing and shelter resources available to CSUN students; and, 3) a flier listing a wide range of resources available to CSUN students.

URBS also repeated a student outreach effort implemented last year where we invited all URBS student majors to a one-on-one meeting with an individual faculty member. The meetings had no formal agenda and sought to allow students to get to know the faculty member and for the faculty member to get to know the student as well. Sometimes the discussion focused on curriculum and professional issues and at others, it ranged over other topics of interest to the students. The meetings lasted from 15 to 40 minutes. The meetings proved a good opportunity to become acquainted with students on a personal level. We implemented this outreach effort at the beginning of the spring 2017 semester. First, the Department Chair informed all URBS students of the outreach effort and that they would soon be receiving an email from a faculty member inviting them to a meeting. The Chair emphasized that the meetings were voluntary. Second, the URBS Administrative Coordinator emailed a list of approximately 15 students to each faculty member in the Department containing student contact information. Third, URBS faculty sent an email to each of the students on their list inviting them for a personal meeting.

Like last year, the outreach effort met with mixed success. Table 1 shows the number of students who responded to each faculty’s email and the number of students who actually attended the meeting. The attendance rates varied from 0 to 25 percent and the overall attendance rate was 15 percent, about the same as the previous year. Importantly, faculty reported feeling that, despite the relatively low response rate, the outreach effort was worthwhile for those students who attended the meeting as well as the faculty. The students who responded and the students who attended seemed receptive and appreciated the opportunity to meet with a professor in the Department. Our goal for next year is to improve the response rate.

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Open Lab and Student Learning Community Support

URBS also continued to make the URBS Teaching and Research Lab (SH 278B) available to undergraduate students to help foster a learning community. The department scheduled approximately 20 hours per week of open lab time for department majors, minors, and other students enrolled in URBS classes to work on group assignments, homework, and other projects. Graduate student employees staffed the lab during these open lab times. During the semester the lab was open for student use for a total of about 300 hours.
Many students used the lab regularly. It has clearly been a supportive and useful environment for students to complete schoolwork and also to network with other students and build an informal learning community in the department. Using a paper sign-in sheet to keep track of student use, the department documented about 300 unique visits to the lab by students during the semester. However, because the lab is open and the atmosphere informal, we suspect that many students who used the lab did not sign-in and that usage numbers are actually higher than we have documented (perhaps twice as high as the documented count).

The department believes this is an excellent use of resources and provides much needed support to our students. Students also report they appreciate the opportunity to use the lab and value that service greatly. The department will continue to schedule open lab hours (about 20 per week) for students in the coming academic year.

**Urban Scene 150**

The URBS course with the highest DFU rate continues to be URBS 150 Discover the City (formerly titled The Urban Scene). This problem and possible policy solutions were a topic of discussion during a couple of faculty meetings. To add to our current efforts, the Department arranged for the Student Success Allies to attend five different sections of URBS 150 during the spring 2018 semester. The Student Success Team (Cindy Greco, Nakaya Manning & Martha Noyola) provided an introduction and overview of student services and resources available at CSUN.

**Faculty Undergraduate Mentor Initiative**

The College has facilitated enhanced faculty-student engagement through the Faculty Undergraduate Mentors Initiative. These Faculty Mentors engage undergraduate students in their respective departments – focusing on students who have failed to make satisfactory academic progress in one of three areas: DFU in a key predictive class, deficient SAP, or deficient GPA. Planning for this initiative began in Spring 2017 for eventual implementation in Fall 2017.

In Spring 2017, the college Achievement Coach conferred with the Student Services Center (SSC/EOP) Director to identify which students may most benefit from faculty mentoring. Based on conversations with the SSC/EOP Director and Special Assistant to the Dean, as well as research into Faculty Undergraduate Mentoring Programs at other universities, it was decided that non-EOP students who had a GPA of 2.0-2.5 at any grade level would be the focus of our initial campaign. A corresponding mentee list was generated for each department after which the Special Assistant to the Dean and Achievement Coach met with each department’s Faculty Mentor(s) to discuss their student lists and to offer some basic guidance on how to reach out to students. Mentors were advised that they could narrow or expand their lists depending on the department’s identified need. Mentors were also informed that they could add students to their list that they identified as in need of mentoring. Mentors were all advised to track basic metrics to help with planning and reporting purposes: number of students they reached out to; number of meetings attended; time spent in each meeting; and what was discussed/categorization of referrals.

Implementation of the Faculty Mentoring initiative began in Fall 2017. Throughout the academic year, the Achievement Coach and Special Assistant to the Dean met with Faculty Mentors periodically for updates and provided feedback, training on the Canvas Mentor resource website developed by the Academic Coach as a central hub for Faculty Mentors, or for offering general support. In Fall 2017, a Resource Panel was organized as a training opportunity for Mentors. At this training, the invited representatives from University Counseling Services (UCS), Disability Resources and Educational Services
(DRES), Financial Aid, and the Career Center gave presentations on the services they provide and how to refer students to their respective offices. Also in Fall 2017, the College purchased and supplied each Mentor with a copy of the book *On Being a Mentor: A Guide for Higher Education Faculty*, by W. Brad Johnson, as a resource. This was followed by an online discussion forum of the book, hosted by the Academic Coach on Canvas, on the meaning and purpose of mentoring, shared best practices and addressed concerns of the Mentors. Finally, there was one Meet-and-Mingle event in Fall 2017 and Mixer in Spring 2018 organized for Mentees to meet and get to know their Mentors.

Below is a summary of the results of the faculty mentoring initiative, by department, after the first full year of implementation.

**Africana Studies:**
Mentor: Aimee Glockee
- The Mentor is also the department’s faculty adviser.

**Anthropology**
Mentor: Gisela Lanzas
- The Faculty Mentor, Dr. Lanzas, provided support to Anthropology undergraduates with the lowest GPAs and who were in danger of not completing their degrees. She concentrated on a targeted list of 11 students which was provided to her from the Student Success Team. She contacted these students via email to introduce herself and invite them to visit her office. Out of the 11 students, five of them approached her for follow-up meetings. None of the five students showed a willingness to take the planning survey suggested by the Student Success Team. But these five communicated that they have been making a greater effort to visit professors during their office hours, especially in those courses where they are struggling. Four of them graduated in Spring 2018.
- Dr. Lanzas also brought the list of 11 students to the attention of other faculty in the Anthropology Department who had these students in their classes. Informally, faculty have reported having conversations with these students, letting them know that they were available to help them. At least one student reported back that he was aware that faculty were reaching out to him, and he felt optimistic about his pathway to graduation.
- At the end of the 2017-18 academic year, the faculty expressed an interest in continuing to identify students with high falling grades (DFU) early on and working closely with them to guarantee their academic success. The faculty affirmed their interest in expanding the list of students to include those who appear to be developing a pattern of failing grades along with those who definitely have a pattern of failing grades.
- Three of her four mentees graduated in May 2018.

**Criminology and Justice Studies**
Mentor: Eric Gamino
- Dr. Gamino reached out to the 20 targeted majors on his list and invited them for one-on-one meetings.
- He eventually met one-on-one with six of them and provided them with academic advice as well as clarity about their career options.

**Geography and Environmental Studies**
Mentor: Ron Davidson
- Dr. Davidson reached out, via email, to the four targeted majors on his list.
• He was able to maintain semi-regular contact and develop a good rapport with only one student, who also happened to be in his class.

History
Mentor: Jessica Kim
• Dr. Kim maintained one-on-one contact, as schedules allowed, with eight of her mentees.
• In most cases, these were either “getting to know you” or renewing contact meetings.

Political Science
Mentors: Tyler Hughes and Boris Ricks
• The mentors reached out, via email, to the 37 majors on their targeted list, plus three more majors who were referred by the CSBS Achievement Coach.
• Drs. Hughes and Ricks has multiple one-on-one meetings with a total of 11 mentees: discussed academic/life stressors, career options and course scheduling with 9; and discussed graduation matters with 2 of them.
• One of their mentees is scheduled to attend Claremont McKenna’s Masters in Public Policy program in Fall 2018.

