College of Social and Behavioral Sciences
Annual Report
Research and Instructional Funding
2009-2010

Dr. Stella Theodoulou, Dean
Christina von Mayrhauser, Associate Dean
Pamela Simon, Manager of Academic Resources

September 16, 2010
<table>
<thead>
<tr>
<th>FUNDING CATEGORY</th>
<th>FY2007/08</th>
<th>FY2008/09</th>
<th>FY2009/10</th>
<th>Gains +/-</th>
<th>% Change +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocated Budget Total</td>
<td>$19,060,820</td>
<td>$19,936,476</td>
<td>$16,179,654</td>
<td>($3,756,822)</td>
<td>-19%</td>
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<tr>
<td>Allocated General Fund</td>
<td>$18,855,788</td>
<td>$19,701,020</td>
<td>$16,150,172</td>
<td>($3,550,848)</td>
<td>-18%</td>
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<tr>
<td>Salary Commitments</td>
<td>16,322,669</td>
<td>17,460,034</td>
<td>14,625,110</td>
<td>(2,834,924)</td>
<td>-16%</td>
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<tr>
<td>Allocated Lottery</td>
<td>$205,032</td>
<td>$235,456</td>
<td>$29,482</td>
<td>($205,974)</td>
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<tr>
<td>FTES Target</td>
<td>5,321</td>
<td>5,401</td>
<td>5,146</td>
<td>(255)</td>
<td>-5%</td>
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<tr>
<td>FTES Achieved</td>
<td>5,556</td>
<td>5,600</td>
<td>5,059</td>
<td>(541)</td>
<td>-10%</td>
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<tr>
<td>FTES Developmental Target</td>
<td>61</td>
<td>62</td>
<td>70</td>
<td>8</td>
<td>13%</td>
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<tr>
<td>FTES Developmental Achieved</td>
<td>58</td>
<td>75</td>
<td>58</td>
<td>(17)</td>
<td>-23%</td>
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<tr>
<td># of Undergraduate Majors</td>
<td>5,308</td>
<td>5,294</td>
<td>5,346</td>
<td>52</td>
<td>1%</td>
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<tr>
<td># of Graduate Students</td>
<td>565</td>
<td>473</td>
<td>535</td>
<td>62</td>
<td>13%</td>
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<tr>
<td># of Minors</td>
<td>407</td>
<td>432</td>
<td>369</td>
<td>(63)</td>
<td>-15%</td>
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<td>OE Allocated to Departments by College</td>
<td>$439,956</td>
<td>$470,626</td>
<td>$505,400</td>
<td>$34,774</td>
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<tr>
<td>Additional funding to departments (supplies, labs, equipment)</td>
<td>$334,069</td>
<td>$23,936</td>
<td>$53,329</td>
<td>$29,393</td>
<td>123%</td>
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<td>General Program Support</td>
<td>$21,853</td>
<td>$36,399</td>
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<td>Faculty Supported Travel</td>
<td>$150,795</td>
<td>$238,619</td>
<td>$132,054</td>
<td>($106,565)</td>
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<td>Staff Supported Travel</td>
<td>$6,841</td>
<td>$10,515</td>
<td>$4,545</td>
<td>($5,970)</td>
<td>-57%</td>
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<tr>
<td>Student Support</td>
<td>$41,892</td>
<td>$6,442</td>
<td>$19,750</td>
<td>$13,308</td>
<td>207%</td>
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<tr>
<td>Faculty Hires (full-time + lectures)</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>100%</td>
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<tr>
<td>Faculty Resignations</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Faculty Retirements</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>125%</td>
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<tr>
<td>Staff Hired - Temporary</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>(2)</td>
<td>-100%</td>
</tr>
<tr>
<td>Staff Hired - Permanent</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>(4)</td>
<td>-80%</td>
</tr>
<tr>
<td>Staff Resigned</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>(3)</td>
<td>-60%</td>
</tr>
<tr>
<td>Research Support Costs (stipends, etc.)</td>
<td>$428,889</td>
<td>$254,700</td>
<td>$35,300</td>
<td>($219,400)</td>
<td>-86%</td>
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<tr>
<td>Reassigned Time Costs Total</td>
<td>$579,768</td>
<td>$633,795</td>
<td>$646,630</td>
<td>$12,835</td>
<td>2%</td>
</tr>
<tr>
<td>--Instructionally related</td>
<td>$506,703</td>
<td>$574,167</td>
<td>$582,033</td>
<td>$7,866</td>
<td>1%</td>
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<tr>
<td>--Research Support</td>
<td>$73,065</td>
<td>$59,628</td>
<td>$64,597</td>
<td>$4,969</td>
<td>8%</td>
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<tr>
<td>Faculty Publications Total</td>
<td>147</td>
<td>181</td>
<td>130</td>
<td>(51)</td>
<td>-28%</td>
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<tr>
<td># of Journal Articles</td>
<td>68</td>
<td>88</td>
<td>73</td>
<td>(15)</td>
<td>-17%</td>
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<tr>
<td># of Books</td>
<td>7</td>
<td>14</td>
<td>7</td>
<td>(7)</td>
<td>-50%</td>
</tr>
<tr>
<td># of Chapters</td>
<td>31</td>
<td>32</td>
<td>30</td>
<td>(2)</td>
<td>-6%</td>
</tr>
<tr>
<td># of Technical Reports</td>
<td>8</td>
<td>15</td>
<td>9</td>
<td>(6)</td>
<td>-40%</td>
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<tr>
<td>Other (encyclopedia/opinion pieces)</td>
<td>33</td>
<td>32</td>
<td>11</td>
<td>(21)</td>
<td>-66%</td>
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<tr>
<td>Average Cost/Publication Based on Previous Year Expenditure</td>
<td>$2,117</td>
<td>$2,370</td>
<td>$1,959</td>
<td>($410)</td>
<td>-17%</td>
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<tr>
