

California State University
Northridge

College of Social and Behavioral Sciences Annual Report

Research and Instructional Funding 2008-2009



Dr. Stella Theodoulou, Dean
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June 15, 2009

Funding Categories and Expenditures
 AY July 1, 2008 to June 30, 2009

FUNDING CATEGORY	FY2007/08	FY2008/09	Gains +/-	% Change +/-
Allocated Budget Total	\$19,060,820	\$19,936,476	\$875,656	5%
Allocated General Fund	\$18,855,788	\$19,701,020	\$845,232	4%
Allocated Lottery	\$205,032	\$235,456	\$30,424	15%
FTES Target	5,321	5,401	80	2%
FTES Achieved	5,556	5,600	44	1%
FTES Developmental Target	61	62	1	2%
FTES Developmental Achieved	58	75	17	29%
# of Undergraduate Majors	5,308	5,294	(14)	(0%)
# of Graduate Students	565	473	(92)	(16%)
# of Minors	407	432	25	6%
OE Allocated to Departments by College	\$439,956	\$470,626	\$30,670	7%
Additional funding to departments (supplies, labs, equipment)	\$334,069	\$23,936	(\$310,133)	(93%)
General Program Support	\$21,853	\$36,399	\$14,546	67%
Faculty Supported Travel	\$150,795	\$238,619	\$87,824	58%
Staff Supported Travel	\$6,841	\$10,515	\$3,674	54%
Student Support	\$41,892	\$6,442	(\$35,450)	(85%)
Faculty Hires (full-time + lectures)	18	1	(17)	(94%)
Faculty Resignations	4	3	(1)	(25%)
Faculty Retirements	4	4	0	0%
Staff Hired - Temporary	7	2	(5)	(71%)
Staff Hired - Permanent	2	5	3	150%
Staff Resigned	2	5	3	150%
Research Support Costs (stipends, etc.)	\$428,889	\$254,700	(\$174,189)	(41%)
Reassigned Time Costs Total	\$579,768	\$633,795	\$54,027	9%
--Instructionally related	\$506,703	\$574,167	\$67,464	13%
--Research Support	\$73,065	\$59,628	(\$13,437)	(18%)
Faculty Publications				
Total	147	181	34	23%
# of Journal Articles	68	88	20	29%
# of Books	7	14	7	100%
# of Chapters	31	32	1	3%
# of Technical Reports	8	15	7	88%
Other (encyclopedia/opinion pieces)	33	32	(1)	(3%)
Average Cost/Publication Based on Previous Year Expenditure	\$2,117	\$2,370	\$253	12%
Average Faculty Research Support Cost	\$3,414	\$4,043	\$629	18%
Faculty Conferences/Invited Presentations	185	319	134	72%
Average Costs per Faculty Presentation	\$814	\$748	(\$66)	(8%)
Advancement Total	\$340,959	\$2,673,385	\$2,332,426	684%
Faculty External Grant/Contract Submissions	\$6,038,070	\$7,737,684	\$1,699,614	28%

Funding Categories and Expenditures
AY July 1, 2008 to June 30, 2009

FUNDING CATEGORY	FY2007/08	FY2008/09	Gains +/-	% Change +/-
Faculty External Grant/Contract Awarded				
→Total	\$2,295,387	\$2,115,777	(\$179,610)	(8%)
→Grants	\$532,689	\$801,890	\$269,201	51%
→Contracts	\$1,762,698	\$1,499,868	(\$262,830)	(15%)
Internal Grants (Awarded from units Outside College)	\$132,466	\$119,702	(\$12,764)	(10%)
Entrepreneurial Programming Revenue (\$'s received by College)	\$21,000	\$85,389	\$64,389	307%
Faculty Compensation from Extended Learning Special Sessions	\$159,026	\$203,654	\$44,628	28%
Number of Events Held Open to University, Community & Public	31	70	39	126%
Student Accomplishments				
→Student Conferences/Presentations	128	121	(7)	(5%)
→Students Receiving External Grants, Awards, Fellowships	290	147	(143)	(49%)
→Student Authoring Published Papers	1	2	1	100%
→Students Supported by Faculty Research	41	36	(5)	(12%)
→Students Supported by Dept Grants/Scholarships	100	107	7	7%
→Students accepted into professional or PhD programs	93	80	(13)	(14%)