Psychology
Mentors: Omar Ruvalcaba, Meeta Banerjee and Justin Kantner
• The three mentors reached out and eventually met with a total of 21 students from their initial target list, plus 8 more students who were referred by the CSBS Academic Coach during the year. Initially, the meetings were once a month but, after the first few, it was based on the students’ need. These meetings were either one-on-one for via email.
• In addition, the mentors also met with a total of 36 students who were enrolled in their respective classes during 2017-2018.
• Most meetings with students focused on the following topics: study habits, career plans, volunteer/internship opportunities, joining a research lab, cultivating relationships with professors, securing quality letters of recommendation, preparing for the GRE.
• The mentors also participated in one of the departmental CAPS event in spring 2018.
• In terms of outcomes, one mentee reported getting mostly As and Bs despite having to also cope without her mother, who was deportated; others reported that they felt that the meetings were helpful and that they had a better idea of pursuing careers in the major; students also seemed grateful for the opportunity to meet with faculty to get advice.

Sociology
Mentors: Lori Campbell and Stacy Missari
• The mentors reached out to and met with a total of 25 targeted majors, either by phone, email or one-on-one and discussed career options for students with a BA, MA or PhD in Sociology; provided information about graduate school; reviewed students’ DPRs and recommended appropriate courses to keep mentees on track; answered student questions on coursework; provided sample search terms for internships and jobs.
• The students were happy to receive career guidance and advice on courses to enroll in. They are still enrolled at CSUN.
• The mentors also organized two group orientation sessions for 10 new majors in Spring 2018 to help with retention. Discussed requirements for the major and suggested timelines for taking certain courses. Directed students to academic and other resources (e.g. tutoring, counseling services, Student Success Allies).
Urban Studies and Planning
Mentor: Mintesnot Woldeamanuel

- The department chair and mentor consider their departmental advising as a form of mentoring.
- Mentor had five one-on-one contacts each with the five students on their target list. Gave advice on editing CVs, getting internships, checked up on academic performance, directed students to other campus resources; or just listened to the students (stress relief).
- One student did secure an internship; three others graduated; the other finished the spring semester strong.

CSBS Student Success Centers

The College has completed construction on the first space for students to study, network, and engage each other on the 3rd Floor of Sierra Hall. It was opened to students in Spring 2018. In addition, with the Map Library transitioning into the University Library system, plans are underway for repurposing that space on the 1st Floor of Sierra Hall for a second Student Success Lab, scheduled for opening in Fall 2019. Taking the lead from the Library’s Learning Commons, the Student Success Labs will provide a comfortable space in the College to support student learning, computer and printing facilities, an advisement center, and tutoring. The first Student Success Lab will also be used for the Peer Mentoring program that will be implemented in 2018-2019.

Peer Coaching and Mentoring

The College is planning to start a Peer Coaching and Mentoring program for Sophomores during the 2018-2019 academic year that would be coordinated by the Academic Achievement Coach. The plan is for this to be a mandatory service (required by way of ASC holds on registration) for the targeted population of Sophomores (who were enrolled in the university’s one-on-one Peer Mentoring program as Freshmen in 2017-2018) and as opt-in for other SBS majors.

The Peer Mentees will begin with an assessment (such as the self-assessment questionnaire and the LASSI, by professional staff who then create an Academic Success Coaching (ASC) plan for the student based on individual needs and strengths. Professional staff would then assign any students who opt-in for additional academic coaching to one of the trained Peer Coaches (upper classmen or graduate students) for generalized academic coaching (not content-based tutoring) in areas related to academic performance: e.g. time management, study and reading strategies, test preparation and performance. Because mentoring happens organically in situations such as these, with the peer coach serving as both a role model and confidant of the student, the trained peer coach will also serve as an informal peer mentor.

Peer Coaches will meet with students for at least two coaching sessions (or more if desired) throughout the semester. Students may opt in for as many semesters as they choose.

If possible, there would also be optional informal gatherings with students outside of academic coaching sessions (meet ups at workshops and events that are coordinated by the SBS Support Team).

Minority Male Mentoring (M³) Program

The Minority Male Mentoring (M³) program – designed and facilitated by Alejandra Acuña (MSW), Boris Ricks (POLS), Jolene Swain (MSW), and Jonathon Martinez (PSYCH) – is funded by the Campus Quality Fee (CQF) to provide mentoring for minority male freshmen, including bonding and team-building, resilience and wellness evaluation and training, peer mentoring, and weekly group sessions addressing broad social, emotional and life-skills needs. In 2017-2018, the program worked closely with 8-10 male
students of color conducting bio-psycho-social assessment interviews and goal-setting sessions, and provided referrals/linkages and weekly mentoring to ensure retention and student success. These assessments include Qualtrics surveys for quantitative data collection for pre-post evaluation. The program operated on two tiers, as described below:

**Tier 1 (Universal)**
- M3 established several Stress & Resilience groups for students reporting moderate to severe PTSD symptoms that interfere with learning and relationship. To date, we have screened 30 CSBS students (most qualified) referred by the Student Services Center.
- M3 collaborated with the Director of EOP, Shiva Parsa, to conduct three groups with EOP and foster youth students.
- M3 collaborated with University Marketing to develop a social marketing campaign using poster and video storytelling to increase resource utilization among male students of color.
- M3 was approached by the College of Health and Human Development to develop training for faculty mentors working with students.
- M3 presented at this year’s faculty retreat, and have submitted conference abstracts: 2017 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference and The RP Group Strengthening Student Success Conference.

**Tier 2 (Targeted)**
- M3 received IRB approval to conduct M3 focus groups and have completed a couple focus groups with more underway. These focus groups are with CSBS male students of color to: a) deeply understand their particular individual and institutional challenges to student success and b) explore their motivations for college graduation. These focus groups have been transcribed, with preliminary themes identified, with a more comprehensive coding system underway.
- M3 organized weekly Basketball Clinics on campus (March 28th through May) to engage male students of color in social and recreational activities to promote bonding.
- M3 participants attended a ropes course (to promote team building) to understand the content and process of running these groups for CSUN students.
- M3 organized Rites of Passages groups to reconnect males of colors to their cultural roots to support building positive self esteem and resilience.

**Target Non-Majors Enrolled in CSBS Courses in Collaboration with Other Deans**
The College offers a significant portion of the university’s GE courses. As a consequence, we understand that “our” students include majors from across the university.
- The College is supporting improved achievement of these students through efforts to improve success in large GE courses with high DFUs through FLCs and E-Learning Teams to rethink how these courses are taught, by providing supplemental instruction, and offering tutoring support;
- The Achievement Coach and Retention Specialist is collaborating with Retention Specialists in other Colleges to share interventions and assure we are not duplicating efforts;

**Creating a Culture of Inclusive Excellence and Faculty Engagement**
The College is committed to creating a culture of inclusive excellence, and we understand that this will take time. We are currently focusing on inclusive classroom pedagogy, and increasing access to programs that embrace high impact practices such as engaging students in faculty research, field schools, and residential internships.