<td>Average Faculty Research Support</td>
<td>$3,414</td>
<td>$4,043</td>
<td>$2,942</td>
<td>($1,011)</td>
<td>-27%</td>
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<tr>
<td>Faculty Conferences/Invited Presentations</td>
<td>185</td>
<td>319</td>
<td>325</td>
<td>$6</td>
<td>2%</td>
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<tr>
<td>Average Costs per Faculty Presentation</td>
<td>$814</td>
<td>$748</td>
<td>$406</td>
<td>($342)</td>
<td>-46%</td>
</tr>
<tr>
<td>Advancement Total</td>
<td>$340,959</td>
<td>$2,673,385</td>
<td>$817,767</td>
<td>($1,855,618)</td>
<td>-69%</td>
</tr>
<tr>
<td>Faculty External Grant/Contract Submissions</td>
<td>$6,038,070</td>
<td>$7,737,684</td>
<td>$12,215,856</td>
<td>$4,478,172</td>
<td>58%</td>
</tr>
<tr>
<td>Faculty External Grant/Contract Awarded</td>
<td>$2,295,387</td>
<td>$2,115,777</td>
<td>$3,916,575</td>
<td>$1,800,798</td>
<td>85%</td>
</tr>
<tr>
<td>--Total</td>
<td>$2,295,387</td>
<td>$2,115,777</td>
<td>$3,916,575</td>
<td>$1,800,798</td>
<td>85%</td>
</tr>
<tr>
<td>--Grants</td>
<td>$532,889</td>
<td>$801,890</td>
<td>$2,518,454</td>
<td>$1,716,564</td>
<td>214%</td>
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<tr>
<td>--Contracts</td>
<td>$1,762,698</td>
<td>$1,499,883</td>
<td>$1,398,121</td>
<td>($101,747)</td>
<td>-7%</td>
</tr>
<tr>
<td>Internal Grants (Awarded from units Outside College)</td>
<td>$132,466</td>
<td>$119,702</td>
<td>$129,775</td>
<td>$10,073</td>
<td>8%</td>
</tr>
<tr>
<td>Entrepreneurial Programming Revenue (S's received by College)</td>
<td>$21,000</td>
<td>$85,389</td>
<td>$93,042</td>
<td>$7,653</td>
<td>9%</td>
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<tr>
<td>Faculty Compensation from Extended Learning Special Sessions</td>
<td>$159,026</td>
<td>$203,654</td>
<td>$283,086</td>
<td>$79,432</td>
<td>39%</td>
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<tr>
<td>Number of Events Held Open to University, Community &amp; Public</td>
<td>31</td>
<td>70</td>
<td>72</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Student Accomplishments</td>
<td>128</td>
<td>121</td>
<td>187</td>
<td>66</td>
<td>55%</td>
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<tr>
<td>--Student Conferences/Presentations</td>
<td>128</td>
<td>121</td>
<td>187</td>
<td>66</td>
<td>55%</td>
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<tr>
<td>--Students Receiving External Grants, Awards, Fellowships</td>
<td>290</td>
<td>147</td>
<td>95</td>
<td>(52)</td>
<td>-35%</td>
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<tr>
<td>--Student Authoring Published Papers</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>250%</td>
</tr>
<tr>
<td>--Students Supported by Faculty Research Grants</td>
<td>41</td>
<td>36</td>
<td>61</td>
<td>25</td>
<td>69%</td>
</tr>
<tr>
<td>--Students Supported by Dept Grants/Scholarships</td>
<td>100</td>
<td>107</td>
<td>68</td>
<td>(39)</td>
<td>-36%</td>
</tr>
<tr>
<td>--Students accepted into professional or PhD programs</td>
<td>93</td>
<td>80</td>
<td>60</td>
<td>(30)</td>
<td>-25%</td>
</tr>
<tr>
<td>Student Support</td>
<td>Program Support</td>
<td>Repair/Maint Supply/Classroom/ Lab Mtrls/Misc</td>
<td>Computers/Software/Furniture/Equipment</td>
<td>Travel/Relocation</td>
<td>Instructional Reassigned Time</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>ANTH</td>
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<td>5,819</td>
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<td>GEOG</td>
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<td>0</td>
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<tr>
<td>HIST</td>
<td>4,750</td>
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<td>PSY</td>
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<tr>
<td>SOC(1)</td>
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<td>0</td>
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<td>0</td>
<td>9,694</td>
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<td>SWRK(2)</td>
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<td>14,449</td>
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<td>URBS</td>
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<td>7,462</td>
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<td>Center for SCS</td>
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<td>14,937</td>
<td></td>
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<td>Atlantic Hist Ctr</td>
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<td>4,969</td>
<td></td>
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<td>AIS</td>
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<td>ARI</td>
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<td>4,969</td>
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<td>BCBA</td>
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<td>SSSMP</td>
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<td>0</td>
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<tr>
<td>SSC/EOP</td>
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<td>0</td>
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<tr>
<td>SBS Institute</td>
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<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geog Studies</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pro Dev-Hist</td>
<td>0</td>
<td>6,250</td>
<td></td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19,750</strong></td>
<td><strong>43,775</strong></td>
<td><strong>53,329</strong></td>
<td><strong>10,599</strong></td>
<td><strong>93,102</strong></td>
</tr>
</tbody>
</table>