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Support for Departments/Programs - FY2008/2009**

	Student Support	Program Support	Repair/Maint Supplies/ Classroom/ Lab Materials	Computers/ Software/ Furniture/ Equipment	Travel/ Relocation	Instructional Related Reassigned Time	Research Support Reassigned Time	FY0708 Summer Research Stipend	FY0809 Summer Research Stipend	College Research Competition	New Fac Research Competition	Faculty Income Tseng College	College Fellow Support Othe	Construction Contracts	Total
ANTH	1,000	800	7,820	0	9,078	39,752	0	0	20,500	3,000	1,500	0	5,000	25,573	114,023
GEOG	0	0	5,578	985	22,550	19,876	4,969	5,000	19,000	16,000	1,500	15,324	0	0	110,782
HIST	1,200	0	2,406	0	15,686	59,628	19,876	10,000	16,500	1,200	3,000	0	5,000	0	134,496
PAS	0	13,019	569	0	23,852	27,577	9,938	0	13,000	1,000	1,500	0	0	0	90,455
POLS	0	0	1,591	0	31,107	39,752	4,969	0	25,000	5,000	3,000	116,200	0	0	226,619
PSY	0	0	1,125	221	36,414	64,597	4,969	0	44,000	7,000	4,500	0	0	0	162,826
SOC(1)	0	0	175	1,278	62,349	283,233	14,907	8,000	28,000	0	4,500	33,420	0	0	435,862
SWRK(2)	0	0	2,751	12,020	19,365	24,845	0	0	12,000	0	3,000	0	0	0	73,981
URBS	1,554	254	31	2,035	18,218	4,969	0	5,000	8,500	2,500	0	38,710	0	0	81,771
Center for SCS	0	14,907	1,890	0	0	4,969	0	0	0	0	0	0	0	0	21,766
Atlantic Hist Ctr		5,969	0	0	0	0	0	0	0	0	0	0	0	0	5,969
AIS	0	0	0	0	0	4,969	0	0	0	0	0	0	0	0	4,969
BCBA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SSSMP	2,688	0	0	0	0	0	0	0	0	0	0	0	0	0	2,688
SSC/EOP	0	1,450	0	0	0	0	0	0	0	0	0	0	0	0	1,450
TOTAL	6,442	36,399	23,936	16,539	238,619	574,167	59,628	28,000	186,500	35,700	22,500	203,654	10,000	25,573	1,467,657

**Includes Reassigned Time awarded in College Research Competition,Centers, Institutes

(1) Reassigned Time includes augmentation to department part time salary budget for social work depletion

(2) Includes accreditation costs

Assessment Report
College of Social and Behavioral Sciences
2008-09

The College has made progress in the area of assessment. It is generally accepted in the College that assessment is about learning and not teaching and that any curricular reform must be based upon evidence and reflect assessment findings. We are moving to an online, centralized assessment model that links College Mission to Course/Program-Based Assessment and University-wide (Fundamental Learning Competencies) Assessment.

This document has three sections. Section One highlights evidence-based program and curriculum change; Section Two describes ongoing, new and future Dean's Office assessment efforts; and Section Three summarizes departments' assessment activities since their submissions of their 2007-08 Assessment Reports in October 2008.