Specific initiatives to mobilize a culture of inclusive excellence implemented in 2017-18 include:
• Supporting CSBS Climate Committee, with a focus on supporting 1st Gen Faculty and Faculty of Color;
• College-specific Speakers and Workshops to initiate college conversation on inclusive excellence;
• CSBS faculty are participating in FLCs, e-Learning, and other Faculty Development Programs;

CSBS Events to foster inclusive excellence include:

• “Creating Learning Opportunities to Foster Student Professional Success.” Dr. Debra Berry Malmberg and Dr. Tara Fahmie (March 29 & 30, 2017).
• “Innovative Ways to Increase Student Engagement in Courses.” Dr. Debra Berry Malmberg and Dr. Tara Fahmie (April 12 & 13, 2017).
• “Understanding and Overcoming Implicit Bias in Higher Education.”
  Abstract of Talk: While most people in the United States sincerely reject prejudice and discrimination, many of us exhibit patterns of unwitting bias in our thoughts, feelings, and actions—and displays of explicit intergroup hostility and division are increasingly visible as well. This interactive session will explore the social, cultural, and psychological origins of intergroup biases, and the most problematic effects such biases can have on students, faculty, staff, and administrators in higher education. We will also explore strategies that individuals and institutions of higher learning can employ to combat prejudice, stereotyping, and discrimination. Dr. Alex Madva (Cal Poly Pomona) April 21, 2917.
• “13 Eye-Opening Things the Behavioral Sciences Tell Us About Student Success.” Dr. Tara Fahmie and Dr. Debra Berry Malmberg (May 8 & 11, 2017).

College Website on Student Success
The College has established a web-based resource to archive the literature and best practices around student performance, persistence, graduation, and reducing the achievement gap. The site includes:

• Archive of Literature and Best Practices;
• Resources for Students and Faculty;
• Comprehensive links to other campus resources;
• http://www.csun.edu/social-behavioral-sciences/sbs-student-success

Overall Assessment: Plan for Evaluating CSBS Student Success Initiatives
Two CSBS Data Champions, Sara Berzenski and David Macarty-Kaplan, were given course release time in 2017-2018 to conduct an evaluation of selected CSBS Student Success Initiatives. Below is a description of the evaluation plan followed by their preliminary evaluation report on trends at the group level with regards to Phase 1 of the assessment project.

Objectives:
1. Conceptualize the scope of Evaluation Efforts
2. Develop initial analysis design & data collection plan

Scope of Evaluation Efforts:
To evaluate CSBS student success initiatives through measurement of: (1) organizational/initiative functioning; and (2) the impact these initiatives have on indicators of student success. Analysis of
organizational/initiative functioning will examine the current implementation of the 13 current CSBS student success initiatives, examining factors like staff motivation for change, resources, and organizational climate. To examine the impact of these initiatives on students by analyzing the relationship between initiative participation and factors like student retention, GPA, time-to-graduation, and perceptions of educational climates. These activities will predominantly focus on the inclusion and experiences of students from traditionally underrepresented minority (URM) groups. It is hoped this evaluation process will reveal strengths and limitations of current initiative implementation that will ultimately facilitate improved intervention delivery and increase student success within the College of Social and Behavioral Sciences.

**Assessment Phase 1: Analysis of Organizational/Initiative Functioning of CSBS Student Success Initiatives (SSI)**

- Method: Quantitative & Qualitative data collection related to initiative implementation
- Participants: Interventionists that carry out or direct the 13 SSIs
- Purpose: To identify what activities SSIs are utilizing to engage students, patterns of challenges/successes, and staff perceptions of these initiatives
- Proposed measures:
  - Qualitative: Short open-ended responses to email/in-person questionnaire regarding SSI processes, recruitment, activities, outcomes
  - Quantitative: Short electronic Survey of Organizational Functioning (SOF)
    - The SOF is a measure developed and refined by the TCU Institute of Behavioral Research (https://ibr.tcu.edu/forms/organizational-staff-assessments/)
    - The SOF includes domains measuring staff motivational factors, program resources, staff attributes, and organizational climate
      (http://ibr.tcu.edu/wp-content/uploads/2013/10/SOF.pdf)

**Assessment Phase 2: Analysis of Impact of CSBS Student Success Initiatives on Student Success Indicators**

- Method: Secondary Quantitative data collection related to impact of SSIs on student success
- Participants: All CSBS students; particularly those that participated in initiatives, and are from URM groups
- Purpose: To identify if a relationship between SSI participation is related to higher levels of student success; and if so, which SSIs, and how.
- Proposed analysis:
  - Quantitative: Statistical relationships between intervention participation and indicators of student success.
    - Comparison between groups: participants, non-participants, multi-participants
    - Examine objective (GPA, retention, etc.) and subjective (perceptions of climate, etc.) outcome indicators of student success

**Evaluation – Preliminary Report**

**Phase I: Organizational/Initiative Functioning**

- Organizational data was gathered for the following eight CSBS Student Success Initiatives (SSI): Academic Success Coaching, the Africana Studies Writing Center, Behavioral Science faculty
• **Outcome data collection:**
  - 6 out of the 8 programs reported collecting outcome measures
  - All 6 programs measured student attendance, and 5 out of 6 used student surveys to assess things such as satisfaction with and usefulness of the program. 4 programs were also measuring academic performance as an outcome.
  - In addition, one program also measured retention, one measured mental health outcomes, and two measured engagement/belonging.

• **Participant Recruitment:**
  - 6 out of the 8 programs actively recruit students
  - The majority of this recruitment takes place through emails, flyers, and social media posting.
  - In addition, organizers describe recruiting through classroom visits, faculty contacts, and university programs (e.g., EOP).
  - About half of the programs attempt to recruit students multiple times throughout the semester.

• **Program Quality**
  - Most program organizers described their impressions of program quality as “high”, “great”, “valuable”, or a “success”, although most noted areas for improvement. One program was described as “decent to good [given available resources]”, and one as “growing” with “a lot of potential”.
  - When asked to describe the strengths of the program, the following themes emerged:
    - Providing high quality mentorship to students
    - Having strong relationships with/support from/involvement from faculty
    - Being able to connect with and be accessible to students, particularly those from difficult to reach populations
    - Providing active learning support/content to students
    - Creating a presence/physical gathering space/sense of belonging for students in the department/college
  - When asked to describe the weaknesses of the program, the following themes emerged:
    - Encouraging/incentivizing students to attend (noted most frequently)
    - Lack of follow-through from staff/faculty (noted second most frequently)
    - Difficult to keep up with demand
    - Need for additional resources
    - Need to add additional content coverage
    - Need to develop more outcome measurement tools

• **Quantitative Ratings**
  - When rating “program needs”, the average rating was 2.33 (on a 1-5 scale, where 1 is low needs and 5 is high)
The most frequently rated areas in terms of program needs were “improving record keeping and information systems”, and “assigning or clarifying staff roles”

- When rating “staff needs”, the average rating was 2.86 (on a 1-5 scale, where 1 is low needs and 5 is high)
  - By far the most frequently rated area in terms of staff needs was “increasing program participation by students”
  - Other highly rated areas were “using student assessments to document student improvements”, “improving student thinking and problem solving skills”, and “identifying and using evidence-based principles”

- When rating organizational climate, under the sub-category of “Mission”, the average rating was 4.5 (on a 1-5 scale, where 1 is low staff understanding of the program mission and goals, and 5 is high)

- When rating organizational climate, under the sub-category of “Cohesion”, the average rating was 4.32 (on a 1-5 scale, where 1 is low cohesion of staff/program and 5 is high)

- Conclusion: program climate was rated exceptionally well, while program needs were low and staff needs moderate.

**Assessment Next Steps**

- Individual reviews of each program according to these criteria/data provided will be forthcoming, as well as a report on Phase 2 of the analysis plan (impact of these initiatives on student success indicators, using quantitative data on persistence and GPA data for students, obtained from institutional research)
Summary of College-Wide Assessment Activities for 2016-2017:

Assessment activities in the College of Social and Behavioral Sciences are conducted at the department level, facilitated by the College Assessment Coordinator in consultation with the Academic Assessment and Program Review office.

**Department Undergraduate Degree Assessment:** Nine of the College's ten departments offer undergraduate degrees. All nine departments are conducting assessment and making improvements in their student learning outcomes for their undergraduate degrees. The Department of Social Work, a Graduate only program, folds their assessment into their accreditation process. A new degree program, Criminology and Justice Studies (CJS) began offering courses in Fall 2017. This program has initiated an assessment plan beginning with their start-up document.