**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
(1) Reflects Furlough 9.6% reduction in salaries

(2) Includes Base Budget and one-time monies
Annual Report on CSBS Assessment Activities
July 1, 2009 – June 30, 2010

The following document summarizes assessment activities that took place in AY2009-10 in the College of Social and Behavioral Sciences. Work was undertaken by College Online Coordinator and Assessment Liaison Talin Saroukhanian and Associate Dean Christina von Mayrhauser. Categories of work activity: design and launch of college-level assessment plan, maintenance of online assessment activities, CSBS contributions to and coordination with CSU and CSUN assessment activities, and additional assessment development activities. Individual Department reports on 2009-10 assessment activities and results are due 9/30/10 to the CSUN Assessment Office and will be added to this document at that time.

Design and Launch of College-Level Assessment Plan
- Reviewed content and best practices
  o Reviewed articles and reports to investigate best practices and methods for assessment
    ▪ Universities and Colleges’ methods of assessment
    ▪ How to create rubrics
    ▪ American Association of Colleges and Universities reports
    ▪ CSU
    ▪ CSUN
    ▪ State of California
  o Investigated Introductory, Gateway and Capstone courses
    ▪ Conducted a search of commonly used definitions for the terms
    ▪ Tried to identify CSBS departmental courses into IGC categories
- Drafted The Plan
  o Drafted a College assessment plan
    ▪ Incorporated academic ideas from both the anthropology and public policy fields
    ▪ Based the assessment plan on three phases of the public policy process (formulation, implementation, and evaluation)
      • Each phase of the policy process addresses the who, what, where, why and how
- Incorporated the idea of using policy tools to help achieve results (capacity-building, system-changing, mandates, and inducements)
- Incorporated the idea of "meso" level assessment
- Created a Student Identity Coding Process
- Devised an application scale for both undergraduate and graduate IGC courses based on the VALUE rubrics
- Incorporated both summative and formative assessment methods into the plan
- Created charts and tables presenting a visual of how the plan would work
  o Created a CSBS Assessment webpage using Google Sites
  o Created a Prezi presentation for the ACM
- Pilot the Plan
  o Created and launched a CSBS Moodle Assessment Site
  o Created a survey questionnaire for methods courses
    o Asked CSBS methods course instructors to request students to complete assessment survey