Section One: Department Progress in Using Evidence to Modify Programs

- **PSYCH** used pre-post and rubric-based assessment evidence gathered to modify major. First set of Program Modifications approved by EPC in 2008, second set reviewed in Spring 09. A peer-refereed journal article written on the department's assessment experiences was published this year:
Thaler, Nicholas, Kazemi, Ellie and Huscher, Crystal(2009). Developing a Rubric to Assess Student Learning Outcomes Using a Class Assignment. In *Teaching of Psychology*,36:2,113 — 116.
PSYCH also successfully developed and got approved by the S&BS Academic Planning Committee a major program modification using 2006-08 assessment data.
- **SWRK** used evidence used to change program objectives into "competencies" in 08/09 to bring program in line with CSWE's new competency-based assessment expectations.
- **POLS** applied its Progressive Direct Assessment (PDA) model developed in 07-08 to gateway/capstone courses and identified departmental need for longitudinal prospective data. Beck grant awarded for 08-09 to chair and researchers for piloting e-portfolio as data capture tool. Pilot now ongoing.
- **GEOG** completed e-portfolio database containing student work collected from 2007 and 2008 and pioneered large-scale embedded assessment for Geog 150. In 08/09 Geography mined e-portfolio for evidence to support curricular change (away from geomorphology and towards sustainability, primarily.)
- **SOC** administered ETS major field test in Sociology to assess whether program modifications need to be made in SOC's four options (general sociology, criminology/corrections, social welfare, and counseling.) Modification of counseling option was reviewed by college in Nov. 08 and approved by EPC in Spring 2009.
- **ANTH** used evidence gathered from student readiness surveys and faculty surveys to establish departmental priorities for post-graduate career preparation. Evidence from surveys used to create new career-related course proposals (e.g., new Museum Studies course, passed by EPC in 2008 and offered in 2009.) Also: on the basis of assessment data collected in 2006-07, a faculty search in biological anthropology occurred in 2007-08 and two new biological anthropologists came on board in the 2008-09 year.

- **HIST** used faculty discussion of assessment data to rewrite departmental SLOS for inclusion in 2010-12 catalog. Cut out ambiguity in SLO wording for purpose of improving assessment data.
- **URBS** used faculty retreat discussion of assessment data to reformulate URBS major (program mod. reviewed in Nov 08.) Modification re-shaped core foundation requirements and changes specialization options. New assessment tools in development for use in evaluating URBS 150. Course modifications made on the basis of this assessment were approved by EPC in Spring 2009.
- **PAS** developed baseline measurements of PAS 100 and used consultations with Assessment Commission of National Conference of Black Studies (NCBS) to shape faculty discussions on how to sustain an accountability/assessment culture.

Section Two: Status of Dean's Office Assessment Activities

- **Activities Continuing in 2008-09:** S&BS Dean's Office continued prior practice of assisting departmental assessment liaisons with SLO measurement and with effecting department assessment plans. Dean's Office staff also synthesized department reports for University Assessment Office and kept current on best-practice options for collecting, archiving and analyzing assessment data in the College context.
- **New Assessment Activities for 2008-09:** After auditing existing department plans in view of College Mission and the University's new *Fundamental Learning Competencies* Initiative, S&BS Dean's Office staff developed a model for a centralized, online college assessment system that will be implemented in Fall 2009.
 - Model is based on a preliminary model jointly developed by HUM and S&BS in Fall 2008 (see attached.) HUM and S&BS sent model to University Assessment Office for approval and each refined model in accordance with different organizational and resource capacities and orientations. The two Colleges have agreed to adapt the model to their specific needs but keep aims similar so as to enhance commensurability. The two Colleges meet regularly to track changes in model for purpose of setting up a longitudinal efficacy comparison.
 - In preparation for developing the preliminary model, S&BS and HUM reviewed a range of options for common measures in the belief that "common measures" evidence (and evidence from ongoing departmental assessment) could be used to fulfill/revise College mission/goals, identify resource needs, and improve programs.
 - In Spring 2009 iterations of the model, S&BS selected University's newly approved *Fundamental Learning Competencies'* Student Learning Outcomes to be the S&BS set of common measures since they align well with our College Mission. (HUM has since modified model to match a TNE research design originally developed by HUM's Associate Dean and aligns with their College Mission.)

- In Spring 2009, S&BS created a document capture/review plan that would connect College and Program to University-based Measurement and then further refined the model as follows:
 - College Component uses College mission as backbone, with tie-ins to University's *Fundamental Learning Competencies* Initiative. Dean's Office will organize 'task groups' of relevant faculty to evaluate student work using normed rubrics in an online assessment environment assisted with Web 2.0 technologies. Newly appointed College Online Coordinator and Associate Dean in Spring 2009 worked together to create the infrastructure for this component.
 - Department Component organizes course-based assessment in accordance with department-identified evidence-gathering priorities (program review, hires, curriculum modification, and other programmatic needs.)
 - Dean's Office will forge the alignment between College and Department Component.
- The S&BS model attempts to help the College figure out how evidence collected from the College and Departments can help College fulfill departmental and college mission/goals, identify resource needs, improve programs, and further the University Mission.
- **Assessment Activities Planned for 2009-10**
 - S&BS intends to continue centralizing assessment in 09/10 as a means of 'closing the loop' in planning process and aligning with the three year College plan and University mission. We will move to an effective, online, centralized assessment program with common SLOs and implementation across the disciplines present in the College.
 - Planned 2009-10 activities:
 - Roll out centralized college model in Fall 2009. Use relatively small course N, targeting selected introductory courses that match both the University's *Fundamental Learning Competencies* List (Year 1: 'Critical Thinking' and 'Personal/Social Responsibility') and the College Mission.
 - Use Spring 2010 to broaden reach of assessment system to include representative introductory, gateway and capstone classes in each major that tie in to the University's *Fundamental Learning Competencies*. Assist departments to streamline their own assessment activities so that they are focused on evidence-gathering for programmatic needs and changes.

