California State University, Northridge
Academic Affairs

2014/15 PLANNING FORM

This form is intended to present the plans for the whole college. Please briefly describe the processes and actions that your college will undertake in 2014/15 and up to three years beyond that address the planning actions below and how these connect to Academic Affairs' priorities of **academic quality** (access, assessment, research, learning-centered, and ongoing programs), **student engagement** (advising, retention, graduation rates, student involvement in faculty research, and **shared values** (CSUN Planning Priorities, collaboration, IT Vision@2015, Campus Sustainability Plan, and revenue enhancement). Indicate how your plans include assessment.

Our planning is done in the context of overall university planning. In order to effectively integrate our planning efforts, please refer to the following:

- CSUN Planning Priorities
- The Campus Sustainability Plan
- IT Vision@2015

The planning document should be no longer than seven pages, using 12-pt Times new Roman font, including one page that reflects on the college's achievement of outcomes set in last year's plan.

Initial drafts are due by **November 1, 2013**; **final drafts** are due by **December 20, 2013.**

Please submit planning documents by uploading to myCSUNbox only. (Deans will be provided access to an Academic Affairs 2014/15 Planning folder in myCSUNbox.)

Planning Actions

1. Demonstrating Student Success (through access, advising, retention, graduation rates, student involvement in faculty research, and assessment)
2. Supporting New Faculty
3. Demonstrating Integrated Planning: Actions to Meet IT Vision@2015 and the Campus Sustainability Plan
4. Increasing Basic and Applied Research and Sponsored Programs
5. Increasing Revenue Generation
6. Creating and Maintaining Partnerships with the Community

COLLEGE/UNIT: CSBS

REFLECTION ON OUTCOMES FROM 2012/13 & MID-YEAR 2013/14 PLAN

Demonstrating Student Success

- ✓ Appointed 2 Resilient Scholars to mentor 30 foster youth students
- ✓ Implemented Advisor Trac system
- ✓ Supervision of Disqualified students moved to Associate Dean
- ✓ SSC advisors recorded 12,615 student visits serving 6,860 students
- ✓ Implemented specialized intervention plan with 8 workshops to at risk students, 15 workshops for students on academic probation, &74 workshops for First Time Transfers
- ✓ Increased number of mentors in Academic Mentor Experience to 11
- ✓ Implemented seamless scheduling of student advisors in departments
- ✓ Faculty online taskforce recommendations on training & evaluation of online courses implemented with attention paid to meaningful assessment
- ✓ Implemented plan wherein all 2nd semester freshmen take mandatory 2nd semester workshop, all EOP students seen on a one to one basis
- ✓ Psychology & Sociology students placed in designated CSBS sections of Math 140 with attached SI components
- ✓ 5 departments provide formal tutoring intervention for writing & statistics
- ✓ Participated in AB1440 & DIG initiatives
- ✓ 275 students involved in faculty research
- ✓ Appointed College assessment coordinator facilitating/clarifying best practices & expectations
- ✓ Held Career workshops for Seniors
- ✓ University 100 added to TEWS
- ✓ College Academic Planning Committee adopted process to verify all curricular changes driven by, and aligned with assessment evidence

Supporting New Faculty

- ✓ All new hires given 2 years reduced teaching load
- ✓ All new hires of last 3years given summer research stipends
- ✓ Grants & Contracts workshops held specifically for new hires
- ✓ Increased % of new & probationary faculty receiving college research support
- ✓ Annual college wide reception to introduce and welcome new hires

Sustainably Using Facilities & Actions to Meet IT Vision 2015 & Technology to Support Mission

- ✓ Reconfigured Social Work field placement accommodating growth of offsite cohorts
- ✓ 15% of CSBS FTES delivered online
- ✓ 42% of all CSBS classes deliver instructional materials through moodle
- ✓ Moved bottleneck labs in Geography to hybrid format thus increasing enrollment capacity
- ✓ Introduction of 4 thin client labs
- ✓ Designed online methods class across majors in college
- ✓ Central control of scheduling of all classrooms with 60 to 231 seats
- ✓ Reduced number of sections to reach target
- ✓ Implemented new workload formula achieving dept average of 35FTES

- ✓ Launched online MSW in partnership with Tseng self-support
- ✓ Launched MA option in Psychology
- ✓ Increased number of off-site self-support cohorts across programs
- ✓ Developed a public-private partnership to offer overseas field schools in Anthropology
- ✓ 16 contracts awarded to college
- ✓ Criminal justice certificate developed
- ✓ Signed MOU with HIRI bringing funds to make Center for Southern California studies a hub for contracts & grants
- ✓ Hired a historian in digital media

2014/15 PLANNING FORM

1. **Demonstrating Student Success (through access, advising, retention, graduation rates, student involvement in faculty research, and assessment)**