**Maintenance of On-Going Assessment Activities**
- Submitted an assessment plan to WASC
- Facilitated and oversaw assessment efforts for each department as it relates to program review
  o Meeting with assessment liaisons
  o Communicating with chairs
  o Assisted in preparing self-study documents:
    o Pan African Studies
    o Geography
    o Psychology
- A report on the 2008-2009 assessment activities was compiled and submitted to the University assessment office
- Attended Academic Assessments Liaisons Committee meetings regularly
- Effort to standardize SLO and IGC (Introductory, Gateway, and Capstone) measurements
  o Compiled each departments SLOs into Google Docs
  o Created a departmental IGC verification form
  o Created a CSUN assessment matrix in Google Docs
CSBS Contributions to and Coordination with CSU and CSUN Assessment Activities

- Assisted the Graduate Studies Committee in revising curriculum form items for assessment (The proposed changes are still in progress)
- Met with the director of Institutional Research, Bettina Huber, to discuss CSBS Moodle innovations for assessment in relation to her pilot for assessing Introductory and Capstone courses across the University, which was originally planned for e-portfolios but now has been switched to Moodle, the CSBS method.
- Met and discussed CSBS plans with the University Office Assessment Director, Bonnie Paller
  o She asked us to share the CSBS assessment with the WASC visiting team
  o Helped Bonnie and University Assessment develop a Moodle site and upload content
  o CSBS assessment plan was featured as the “new trend” in the higher education assessment report submitted to the CSU chancellor’s office
- Became participants in the CSU Chancellor’s Office Assessment Advisory Group at the invitation of the Chancellor’s Office Assessment Director, Ken O’Donnell

Additional Development Activities

- Staff professional development
  o Attended grant writing seminar
  o Attended hybrid/course redesign conferences and webinars
  o Attended assessment workshops and sessions held as part of Harvard MDP Program and CCAS Conference
- Created an alumni survey using SurveyMonkey used for both alumni development as well as assessment
- Served as an assessment consultant for CSUN-LAUSD after school programs

Plans for 2010-11 Assessment in CSBS

- Continue developing LEAP framework for CSBS (focus 2010-11: Critical Reasoning)
- Design, operationalize longitudinal cohort “value added” learning growth plan
- Continue working with Departments to revise SLOs towards direct assessment and connect Assessment to program review in preparation for WASC visit
Annual Report on Online Instruction and Online Business Processes  
July 1, 2009 – June 30, 2010

The following document summarizes online instruction and online business process capacity development that took place in AY2009-10 in the College of Social and Behavioral Sciences. Work was undertaken by College Online Coordinator and Assessment Liaison Talin Saroukhanian and Associate Dean Christina von Mayrhauser. Categories of work activity: policy, audits/standardization, Moodle development, Online capacity development, ATI/Accessibility compliance, and special inquiries.

Policy
- Attended Educational Policies Committee meetings and contacted the EPC chair, Hillary Hertzog, and Greg Mena about how to introduce online instruction policy.
- Drafted preliminary policies for online instruction and began using it in for Fall 2010 in the College, which is prior to any University policy formulation.
  o Identified specific definitions

Audit and Standardization
- Standardized the class notes for CSBS online courses
  o Created questions for each department to complete addressing online course delivery methods. With the help of Lucille, the questions were distributed to each department where individual faculty completed and sent back. All the responses were reviewed and input into Solar as class notes when necessary. This was done to help standardize all class notes and make sure the online course requirements and expectations are clear and available for students.
  o Conducted an audit of CSBS online course offerings going back to 2004