Section Three: Summary of Department Assessment Activities in 2008-09

- **POLS** continued piloting e-portfolio as data capture tool and continued applying its Progressive Direct Assessment (PDA) direct assessment model designed to involve all faculty in the department, be an integrated component of the existing educational process, and provide information about student learning outcomes from students' introduction to Political Science research methods to their final courses as majors in the department. For the current academic year, POLS continued assessing gateway and capstone courses, assessed each of POLS' departmental SLOs and tracked students as they progressed through the Political Science major. Specifically, POLS assessed Political Science 372, Political Science 471B, Political Science 471C, Political Science 471D, Political Science 471E, and Political Science 471F.
- **GEOG** continued analyzing student work archived in e-portfolio in 2007-08 for evidence pertaining to new Sustainability initiative but made decision to discontinue due to no students maintaining their accounts. For SLO measurement, GEOG conducted a pre-test/post-test evaluation of Geog 150 (Introductory course in world geography) and an evaluation of GEOG 490 capstone presentations and papers. Pre- and post-test at the 100-level (Geog 150, World Geog)'s purpose was to find out the level of students' incoming geographic knowledge and see how much remedial work GEOG will need to do in future classes. Geog 490's assessment entailed the evaluation of a written research paper and an oral presentation. Oral presentation and paper data now being analyzed to determine "average score" on relevant SLOs (SLO 1.1: Students recognize, recall and identify facts and ideas constituent of the core content knowledge of physical geography;' SLO 2.2: Student demonstrates ability to construct a literature review; SLO 4.1: Student writes an effective essay; SLO 4.2: Student writes an effective research paper; SLO 4.3: Student communicates effectively using maps, tables, charts or other graphics; and SLO 4.4: Student communicates effectively using numbers, statistics) in anticipation of proposing structural changes to GEOG's curriculum in 09-10.
- **PSYCH** continued administering pre-post multiple choice and short answer tests across PSY 320 and 429. PSYCH also developed and got approved by the College Academic Planning Committee (APC) a re-organization of its major on the basis of 2006 and 2007 data which involved the creation of several new courses and multiple course modifications and deletions. This set of changes will go to EPC/GSC in F09. Finally, PSYCH completed its Program Review (in which assessment details are presented in full.) External Reviewers will visit the department in F09.
- **SWRK** conducted self-efficacy scale tests and field assessments to measure 17 objectives outlined in the Department's three-year plan, in accordance with accreditation requirements. Data are presently being analyzed for the purpose of guiding faculty discussions concerning growth, resource development and budget needs.