**Department Graduate Degree Assessment:** Eight of the College’s nine departments offer graduate degrees. The Social Work department offers a graduate degree only and conducts assessment and is accredited by the social work professional organization. The other 7 programs offer graduate degrees (as well as undergraduate degrees). While the assessment of their undergraduate programs is in place, the assessment of their graduate programs continues to be in the beginning stage.

**College Degree Assessment:** The College of Social and Behavioral Sciences offers two additional degree programs, a Master in Public Administration and a bachelor in Public Sector Management. Both degrees are interdisciplinary and offer classes from various departments and colleges. Both of these degrees have used indirect assessment activities to improve their student learning outcomes. Both have direct assessment plans in place and implementation began in Fall 2016. Both degrees are obtained through Tseng College.

**Facilitation of Departmental Efforts:** The College Assessment Coordinator and departmental assessment liaisons participated in university assessment liaison meetings. Director of Academic Assessment and Program Review, Jack Solomon, provided feedback and direction on departmental Assessment Reports to further facilitate departmental progress.

**Participation in Meetings and Conferences:** Department and College Assessment Coordinators participated in monthly University Academic Assessment Liaison Committee Meetings.

**Status of College Efforts to Close the Loop:** The primary focus of College-level assessment activities continues to be on facilitating improvement of all assessment of degrees with the following objectives in mind:

- Cogency and validity of data collection methods – are the methods for collecting assessment data valid? Are assessment instruments measuring what they say they are measuring?
• Utility of evidence – can the data be effectively applied to improving each program’s (including each degree in the program) 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?

**CSBS College Level Learning Outcome**: 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.

It 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 and/or degree, there is overlapping emphasis on all four FLCs. Departments and/or degrees with specific SLOs that align with university FLCs in 2016-2017 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.
  - AFRS; ANTHRO; GEOG; MSW; POLS; PSYCH; 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.
  - AFRS; ANTHRO; GEOG; HIST; MSW; POLS; PSYCH; SOC; URBS; MPA; PSM

- **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; MPA; PSM

- **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.
  - AFRS; ANTHRO; POLS; MSW; URBS; MPA; PSM
Summary of Departmental Assessment Efforts (as summarized by department)

Africana Studies
The Africana Studies Department assessed the top three courses (AFRS 100, 161/161EOP) that have a high DFU rate. We planned to assess these courses in order to address factors contributing to the high rate. This will include direct assessment of the courses and indirect assessment (multi-regression assessment of multiple factors that may be contributing factors) of historical data. Our goal is to close the gap on student achievement, in order to provide the best learning environment for students.

Anthropology
In 2017-2018, the Assessment Committee had several goals:

- To advance the 2025 Initiative by examining Anthropology courses with high DFU rates;
- To assess Anthropology programs from the perspectives of current and past students;
- To prepare for in-class assessments in 2019-2018 by re-aligning the PLO matrices and determining potential gaps in the programs;

The committee closely examined patterns in students’ grades in Anth 151 and Anth 152 and in conjunction with the Student Success coordinator led various discussions in department meetings regarding the high DFU rates in these courses. The Assessment Committee discovered, based on data available in CSU Counts, that across the CSU the DFU rates are high in these two courses. Since freshmen and sophomores typically take these courses, it was concluded that instructors need to develop teaching practices to aid students who are new to university learning. As I mentioned in my report on Student Success, there’s a little bit of evidence that the DFU rate is improving in Anth 151. That said it is too early to tell whether or not the pedagogical approaches that were implemented this year are the cause of the lower percentages in Anth 151 (and whether or not the DFU rate in Anth 151 will remain lower than rates in past years). Instructors, however, are reflective more on their teaching approaches, which is the first step toward lowering the high rates.

Criminology and Justice Studies
The new CSUN CJS program is in its first year (2017-2018). We used the assessment process this year to initiate a signature assessment assignment that can help us gather data to assess several of our SLO’s. This combination multipurpose assessment instrument will be used over the next few years to assess those SOL’s and then to adjust, as needed, the general curriculum and overall program. This year we pretested the instrument on two class (N=40 writing intensive junior level; N=137 freshman focused course). The instrument asks the students to exhibit critical thinking skills; data proficiency (numeracy); research aptitudes; and college level writing. In addition to vetting the instrument with actual student respondents, the instrument
was vetted with all faculty and adjustments made accordingly. After the consultation with faculty, the signature assignment will be implemented in several classes next spring (2019), the results analyzed for one of the SLO’s (again consultation will identify which SLO will be the initial focus). Those data will be reported in the 2018-2019 annual report. The lessons learned this year included: 1) signature assignments can serve multiple SLO assessment needs; 2) such an assessment can be embedded into existing classes without interruption to the curriculum or intrusion on academic freedom; and 3) using consultation, we can find assessment solutions that are less intrusive and more organic to the development of this new program.

Geography
This year we assessed classes that offer GE natural science credit. We happened to have a faculty learning community that sought to explore barriers to success in our high DUF courses, the most prominent of which in geography are 101 and 150 - which offer GE natural sciences credit. Therefore assessment and the FLC zeroed in on these two classes - but we also included work on 103.

These efforts including identifying structural barriers to student success and ways to alter classroom teaching to improve student success. Our biggest findings include the facts that students in 101 are not required to simultaneously take 102 (the correlating lab), though an extensive analysis of years' worth of data by Steve Graves demonstrates that students do better when they take the classes together. We also found that students taking 101 typically have high course loads (15 or more units).

We had limited success with our interventions. We had mixed results with an incentive (students who did better on a class' second exam in 101 would get bonus points - this seemed to lift test scores in one case, but not another). We had limited success with a mock exam approach. (Rather than review class material via question and answer, they were given a mock exam. This appeared to improve scores on narrowly-focused exams, but had little observable effect on exams that covered a broader array of material.)

History
The department continued to analyze the indirect feedback received from the departmental writing center. Tutors and supervisors keep us up to date on the major challenges students face when writing papers, and these discussion in turn are valuable in reshaping course curricula and teaching practices. (B) We are involved in ongoing efforts to evaluate the results of our assessment process in reformulating SLO’s, the sequencing of course and program outcomes.

Political Science
In the past, we initiated a multiyear indirect assessment project. We are now moving toward direct assessment focused on success in teaching civic engagement/domestic politics, comparing students in our introductory methods course (372) with students in a capstone
American Politics proseminar. This will be further developed in 2018-19.

**Psychology**

We are examining SLO 4: Communication-- Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes

Specifically, the Psychology Department is comparing research poster presentations created by students in junior level research methods courses to research poster presentations created by students with senior status who are first authors on the presentations. Two faculty who teach the upper division research methods or statistics courses will use a rubric designed to rate a variety of aspects of the posters. The ratings assigned to the junior level students’ posters will be compared to that of the senior level students.

**Social Work**

The Department assessment has not changed since last year. The CSUN Department of Social Work continues to assess our 9 generalist/introductory social work competencies (e.g., student learning objectives) and 9 concentration/advanced competencies via a common assignment in every course that serves as a direct assessment of outcomes of how well the students demonstrated the particular competency in the respective course that covers that competency. This is our one direct assessment. The Department also administers a pre-test upon entry and a post-test upon exit from the program of study. This text measures self-reported behaviors that necessary for a professional social work and the items are based on the competencies.