Moodle Development
- Developed two Moodle sites for CSBS:
  o CSBS Assessment
  o CSBS Moodle Site (a revision of the original CSBS WebCT site created in 2008-2009 academic year)
    ▪ Uploaded College and University forms:
      ▪ Curriculum forms
• College and program assessment reporting forms
• Departmental forms for Pam
  • Populated the site with two CSBS committees and piloted committee voting and discussions
  • Academic Planning Committee
  • Academic Assessment Liaisons Committee
• Helped develop a Moodle assessment site for MSW

Online Capacity Development
• Moodle: First Look presentations:
  • Pan-African Studies retreat
  • Sociology retreat
  • ACM
• Conducted Moodle Basics and Moodle Activities workshops at the department, college, and university-levels
  • Anthropology and Social Work workshops
  • Two CSBS workshops
• Conducted thirty plus workshops for the University, which the CSBS faculty were notified of and many of which also attended.
• Individual faculty members from various departments were assisted with online course set-up and questions either via email or in scheduled meetings.
• Notified faculty about the Teaching and Learning Bytes series. And, presented in two of the sessions including “Teaching with Facebook” and “Less Time, Less Money? – Leveraging Technology & Universal Design”
• Arranged two webinars on e-portfolios and invited faculty to attend

ATI/Accessibility Compliance
• Formed a CSBS ATI/accessibility group, which included Sue Cullen, Sandra Cesar, Rob O’Keefe, and Talin. Presentations explaining universal design and the use of CSUN’s accessible online templates to create syllabi were conducted during departmental retreats:
  • Social Work
  • Sociology
  • Psychology
• Worked with individual faculty on helping to create accessible online syllabi

Special Inquires
• Surveyed CSBS offerings to see whether an online degree in Social Science can be offered.
- Advertised Courses on the CSBS website with the help of Rob O'Keefe
  - Summer 2010 Course Offerings
  - Fall 2010 Online and Hybrid Course Offerings
- Investigated different platforms to use for online assessment, such as PBWorks, Google Docs, and various e-portfolio software
- Investigated different survey tools such as the tools available in Moodle and Google Docs, SurveyMonkey, and other free online tools.
- Compiled list of faculty who have taught online from 2004 to 2009.

**Proposed Next Steps for 2010-11**
- Move all faculty in CSBS to paperless online Moodle environment where all instructional items will be accessible/accessed by students.
- Move business processes of the college to an online Moodle environment
- Conduct workshops and individual training sessions to boost online instruction capacity.
- Work entrepreneurially with Tseng College on online course offerings.
- Work with David Levin on future plans for online instructional delivery such as a teaching lab room that can be used for lecture podcasting.
- Continue exploring social networking tools’ viability for the classroom.
- Work with Dean to evaluate first three year plan accomplished in 2007-10 for online capacity and establish baselines/benchmarks for next three year plan (2011-14) in terms of online instruction capacity building.
College of Social and Behavioral Sciences
Baseline Web Site Assessment
(2009-2010)

Prepared by Robert O'Keefe
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September 30, 2010
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Purpose and Scope
The purpose of this report is to document the College of Social and Behavioral Science’s web presence and to begin to identify areas where improvements can be made. As the College moves towards an ever more intensive on-line capability, it will be imperative that our public web information is recorded and continually evaluated in support of that goal. This report is a crucial first step to identify ways in which the college may best utilize its web capabilities, increase the functionality and usability of its web pages and provide the information visitors to its web pages are seeking.

Tracking data on the College web presence has been kept since November 28th 2008. This report gives a thorough assessment of our web presence and all the pages, links and documents so contained for the time period of 07/01/2009 to 07/01/2010; the first full academic year for which analytical web records have been kept. This report should be viewed as a baseline from which to develop talking points and strategies so that future goals may be formulated.

This report should also be viewed as the first in a series of documents to assess and refine our web presence and capabilities.

Derivation of Data
The majority of the data for this report was derived from the following sources over the period of 07/01/09 to 07/01/10. The accessibility and link and orphaned file reports were generated on 08/01/10. Individual consultations with University Web Services were conducted to interpret data and provide context.

- Google Analytics:
- ACC Verify Reporting for 508 Accessibility/Compliance.
- Adobe Dreamweaver CS4: Validation to WC3 Standards.
- Adobe Dreamweaver CS4: Link and Orphaned File Reporting.