    - Expand college level support to departments for assessment activities through the appointment of a faculty resource specialist who will assist departmental assessment liaisons in improving evidence collection and closing the loop through the implementation of best practices; reports to college assessment coordinator
    - Explore feasibility of establishing common SLOs across the majors which would expand upon the adopted common college-wide SLO on critical thinking that will rely on a common rubric framed around the AACU Value Rubric (focusing on evidence collection, integration, and interpretation). Sources of evidence are likely to include papers from capstone courses across the college.
    - Create a central location for implementing tutoring services across the college with the goal of making tutoring more efficient and user friendly experience for students; all tutoring services in the college supplement the LRC, and focus on building competencies in social statistics and writing; up to this point most evidence of impact of tutoring is qualitative and is based upon satisfaction surveys - goal over the year will be to collect quantitative data so as to evaluate trends in the number of students requiring remediation and the numbers of repeatable grades
    - Establish a career day for social scientists staffed by alums
    - Develop a new course “Tools for Social Scientists” with the goal of better preparing our majors for social statistics thus reducing bottleneck around math 140 additionally the college will expand tutorial interventions for students in Math 140 in order to reduce repeatable grades.
    - Renovation of college student service center to accommodate more effective and efficient student advising

2. **Supporting New Faculty**

- Introduce college based RTP workshop supplementing RTP roadshow
- Implement recommendations of college climate taskforce
- Create Grants Mentorship program for those new faculty seeking grants & contracts by pairing them with faculty already successful in the securing of grants & contracts
- Maintain reduced teaching load and summer research stipends for first 2 years of probationary service thus encouraging focused research including the development of research projects that address regional needs

3. **Demonstrating Integrated Planning: Actions to Meet IT Vision@2015 and the Campus Sustainability Plan**

- Expand tablet pilot in Geography to at least 3 other departments in college thus phasing in such technology so as to not overburden college technology budget – college budget can support use of such technology as long as it is for instructional needs
- Replace current file servers and migrate college & department file shares to the cloud
- Convert all department graduate applications to online
- Increase number of paired hybrid classes to achieve optimal classroom space utilization
- Pilot use of MYCSUNBOX in Deans office allow for more effective sharing of administrative files and data collection

4. **Increasing Basic and Applied Research and Sponsored Programs**

- Targeted workshops across the ranks organized around research themes that could be common across the disciplines including the development of research projects that address regional needs and are feasible projects to be funded externally
- Establish a matching program of 3 units reassigned time for all faculty awarded external grant based reassigned time in grants funded at $100,000 or more in direct costs
- Provide editorial and proofreading services from faculty mentors with a history of securing large grants to faculty preparing grant proposals of $100,000 or more; each faculty mentor to receive stipend to increase the college's revenue base thereby augmenting general funds
- Provide 3 units reassigned time to all faculty PIs writing major grant proposals (at least $100,000 in direct costs) under the supervision of the college grants and contacts officer stipend to increase the college's revenue base thereby augmenting general funds

5. Increasing Revenue Generation

- Institutionalize within college a special sessions unit headed by director who will coordinate development of new entrepreneurial programs in line with market place and community needs as well as ensuring that all special session programs align with academic standards and protocols
- Develop corporate/executive training workshops in strategic management, HR, organizational leadership and executive leadership for the private/corporate sector in particular for overseas markets
- Develop continuing education workshops (CEU's)for licensing (Social work and Psychology)
- Grow MSW online internationally

6. Creating and Maintaining Partnerships with the Community

- Sign MOU establishing Center for Mexico & Latin American Studies
- Expand the Autism Affinity Network on campus where families with children who have autism can be helped with a myriad of issues
- Work with Tarzana Treatment Centers and Shields for Families on: suicide prevention that reaches out to many areas of the community and research with foster youth in the area
- Water resources work with Southern California Coastal Water Research Project, San Francisco Estuary Institute, & State Water Resources Control board
- Develop an educational program and technical support in geospatial technology for fire departments in the cities of Los Angeles, Santa Monica, and Culver City
- Run a parenting clinic for parents of kids with behavioral disorders/challenges and clinical psychotherapy groups in the community for people with mood and anxiety disorders
- Run Neighborhood Legal Services (self-help as well as domestic abuse self-help clinics)
- In alignment with the new joint program with Southwestern School of Law expand connections to legal agencies and courts to include the District Attorney's office, Victim's Advocates office, and potentially the city attorney's office in Van Nuys, San Fernando, and Antelope Valley
- Expand the Center for Southern California Studies' mission to provide contract-based services for non-profits
- Maintain and expand public forums on issues of importance to our community
- Maintain and expand workshops for high school social science teachers
- Continue to provide prevention and intervention services through the Mentoring to Overcome Struggle and Inspire Courage (MOSAIC) program to at risk youth in Los Angeles Unified School District Continuation Schools who reside in the San Fernando Valley to increase their high school graduation rates