**Sociology**

We assessed student learning by using a pre-test/post-test research methodology. In fall 2017, all students in all sections of our core courses were asked to complete a multiple-choice pre-test to measure their baseline knowledge of theory, statistics and research methods. These tests were conducted online in the LMS. At the end of the semester students completed the post-test. This methodology allows us to estimate actual student learning over the semester. While data was gathered last year from four core courses, results have not been analyzed yet. Approximately 700 students completed the assessment. The assessment committee will analyze data for the other core courses during the 2017-2018 academic year.
Urban Studies and Planning

The department continues to concentrate on the assessment of URBS 450, a capstone course that requires three method-based prerequisites, thus facilitating a semi-longitudinal assessment. SLO #4 (Students demonstrate knowledge of appropriate methods and techniques to accomplish urban-related research) was assessed, with the overall results that students were able to identify problem statements, create effective literature reviews, and collect data for presentation and research purposes. Some weakness continues in student ability to structure their literature reviews and need more practice in clarifying the meaning of their data in class presentations.
CSBS CLIMATE COMMITTEE (CCC) ACTIVITIES
California State University, Northridge

OFFICERS
Chair: Dr. Marquita Gammage
Executive Secretary: Pepper Starobin

MEMBERS

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<th>Department</th>
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<td>Africana Studies</td>
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<td>Criminology and Justice Studies</td>
<td>Kay Pih (recommended)</td>
<td>Dayanna Arriola</td>
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<td>Geography</td>
<td>Soheil Boroushaki</td>
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<td>History</td>
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<td>Robert Cleve (recommended)</td>
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<td>CHAIR of CCC</td>
<td>Marquita Gammage</td>
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Note: Fall semester was used to recruit and re-staff the College Climate Committee. The Chair of the committee worked with the former CCC chair to retrieve data for past years. In addition, the chair worked with Interim Dean Matt Cahn to establish strategic goals and objectives for the committee. Although several faculty and staff were recommended, due to scheduling conflicts, only 11 out of 15 faculty and staff were able to participate in the CCC this academic year.

MEETING DATES OF THE CSBS CLIMATE COMMITTEE (CCC):

Fall 2017
December 7, 2017 (Cancelled due to school closures as a result of the wildfires)

Spring 2018
January 26, 2018 – CCC Planning Retreat
February 23, 2018
April 3, 2018
April 27, 2018
Overview of CCC 2017/2018 Activities:

The CSBS College Climate Committee was re-established during the Fall 2017 semester after the transition of the former chair into a new administrative position. Dr. Marquita Gammage, Associate Professor in Africana Studies was appointed Chair of the College Climate committee and worked with the former CCC chair to retrieve data for past years. In addition, the chair worked with Interim Dean Matt Cahn to establish strategic goals and objectives for the committee. Dr. Cahn expressed a major investment in the CCC and actively aided in its reestablishment. The first objective was to reeducate the college about the purpose and mission of the committee and recruit new members from faculty and staff in each department. In October, Dr. Gammage was invited by Interim Dean Cahn to present the mission and recruitment objectives at the October All Chairs Meeting (ACM). Chairs from each department were encouraged to recommend at least one faculty and staff member to serve on the committee. Although several faculty and staff were recommended, due to scheduling conflicts, only 11 out of 15 faculty and staff were able to participate in the CCC this academic year.

With the establishment of the commitment, the committee’s first task was to adopt the CCC objectives for the 2017/2018 academic year. The following objectives were adopted.

CCC Objectives For 2017-2018 Academic Year

1. Recruit new membership from faculty and staff in each department and explore including undergraduate and graduate students in order to bring new energy and ideas to the committee. Request for new department faculty and/or staff representatives to serve on the CCC.
2. Explore how we can enhance workplace climate and workplace satisfaction in order to enrich our commitment to student success.
3. Explore and address the importance of retaining faculty in general and faculty of color more specifically. Research factors impacting retention of faculty.
4. Research and assess workplace bullying, academic freedom and bullying, and staff experiences with bullying.
5. Plan with the Office of Equity and Diversity (OED), the Chief Diversity Officer (CDO), and the CSBS Ombudsperson the possibility of co-facilitation of Student, Staff, and Faculty Homogenous Campus Climate Open Forums (in collaboration with the Faculty Senate Educational Equity Committee-EEC) in 2017-2018 academic year so that feedback can inform issues to focus on in the next iteration of campus climate survey.
6. Collaborate with the Faculty Senate Educational Equity Committee (EEC) to discuss future plans for assessing campus climate at CSUN.
7. Fund and co-sponsor campus climate expert speakers for at least one talk per semester. The presentations should be geared toward the impact of campus climate on student success.
8. Fund the development and production of short videos on *What Climate Means to Me* initially with CCC members, and eventually to include faculty, staff and students in CSBS. (Tentative)
9. Continue to work on increasing the visibility of the CSBS Ombuds Services, currently staffed by Dr. Tom Spencer-Walters, which is the first such service offered by a college in CSUN’s history.
10. The Self-Care Program will now promote services offered on campus.

The CCC also worked to restructure the subcommittees to best align with the stated goals and objectives. The committee created three new subcommittees (Workplace Satisfaction and Assessment, Retention Assessment, and Civility and Mediation) and maintained the Self-Care Initiative. Each subcommittee were assigned new charges and members. See CCC Subcommittee and Charges below for more details.
CSBS Climate Lecture Series

During the Spring 2018 semester the CSBS CCC and CSBS Ombudsman hosted its first lecture series, “Building Healthy Workplace Cultures, One Relationship at a Time” presented by Mary Beth Stevens, Ombudsman, Los Alamos National Laboratory on Thursday March 1, 2018. The lecture was fully sponsored by Interim Dean Matt Cahn. Over 25 faculty and staff participated in the lecture series.

Mary Beth Stevens was selected because she has over 25 years of experience in crisis response & conflict resolution, including 18 years as organizational ombuds in a 10,000-person national laboratory. Her educational background in psychology has been made practical by a couple of decades as an ombuds, mediator, critical incident debriefer and facilitator of trauma survivor groups.

The program description summary is below:

Research shows that employees in positive workplaces experience greater job satisfaction, productivity and happiness. This interactive class provides a framework for creating healthy workplace cultures, including the use of authentic appreciation and other prosocial behaviors to build better relationships. Participants will learn ways to recognize, inspire, and transform the workplace culture through small group discussion and practice.

See Appendix A for program announcements.

Assessing the College Climate

Finally, the CCC elected to review and evaluate the usefulness of a CSBS Climate Survey. The subcommittees each reviewed literature on healthy workplace cultures, student success, and their respective subcommittee topics (i.e. retention, civility, etc.). The committee as a whole also reviewed past CCC climate surveys to help inform our current assessment. The committee decided to create a new/updated CSBS Climate survey to assess the current state of the college. The committee is currently working on the survey with the goal of administering the survey in late Fall 2018. This is a strategic approach given that the University recently launched a campus climate survey and is scheduled to release results in early Fall 2018. Our goal is to use the instrument and data from the campus survey to inform our study.

CCC SUBCOMMITTEES AND CHARGES:

**Workplace Satisfaction and Assessment:** Ian Donaldson (chair), Members (Ian Donaldson, Marquita Gammage)
*Charge:* Ongoing assessment of college climate (multi-method approach). Work toward a more positive college climate. Research factors contributing to increases and decreases in workplace satisfaction. Produce annual report for the college on workplace satisfaction with recommendations.

**Retention Assessment:** Tyler Hughes (chair), Members (Jessica Kim, Tyler Hughes)
*Charge:* Assess factors impacting the retention of faculty, and faculty of color in particular, in the college. Research approaches to retaining minority faculty. Locate speakers on topics related to campus climate and retention. Recommend and/or arrange activities as opportunities for building a sense of belonging and community in the college.

**Civility and Mediation:** Christina Campbell (chair), Members (Tom Spencer-Walters, Dayanna Arriola, Christina Campbell)
*Charge:* Research methods on how to identify, educate, and decrease bullying and incivility in the workplace. Assess incivility and bullying in CSBS and make informed recommendations to the college. Support ombuds services, review and revise position statement for ombuds person as necessary.
Self-Care Initiative: (Pepper (chair), Members (Pepper Starobin, Soheil Boroushaki, Sanchi Adhikari, and David Deis)
Charge: Survey interests and activities of CSBS staff and faculty to ascertain self-care needs. Identify self-care workshops/events offered on campus and promote within college.