Definitions of common terms in this report
508-Accessibility refers to the 1998 Congressional amendment to the Rehabilitation Act of 1973 requiring Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Both the State of California and the California State University Chancellor’s Office have adopted this standard for all web and electronic communications as well.

CSBS herein refers to The College of Social and Behavioral Sciences.

Direct Traffic refers to web site hits that are generated either by a user typing in a URL or clicking on a bookmarked (stored) URL in their browser.

Bounce Rate is a percentage of the visitors who left the site on the same page they accessed it from. Without visiting any other pages in the web site.
**Browser** refers to the software application used to access the site. Internet Explorer Version 8, Internet Explorer Version 7, Mozilla Firefox, and Safari are the most common browsers. Individual browsers render our pages differently and have different inherent capabilities. This is important when addressing accessibility, dynamic content and for aesthetic reasons.

**Keywords** are significant word(s) or phrase searches for relevant information contained in a web page or web document. Keyword searching is the most common form of text search on the internet.

**Homepage** refers to the main college web page only (http://www.csun.edu/csbs/).

**IP Address (Internet Protocol)** a numeric label that identifies individual machines on a computer network. IP addresses allow applications, like Google Analytics, to track visits to our web domain.

**New Visitors** refers to new hits to our web page(s) from IP addresses that had not previously accessed the site before.

**Orphaned Files** are files within a web domain that have no HTML link to a referencing page or any other page. These are most commonly generated when content is updated but not asked to be removed from the site. Orphaned files are not desirable, for if a person has an orphaned file bookmarked, he or she could still access the outdated information.

**Page views** are defined as a view of a page on your site that is being tracked by the Analytics tracking code. If a visitor hits reload after reaching the page, this will be counted as an additional page view. If a user navigates to a different page and then returns to the original page, a second page view will be recorded as well.

**Pages/Visit** refers to the number of linked pages within our site (the depth) that the visitor accessed during their session.

**Referring sites** refers to web site hits that are generated either by a user typing clicking on an external link on another website that takes them to your page.

**Search engines** are internet software applications that allow users to search for content (web sites) based on user generated queries. Google, Yahoo, Safari and Bing are all examples of search engines.

**Traffic** is a more generalized term that takes into account all visits to our site (visits, page views, unique visitors, new visitors etc.)

**Time on site** is the amount of time a visitor’s browser spent on an individual page.

**Total Unique Visitors** refers to the total number of unique IP addresses that have accessed our page(s).

**Visits** represent the number of individual sessions initiated by all the visitors to your site. If a user is inactive on your site for 30 minutes or more, any future activity will be attributed to
a new session. Users that leave your site and return within 30 minutes will be counted as part of the original session.

**Web Domain and Web Presence** refers the CSBS site as a whole (all the folders and files contained within. The CSBS Web Site refers to the college homepage only ([http://www.csun.edu/csbs/](http://www.csun.edu/csbs/)).

**Overview of the CSBS Web Domain as of 08/01/10**

Significant strides have been made this past year in making the CSBS web domain more efficient and functional. At the time of this writing, the CSBS webmaster had eliminated all broken links (internal and external). Orphaned files have been reduced from a high of over 800 in September of 2009 to 11 (total) as of this writing.

- The CSBS web domain contains 570 HTML files (web pages) and 579 linked documents. These are organized in 289 folders.
- Of the linked documents 459 are PDF files and 80 are MSWord documents. Twenty-one are MS PowerPoint files. Thirty-seven are Excel spreadsheets.
- Only 2 files are currently utilizing dynamic content of any type.
- There are 21,063 total links within our web domain.
- There are 11,499 internal links within our web domain.
- There are 9,564 external links within our web domain.
- There are 11 orphaned files within our web domain.

**Accessibility**

- All 570 of the CSBS web pages have passed the Section 508 of the Americans with disabilities act accessibility check points as of 08/02/2010.
- 84% of our pages passed automated checking using ACCVerify without the need for manual (visual) inspection.
- The remaining 16% were visually inspected and passed 508-Accessibility checkpoints.
- Independent verification from University web Services is pending.
- Individual linked documents (i.e. PDF’s and MSWord documents) in our web domain may fall short of full accessibility. These are being addressed on a case by case basis.
- A full accessibility report is available upon demand.