- **SOC** continued administration of ETS field test. Major Field tests in Sociology were administered to all general option internship classes in Fall 08 and to all criminology option internship classes in Spring 09. The results will be tabulated and available in Fall 09. An additional instrument was created and pilot tested in one of the Soc. 497 classes in Spring 09. The sample survey is available through Survey Monkey and should be available for administration to all majors by the next academic year.
- **ANTH** assessed Anth 490 for the purpose of gathering evidence needed to develop a more formal capstone course in the major. In addition: department faculty identified student writing skills as a key area needing improvement. A committee worked to identify primary student deficiencies and objectives for an effort to improve students' writing abilities. ANTH then wrote a Beck grant proposal to fund workshops for faculty to develop their ability to teach writing and to ensure that our approach to writing was integrated across our curriculum (not funded.)
- **HIST:** In continuation of past practice, HIST reviewed samples of student papers in gateway and capstone courses and discussed results among faculty (consensus: students making clear progress from 300-level course but are better at analyzing specific events than broad cultural history.) Used faculty discussion of assessment data to rewrite departmental SLOS for inclusion in 2010-12 catalog. Cut out ambiguity in SLO wording for purpose of improving assessment data. Determined that more differentiation in instruction may be needed: an honors version might be useful for a HIST 301 or 497 course and the LRC consultation might be made a requirement for struggling students. Developed 20-item freshman questionnaire on factual knowledge (following the example of the Geography Department) for use in 09-10.
- **URBS** department undertook three principal activities in assessment in 08-09. Fall 08: URBS faculty reviewed, discussed, and then developed a clearly articulated set of learning outcomes (objectives) for its principal general education course, URBS 150, and then based on this exercise developed an assessment instrument to use in Spring 2009. In Spring 2009 the department carried out a learning objectives assessment exercise in URBS 150 and URBS 310, both general education classes. The assessment exam was administered at the start of the semester in all sections of these two classes, and then repeated again for all sections of these classes at the end of the semester. Results now being analyzed.
- **PAS:** In addition to successfully completing its Program Review, PAS conducted an assessment of the PAS capstone course to determine whether outgoing students were meeting department SLOS (no); and began to assess the five lower division courses that part of the PAS Core Requirements for all options.

In conclusion, this report has demonstrated that S&BS as a College as well as individual S&BS departments have made progress in the area of assessment. Departments have increased their capacities to make evidence-driven decisions and the College has embarked on an ambitious 21st century plan for linking up course and program assessment to College and University-level assessment using Web 2.0 technologies.

Assessment: A working model for the Colleges of S&BS and Humanities**

Christina von Mayrhauser and Elizabeth Adams

**Submitted to University Assessment Office in Fall 2008; subsequently adapted by HUM and S&BS to suit Colleges in Spring 2009

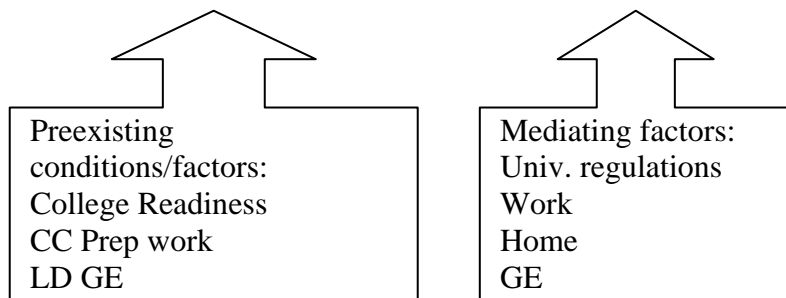
This model outlines the College-level issues around assessment and how to “close the loop” as part of the University Planning Process. The process would involve asking two research questions at the College level (with input from the departments) and using evidence collected to fulfill mission and goals, identify resource needs, and improve programs.

1. What is the impact of X on Y?

X: Department/College Learning Initiatives in Departments

Y: Attributes of Student Experiences

Teaching (Regular curriculum, GE, ExL)	Change in time to degree
Extracurricular Programs	Changes in retention rate
Fieldwork Opportunities	SLO mastery
Internships	Global (or Core) Competency Mastery
Research Opportunities (with faculty and independent)	Career Readiness
Mentoring	Growth or Decline of major or pathways
Advising (College and Department)	Changes in Department Curriculum
College-level initiatives	Other
Other	



SLO: Student Learning Outcomes CC: Community Colleges ExL: Extended Learning
 GE: General Education LD: Lower Division

2. What does evidence collected from research question 1 do to help the College:

- a. Fulfill departmental and college missions and goals (i.e. show progress and forward movement)?
- b. Identify resource needs (i.e. ask for new hires/more funding)?
- c. Improve programs (i.e. make program modifications)?

Departments would provide answers to the above questions through yearly assessment. Standard SLO/course based assessment is part of this package, but if the larger assessment efforts are based at answering these two research questions, the Colleges can, in turn, use the answers to feed the University planning model on which we based the chart below.

In order for this to work, we need to work at the department level to make sure SLOs are measurable and aligned with College goals and College and Department plans. An audit of some sort needs to be done of SLOs, assessment plans, and techniques, so that data generated is commensurate across departments and usable for College purposes.