CSBS Climate Committee (CCC) Webpage Liaison: David Deis
Charge: Maintain and update CCC Webpage with active links to resources and members.

CCC SUBCOMMITTEE PROGRESS REPORTS

A. Workplace Satisfaction and Assessment:
The Workplace Satisfaction Subcommittee undertook a literature review, researching and gathering numerous journal articles relating to work satisfaction for faculty and staff in the academic environment; reviewed previously proposed solutions from the CCC for the past 5 years; tried to focus on specific areas of dissatisfaction, i.e., burnout, stress, inequality, mobility/professional development, etc.

Results of the literature review were used to assess questions included in the previous college climate survey for completeness (i.e. no questions relating to job security were included in the previous survey).

Members of the subcommittee discussed the potential for rebranding the CCC, to bring it back to its roots focused on “culture improvement.”

B. Retention and Assessment:
The Retention and Assessment Subcommittee met twice outside of regular committee meetings during the spring semester. At these meetings, we discussed the subcommittees goals for the 2018-19 AY. We agreed our focus should be developing questions for the College Climate Survey. To this end, we gathered peer-reviewed research on faculty retention, paying particular attention to research on faculty from historically underrepresented groups. This research will help us emphasize issues affecting these groups. Additionally, the subcommittee reviewed the latest College Climate Survey and a CSU-wide retention survey to find questions for the fall 2018 College Climate Survey. We plan to submit questions to Dr. Gammage by July 15. The subcommittee also discussed the possibility of holding workshops and roundtables on retention, especially related to faculty of color and women. The scheduling of such events will take place in the fall.

C. Civility and Mediation:
During the 2017-18 Academic year the civility and mediation subcommittee worked to review literature on best practices to ensure civility in higher education institution. The committee announced the Ombuds services to departments in the college. Dr. Spencer-Walters made business cards available to promote spreading the word about ombuds services. In addition, the committee reviewed articles dealing with incivility, bullying, sexual harassment, and building healthy workplace cultures. The committee also partnered with the Ombudman and CCC committee chair to facilities the Spring 2018 Campus Climate Lecture Series. The committee also reached out to one of the author Dr. Robin Nelson of Santa Clara University to see if she would be willing to give a talk at CSUN during the 2018/19 AY. Dr. Nelson is available to do a talk in the first week of December, 2018. Details of this visit will be determined early in the Fall semester.

D. Self-Care Initiative:
As its goal, the committee decided to create a comprehensive list of all “perks” available to faculty and staff. Information will be presented as a “one-sheet” or as a web page on the CSBS website.
a. Committee identified a list of departments to call and gather information regarding discounted goods and services for employees.
b. Information gathering is still in progress and will continue through summer.
c. Anticipated date of completion: Fall 2018

OMBUDS SERVICES

The position of CSBS Ombudsperson was established in fall 2013 upon the recommendation of the Climate Committee of the college “to provide confidential and informed assistance to constituents of the College of Social & Behavioral Sciences (CSBS) community, which includes students, staff, faculty, and/or administrators.” It is important to note that the position is not part of the college dean’s administrative structure, and as a result, the Ombudsperson does not report to the Dean, but directly to the Climate Committee.

Equally important, the Ombuds Office is a resource for informal dispute resolution and therefore does not conduct formal investigations or arbitrations. The Ombudsperson does not make policy, nor can he abrogate the grievance or personnel processes of the University. Nonetheless, he can call attention to, and in some cases make recommendations about university policies and practices that may need revisiting.

The use of the Ombuds Office is completely voluntary, so it is not a required step in any grievance process or university policy.

The role of the Ombuds office is to provide a friendly, neutral, informal, confidential, and impartial environment for students, faculty, and staff in the college, to seek appropriate information about university services, policies, and practices, express concerns about college or systemic issues of importance to them, seek advice on, and where possible, provide expeditious resolutions to challenging peer/colleague relationships, supervisor/staff relations, and faculty/student issues, among others.

This report is part of the charge of the position of Ombudsperson and it summarizes the nature and scope of services rendered during AY, 2017/2018. It is deliberately general in nature to protect the identities of visitors and the confidentiality of the information shared.

Information about Ombuds services was circulated to every branch of the college through blast emails from the Dean’s Office, flyers and post cards, as well through informal chats at meetings and events. The interest such publicity efforts generated ranged from requests for more information and/or visits to talk about issues or concerns, to seeking help about resolution to conflicts. As with past years, the Ombuds Office continues to provide both psychological and physical space for staff, students, and colleagues to share, and in some cases, resolve personal and/or professional issues; a place where they could also get immediate information on other services the university offers. As more and more people within the college are aware of the Ombuds office, we are beginning to see slight increases in requests for services. In 2017/18, the ombudsman received visits or calls from a total of 73 people including 10 from other colleges.

Note: Please see full Ombuds Services Annual Report submitted by Dr. Tom Spencer-Walters in Appendix B at the end of the CSBS Climate Committee (CCC) Annual Report.
Status Update on CCC Objectives For 2017-2018 Academic Year

1. Recruit new membership from faculty and staff in each department and explore including undergraduate and graduate students in order to bring new energy and ideas to the committee. Request for new department faculty and/or staff representatives to serve on the CCC.

   In-Progress: The committee was able to recruit 11 active faculty and staff members. Ongoing recruit is scheduled for the 2018/19 AY.

2. Explore how we can enhance workplace climate and workplace satisfaction in order to enrich our commitment to student success.

   In-Progress: The Workplace Satisfaction and Assessment and Civility and Mediation subcommittees, along with the CSBS Ombudsman Dr. Tom Spencer-Walters, and CCC chair worked collectively to research factors contributing to unhealthy workplace environments and ways to build healthy workspaces. These collaborative efforts resulted in the CCC hosting a Spring Campus Climate Lecture Series with Mary Beth Stevens.

3. Explore and address the importance of retaining faculty in general and faculty of color more specifically. Research factors impacting retention of faculty.

   In-Progress: The Retention Assessment subcommittee took on the primary responsibility of reviewing literature and best practices for faculty retention. The committee is working on survey questions to include in the college climate survey.

4. Research and assess workplace bullying, academic freedom and bullying, and staff experiences with bullying.

   In-Progress: The CSBS Ombudsman along with the Civility and Mediation subcommittee took on the primary responsibility of reviewing literature on incivility in higher education. The committee is working on survey questions to include in the college climate survey. Also, Dr. Tom Spencer-Walters attended conferences to gain more insights and updates on the topic.

5. Plan with the Office of Equity and Diversity (OED), the Chief Diversity Officer (CDO), and the CSBS Ombudsman the possibility of co-facilitation of Student, Staff, and Faculty Homogenous Campus Climate Open Forums (in collaboration with the Faculty Senate Educational Equity Committee-EEC) in 2017-2018 academic year so that feedback can inform issues to focus on in the next iteration of campus climate survey.

   In-Progress

6. Collaborate with the Faculty Senate Educational Equity Committee (EEC) to discuss future plans for assessing campus climate at CSUN.

   In-Progress

7. Fund and co-sponsor campus climate expert speakers for at least one talk per semester. The presentations should be geared toward the impact of campus climate on student success.

   Complete: In CCC and CSBS Ombuds person, with the support of Interim Dean Cahn, successfully hosted a Spring 2018 Campus Climate Lecture Series focused on Building healthy workplace cultures. The committee has elected to carry this goal over to the next several academic years in order to foster a healthy workplace climate.

8. Fund the development and production of short videos on What Climate Means to Me initially with CCC members, and eventually to include faculty, staff and students in CSBS.

   Tentative

9. Continue to work on increasing the visibility of the CSBS Ombuds Services, currently staffed by Dr. Tom Spencer-Walters, which is the first such service offered by a college in CSUN’s history.