**Image Summary**

- Images: 1313
- Images without Alt attribute: 0
- Images with Alt attribute: 1313

**Images with blank Alt attribute: 0**

- Images with null Alt attribute: 0
HiSoftware AccVerify Summary
- Date and Time: 8/2/2010 1:06:12 PM
- Total Files Reported: 570
- Total Files Passed: 570
- Total Files Failed: 0

View Accessibility Statistics Summary
- Percentage Passed: 100.0 %
- Percentage Failed: 0.0 %

Error Checkpoint Summary
- 508 Standards, Section 1194.22, (a): 0
- 508 Standards, Section 1194.22, (f): 0
- 508 Standards, Section 1194.22, (i): 0
- 508 Standards, Section 1194.22, (j): 0
- 508 Standards, Section 1194.22, (k): 0
- 508 Standards, Section 1194.22, (m): 0

Visual Checkpoint Summary
- 508 Standards, Section 1194.22, (b): 0
- 508 Standards, Section 1194.22, (e): 0
- 508 Standards, Section 1194.22, (g): 49
- 508 Standards, Section 1194.22, (h): 49
- 508 Standards, Section 1194.22, (l): 79

Visual Verification Summary
- Total Files Requiring Visual Verification: 93
- Total Files Not Requiring Visual Verification: 477
- Percentage Requiring Visual Verification: 16.315%
- Percentage Not Requiring Visual Verification: 83.685%
  (Note: see below for information regarding this summary.)

Image Counts by file extension
- .gif = 564
- .jpg = 737
- .pdf = 1
- .png = 10
- None = 1

Form Summary
- Forms: 1102
- Forms with Labeled Controls: 1101
- Forms with Inputs using the Alt attribute: 2
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- Forms without Input elements: 0
- Forms with Input Images not using the Alt attribute: 0
- Forms without any use of Tab Index: 1101
- Forms without any use of Access Key: 1102

Frame Summary
- Frames: 0
- Frames without Title Attribute: 0
- IFrames: 0
- IFrames without element content: 0

Script Summary
- Script Elements: 94
- Pages using Script Elements: 79
- Pages using Script Elements without NOScript: 79

Link Summary
- Links with the phrase "Click Here" in the link text: 1
- Links to DOC files: 45
- Links to MP3 files: 0
- Links to MPG files: 0
- Links to PDF files: 476
- Links to PPT files: 9
- Links to SWF files: 0
- Links to XLS files: 35

Table Summary
- Tables: 55
- Tables with Summary attribute: 37
- Tables with Caption: 37
- Tables with Summary and Caption: 37
- Data Tables: 49

Object Summary
- Objects: 0
- Objects without element content: 0

Applet Summary
- Applets: 0
- Applets without either the Alt attribute or element content: 0
Traffic Patterns for the CSBS Homepage

Traffic to the CSBS web site, from all sources, is consistently highest at the start of each semester. Visitation to the site follows a discernable pattern. Pages hits are highest on Monday and Tuesday with visitation falling off through the week. Saturdays and Sundays record the fewest visits. The start of each semester generates the highest hit counts (pageviews) for the year. There are measurable rises in hit counts around mid-term and just before finals week as well.

- The CSBS homepage had 62,227 visits from 07/01/09 to 07/01/10.
- The CSBS homepage had 86,093 page views 07/01/09 to 07/01/10.
- The CSBS homepage averaged 1.38 pages/visits 07/01/09 to 07/01/10.
- The bounce rate was 77.58%
- The average time on site was 1 minute and 37 seconds.
- New visitors accounted for 31.30% of our web traffic.
- The CSBS homepage averaged 170.02 total visits per day.
- The CSBS homepage averaged 52.23 new visitors per day.

Total visits per day (top 10 traffic days):

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Visits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 25, 2009</td>
<td>(454)</td>
</tr>
<tr>
<td>Monday, August 24, 2009</td>
<td>(450)</td>
</tr>
<tr>
<td>Wednesday, August 26, 2009</td>
<td>(419)</td>
</tr>
<tr>
<td>Tuesday, January 19, 2010</td>
<td>(418)</td>
</tr>
<tr>
<td>Wednesday, January 20, 2010</td>
<td>(413)</td>
</tr>
<tr>
<td>Tuesday, November 10, 2009</td>
<td>(354)</td>
</tr>
<tr>
<td>Thursday, November 12, 2009</td>
<td>(353)</td>
</tr>
<tr>
<td>Thursday, January 21, 2010</td>
<td>(346)</td>
</tr>
<tr>
<td>Monday, December 7, 2009</td>
<td>(345)</td>
</tr>
<tr>
<td>Monday, November 9, 2009</td>
<td>(342)</td>
</tr>
</tbody>
</table>
**Number of new visitors per day (top 10 traffic days):**

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 25, 2009</td>
<td>(156)</td>
</tr>
<tr>
<td>Monday, August 24, 2009</td>
<td>(152)</td>
</tr>
<tr>
<td>Wednesday, August 26, 2009</td>
<td>(150)</td>
</tr>
<tr>
<td>Tuesday, September 1, 2009</td>
<td>(119)</td>
</tr>
<tr>
<td>Monday, August 31, 2009</td>
<td>(116)</td>
</tr>
<tr>
<td>Thursday, August 27, 2009</td>
<td>(114)</td>
</tr>
<tr>
<td>Tuesday, November 17, 2009</td>
<td>(112)</td>
</tr>
<tr>
<td>Tuesday, January 19, 2010</td>
<td>(108)</td>
</tr>
<tr>
<td>Thursday, November 19, 2009</td>
<td>(105)</td>
</tr>
<tr>
<td>Monday, November 2, 2009</td>
<td>(105)</td>
</tr>
</tbody>
</table>

**Traffic patterns for a typical week (taken at random):**

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 28, 2009</td>
<td>(95)</td>
</tr>
<tr>
<td>Tuesday, September 29, 2009</td>
<td>(131)</td>
</tr>
<tr>
<td>Wednesday, September 30, 2009</td>
<td>(125)</td>
</tr>
<tr>
<td>Thursday, October 1, 2009</td>
<td>(119)</td>
</tr>
<tr>
<td>Friday, October 2, 2009</td>
<td>(67)</td>
</tr>
<tr>
<td>Saturday, October 3, 2009</td>
<td>(52)</td>
</tr>
<tr>
<td>Sunday, October 4, 2009</td>
<td>(46)</td>
</tr>
</tbody>
</table>
**Traffic Sources**

- Search engines accounted for 32,473 visits (48.78%).
- Direct traffic accounted for 24,956 visits (37.49%)
- Referring sites accounted for 9,137 visits (13.73%)

<table>
<thead>
<tr>
<th>Search Engine:</th>
<th>Visits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google</td>
<td>27,045</td>
</tr>
<tr>
<td>(direct)</td>
<td>24,956</td>
</tr>
<tr>
<td>yahoo</td>
<td>2,892</td>
</tr>
<tr>
<td>bing</td>
<td>1,944</td>
</tr>
<tr>
<td>library.csun.edu</td>
<td>1,144</td>
</tr>
<tr>
<td>csun.com</td>
<td>850</td>
</tr>
<tr>
<td>auth.csun.edu</td>
<td>837</td>
</tr>
<tr>
<td>calstate.edu</td>
<td>696</td>
</tr>
<tr>
<td>tsengcollege.csun.edu</td>
<td>473</td>
</tr>
<tr>
<td>mynorthridge.csun.edu</td>
<td>324</td>
</tr>
</tbody>
</table>

**Search Terms and Keywords**

Search terms are user defined methods people can gain access to our web site(s). They are informational queries entered into a search engine (Google, Yahoo, Safari etc.) that return clickable URL’s as results to the user. The CSBS homepage was accessed of 32,473 times through the use of 6,084 keywords. The following are a list of the top 25 search terms used to gain access to the CSBS web site.

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>csun</td>
<td>8132</td>
</tr>
<tr>
<td>csun.edu</td>
<td>2179</td>
</tr>
<tr>
<td>cal state northridge</td>
<td>2096</td>
</tr>
<tr>
<td>california state university northridge</td>
<td>623</td>
</tr>
<tr>
<td><a href="http://www.csun.edu">www.csun.edu</a></td>
<td>621</td>
</tr>
</tbody>
</table>
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csu northridge 607
northridge university 285
northridge 266
http://www.csun.edu/ 259
psychology 251
academic calendar 202
points of pride 193
class search 154
majordomo 154
sociology 137
catalog 122
graduation 119
career center 112
admissions and records 106
california state university, northridge 96
transcripts 94
csun portal 92
social and behavioral sciences 92
financial aid 91
cal state university northridge 88