   On-Going: The committee activity publicized the CSBS Ombuds services to departments in the college. Dr. Spencer-Walters also distributed fliers and business cards to promote these services.

10. The Self-Care Program will now promote services offered on campus.

    In-Progress: The subcommittee is currently developing a pamphlet detailing the services on and near campus.
CCC PLANS FOR 2018-2019 ACADEMIC YEAR:

1. Ongoing recruitment of new membership from faculty and staff in each department and explore including undergraduate and graduate students in order to bring new energy and ideas to the committee. Request for new department faculty and/or staff representatives to serve on the CCC.

2. Develop and administer a CSCS Climate survey to assess the state of the college climate. From faculty, staff, and students’ perspectives. We have requested the University Climate Survey instrument to help inform our questionnaires.

3. Explore how we can enhance workplace climate and workplace satisfaction in order to enrich our commitment to student success.

4. Explore and address the importance of retaining faculty in general and faculty of color more specifically. Research factors impacting retention of faculty.

5. Research and assess workplace bullying, academic freedom and bullying, and staff experiences with bullying.

6. Plan with the Office of Equity and Diversity (OED), the Chief Diversity Officer (CDO), and the CSBS Ombudsperson the possibility of co-facilitation of Student, Staff, and Faculty Homogenous Campus Climate Open Forums (in collaboration with the Faculty Senate Educational Equity Committee-EEC) in 2018-2019 academic year.

7. Collaborate with the Faculty Senate Educational Equity Committee (EEC) to discuss future plans for assessing campus climate at CSUN.

8. Fund and co-sponsor campus climate expert speakers for at least one talk per semester. The presentations should be geared toward the impact of campus climate on student success.

9. Fund the development and production of short videos on What Climate Means to Me initially with CCC members, and eventually to include faculty, staff and students in CSBS. (Tentative)

10. Continue to work on increasing the visibility of the CSBS Ombuds Services, currently staffed by Dr. Tom Spencer-Walters, which is the first such service offered by a college in CSUN’s history.

11. The Self-Care Program will now promote services offered on campus.

RECOMMENDATIONS TO CSBS AND CSBS DEAN:

1. Continue to fund a ombudsperson, Dr. Tom Spencer-Walters.

2. Continue to fund the efforts of the College Climate Lectures.

3. Co-sponsor Student, Staff, and Faculty Homogenous Campus Climate Forums (co-facilitation by CCC with EEC): This event is a homogeneous convening of students, staff, faculty and administrators with the goals of initiating and increasing dialog, sharing information and research, and providing opportunities for relationship building around efforts to improve and sustain a more positive campus climate for all constituent groups.

4. Support and fund CBSC Climate Survey.

5. Fund campus climate expert speakers for at least one talk per semester.
Appendix A:

California State University
Northridge

College of Social and Behavioral Sciences

CAMPUS CLIMATE LECTURE SERIES

THURSDAY, MARCH 1, 2018
Location: Ferman Presentation Room (Oviatt Library)

Welcome 1: 11:00 a.m.
Welcome from CSBS Climate Committee Chair
Dr. Marquita Gammage

Lecture 1: 11:15 a.m. to 12:15 p.m.
Introduction of Speaker
Dr. Tom Spencer Walters

Reception: 12:15 p.m. (Lunch)
Welcome from the College
CSBS Interim Dean Matt Cahn

Lecture 2: 12:45 p.m. to 1:45 p.m.

Mary Beth Stevens, Ombudsperson, Los Alamos National Laboratory

Building Healthy Workplace Cultures, One Relationship at a Time

Research shows that employees in positive workplaces experience greater job satisfaction, productivity and happiness. This interactive class provides a framework for creating healthy workplace cultures, including the use of authentic appreciation and other prosocial behaviors to build better relationships. Participants will learn ways to recognize, inspire, and transform the workplace culture through small group discussion and practice.

Mary Beth Stevens has over 25 years of experience in crisis response & conflict resolution, including 18 years as organizational ombuds in a 10,000-person national laboratory. Her educational background in psychology has been made practical by a couple of decades as an ombuds, mediator, critical incident debriefer and facilitator of trauma survivor groups. She regularly provides training on conflict resolution, communications and negotiations skills and is certified by the National Council for Behavioral Health as a Mental Health First Aid instructor.

Mary Beth currently serves as the Ombudsman for Los Alamos National Laboratory in New Mexico.

Organized by the CSBS Climate Committee (CCC)
Co-sponsored by the CSBS Ombudsman Dr. Tom Spencer Walters
Building Healthy Workplace Cultures
One Relationship at a Time

a campus climate lecture series with

Mary Beth Stevens

Research shows that employees in positive workplaces experience greater job satisfaction, productivity and happiness. This interactive presentation provides a framework for creating healthy workplace cultures, including the use of authentic appreciation and other prosocial behaviors to build better relationships. Participants will learn ways to recognize, inspire, and transform the workplace culture through small group discussion and practice.

Open seating will be available.

save the date!
Thursday
March 1
INTRODUCTION/OVERVIEW:
The position of CSBS Ombudsperson was established in fall 2013 upon the recommendation of the Climate Committee of the college “to provide confidential and informed assistance to constituents of the College of Social & Behavioral Sciences (CSBS) community, which includes students, staff, faculty, and/or administrators.” It is important to note that the position is not part of the college dean’s administrative structure, and as a result, the Ombudsperson does not report to the Dean, but directly to the Climate Committee.

Equally important, the Ombuds Office is a resource for informal dispute resolution and therefore does not conduct formal investigations or arbitrations. The Ombudsperson does not make policy, nor can he abrogate the grievance or personnel processes of the University. Nonetheless, he can call attention to, and in some cases make recommendations about university policies and practices that may need revisiting.

The use of the Ombuds Office is completely voluntary, so it is not a required step in any grievance process or university policy.

The role of the Ombuds office is to provide a friendly, neutral, informal, confidential, and impartial environment for students, faculty, and staff in the college, to seek appropriate information about university services, policies, and practices, express concerns about college or systemic issues of importance to them, seek advice on, and where possible, provide expeditious resolutions to challenging peer/colleague relationships, supervisor/staff relations, and faculty/student issues, among others.

This report is part of the charge of the position of Ombudsperson and it summarizes the nature and scope of services rendered during AY, 2017/2018. It is deliberately general in nature to protect the identities of visitors and the confidentiality of the information shared.

SUMMARY OF ACTIVITIES IN 2017/2018

Publicity:
Information about Ombuds services was circulated to every branch of the college through blast emails from the Dean’s Office, flyers and post cards, as well through informal chats at meetings and events. The interest such publicity efforts generated ranged from requests for more information and/or visits to talk about issues or concerns, to seeking help about resolution to conflicts. As with past years, the Ombuds Office continues to provide both psychological and physical space for staff, students, and colleagues to share, and in some cases, resolve personal and/or professional issues; a place where they could also get immediate information on other services the university offers.

Professional Meetings Attended:
1) California Caucus of College and University Ombuds (CCCUO) in San Louis Obispo (Nov. 13th – 16th, 2017). I was invited to participate in a conference that brought together Ombuds from various parts of the country to engage in discussions and focused dialogues about the role and function of the Ombuds Office in higher education. Some of the topics we covered included design-thinking for Ombuds, typology of questions for the initial meeting, mediating strategies,
crucial conversations, and work/life conflicts. This conference was transformational in broadening my understanding of Ombuds practices in the field. I have applied many of the ideas, examples, and principles I acquired at the conference in a number of my Ombuds sessions.

2) CSU System-wide Ombuds Roundtable (March 16, 2018): I was once again invited to an Ombuds Roundtable organized by Cal Poly Pomona’s Office of the University Ombuds. This was a very important roundtable because it brought people together who are from the same university system (CSU) and, as we discovered, people who share some of the same challenges, concerns, and promises within that system. Some of these included maintaining balance between International Ombudsman Association (IOA) standards and CSU mandates, limits of responsibility and involvement in cases requiring mediation, risk management issues and the Ombuds, and workplace bullying. I gained very valuable information that is germane to my work as a CSU Ombuds.

Invited Campus Speaker:

Mary Beth Stevens, Ombudsman, Los Alamos National Laboratory was invited to deliver a lecture on “Building Healthy Cultures, One Relationship at a Time” (March 1st, 2018). Her focus for this presentation was creating workplace cultures that are healthy, productive, and happy, leading to greater workplace satisfaction. This invited lecture provided an important space to dialogue about the value of Ombuds services not only within CSBS but across the entire university.

DEMOGRAPHICS OF VISITS AND CONTACTS:
As more and more people within the college are aware of the Ombuds office, we are beginning to see slight increases in requests for services. In 2017/18, I received visits or calls from a total of 73 people including 10 from other colleges. (See Table 1):

<table>
<thead>
<tr>
<th>TABLE 1: TOTAL NUMBER OF INQUIRIES, VISITS, AND CONTACTS</th>
</tr>
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<tbody>
<tr>
<td>2017/18 ACADEMIC YEAR</td>
</tr>
<tr>
<td>AY2015/16</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Percentage of Total</td>
</tr>
</tbody>
</table>
The majority of callers and visitors this year, as with past years, turned out to be faculty (46.5%). This is not surprising given the complex nature of faculty contracts and the professional activities they monitor, protect and/or regulate, notwithstanding the challenges of scheduling, faculty-supervisor relationships, and peer-peer relationships. The majority of the faculty calls and visits I received focused on a number of these concerns. For example, many had questions relating to concerns about civility, supervisory roles and expectations, hostile working environment, and Administrative Issues (Employee-College/University Relations). As I chatted with and addressed the above concerns of colleagues, I was convinced that they welcomed an independent office that offered a safe and confidential place to share their intimate professional concerns.

The number of staff contacts and visits remained constant (10). Staff concerns were primarily focused in the area of staff-supervisor relations, although there were some staff-staff relation issues as well.

Concerns for both faculty and staff include open lines of communication, leadership style, favoritism, equity and fairness, efficiency, professional space, and recognition of work.

What I find as a growing trend in my Ombuds work is the number of student contacts and visits I have been receiving, and they are not just coming from our college but from all over the university. When I probed about how they found me, some said, out of desperation, they went searching online for an Ombudsperson at CSUN and my name came up. Others said I was recommended by friends, faculty, or staff members who have worked with me in the past. Yet still others found my post cards around the college and called.

I did not collect data on gender and ethnicity in 2017/18 because doing so, from my perspective, could have compromised confidentiality.

**TABLE 2: ANALYSIS BY CATEGORIES OF ISSUES (2017/2018):**

<table>
<thead>
<tr>
<th>NATURE OF CASES</th>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Civility (including workplace bullying)</td>
<td>19</td>
<td>26.38%</td>
</tr>
<tr>
<td>2. Peer &amp; Colleague Relationships</td>
<td>11</td>
<td>15.27%</td>
</tr>
<tr>
<td>3. Supervisor-Employee Relations</td>
<td>14</td>
<td>19.44%</td>
</tr>
<tr>
<td>4. Faculty-Supervisor Relations</td>
<td>7</td>
<td>9.72%</td>
</tr>
<tr>
<td>5. Faculty-Student Relations</td>
<td>4</td>
<td>5.55%</td>
</tr>
<tr>
<td>6. Fairness in course scheduling</td>
<td>8</td>
<td>11.11%</td>
</tr>
<tr>
<td>7. Sexual Orientation</td>
<td>1</td>
<td>1.38%</td>
</tr>
<tr>
<td>8. Hostile Working Environment</td>
<td>6</td>
<td>8.33%</td>
</tr>
<tr>
<td>9. Administrative Issues (Employee-College/University Relations):</td>
<td>2</td>
<td>2.77%</td>
</tr>
</tbody>
</table>

TOTAL = 72
Out of the many calls and/or visits the Ombuds office received, primary issues and concerns were collapsed into 9 broadly-defined categories adapted from the International Ombuds Association Reporting Categories. (Table 2 above) It is important once again to note that since visitors self-report issues and concerns, and since the Ombudsperson cannot conduct formal investigations of these, one cannot put too much weight on the predictive values of these issues and/or concerns.

1. Civility (including workplace bullying): This category includes rude and inappropriate comments and behavior, abuse of power, disrespect and disregard for others, ridiculing, yelling, arguing, and constantly being interrupted; direct and indirect threats of retaliation, passive-aggressive behavior, and a violation of personal boundaries. Civility was invoked 19 times (26.39%) in the tally of issues and concerns; the highest among the nine categories.

2. Peer and Colleague Relations: Broadly covers concerns, issues, or questions relating to relationships between staff-staff, faculty-faculty, or student-student. Some of the issues involved feelings of lack of respect, unclear communication, and misplaced priorities. 11 issues and concerns (15.27%) about this were brought to my attention. The greater percentage of cases came from faculty-faculty relationships and dealt mostly with respect, lack of, or unclear communication, openness, trust, and sensitivity to each other’s feelings.

3. Supervisor-Employee Relationships: Examples of supervisor-employee relations include Department Chair and office staff, Administrative Support Coordinator and Administrative Support Assistant, Administrative Support Assistant and office student assistants. This category generated significant concerns from those who shared their feelings about it. Many complaints and concerns were focused on punitive behavior, unfair or unclear assignment schedules, lack of proper feedback, discipline, leadership effectiveness, and performance appraisals. Given these many areas of concern, it was not surprising that this category manifested the second largest reported cases: 14 (19.44%).

4. Faculty-Supervisor Relations: In this category contacts were concerned about their professional relationships with the department chair. Seven (7) instances of this were reported.

4. Faculty-Student Relations: Issues and concerns in this category ranged from grading practices, teaching styles, and equity and fairness. These concerns appeared 4 times in this category this year.

5. Administrative Issues (Employee-College/University Relations): This category fielded concerns, questions, and inquiries about administrative services provided by the college and university administration. The single most important issue that came up twice with visitors is employee and college relations, and by extension employee and university relations. Both contacts directly referenced concerns that they believe the college is taking sides with department supervisors against them in matters affecting their well-being in the department.

I did not get a lot of inquiries relating to administrative issues because there are so many opportunities to get this kind of information readily: Faculty Affairs, Human Resources, deans, department chairs, etc. I regularly redirect visitors to the appropriate university resource and help them negotiate solutions to deal with administrative decisions that concern them.

6. Fairness in Course Scheduling: While my visitors in this category recognized the Department Chair’s responsibility to create a syllabus based on a number variables primarily favorable to students, they feel that equity and fairness were not evident in some of the course schedules they
received. Most referenced schedules of colleagues that appeared to be more favorable than theirs. More open and frank communications on the part of Chairs about scheduling priorities before course schedules are constructed may help in this case; something I plan to talk about in my fall workshop for faculty and staff.

7. Hostile Working Environment: The 6 (8.33%) concerns in this category dealt mostly with supervisory-staff relationships, faculty–student relations, some of which have been discussed above, lack of clarity in supervisory expectations, and intimidating behavior. Again, I was able to help the visitors navigate informal solutions to these concerns, two of which involved i) a clear articulation of supervisorial expectations, and ii) extensive, but candid and productive discussions with a supervisor.

7. Equity and Diversity Issues: Issues of fairness, ethics, and diversity, help to define this category. The one issue (2.63%) I had to handle in this area was a request for suggestion to deal with a student complaint about micro-aggression from a faculty member. Since the student referenced Equity and Diversity in his complaint to me, I immediately recommended the services of Equity and Diversity and the dean.

Overall, it was a busy year, but I enjoyed the challenge of listening to concerns/complaints, as well as providing the best advice I could to resolve these concerns.