

College Planning Form

College:

SOCIAL & BEHAVIORAL SCIENCES

Planning Coordinator:

STELLA THEODOULOU

1. Briefly explain how your plans relate to your college's mission/vision.

Click on shaded area to begin.

In 2007 the College embarked upon its first strategic Three Year Plan with the overall vision of delivering a relevant education to its majors. The plan is structured around the goals of:

- Applied training where possible
- Urban focus where possible
- Knowledge of global context
- Facilitate community based research
- Widen relationship with community providing lifelong learning opportunities
- Maintain commitment to continuous improvement of student experience

2009/2010 is the third year of the College Three Year Plan thus all activities planned support the delivery of the vision and goals of the plan and align with the core initiatives of the University.

Due to budget constraints not all stated objectives of the goals of the 2007 – 2010 strategic plan of the College will be realized. However, at this point the College has realized nearly 75% of its objectives across its stated goals. The remaining 25% of objectives not achieved lie in the area of hiring and new programmatic initiatives. The failure to realize these objectives is due to obvious budget constraints.

The college intends to hire 2 tenure track faculty and 2 lecturers in Social Work. This hiring supports our goal of increased applied training and serving communities and building upon our urban focus. Additionally, the hires are necessary to meet accreditation requirements.

2. ACADEMIC QUALITY

a) Assessment

Explain the progress that the college has made—and will make—in assessment: Identifying performance outcomes, setting benchmarks, assessing against them, using results, etc.

The College has made significant 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.

In 2009/10 due to both budget and faculty constraints the College will move to a college wide pre test and post test assessment model so as to align with the three year College plan and ultimately to move the College toward a centralized assessment program with common SLOs and implementation across the disciplines present in the College.

(a) Progress Made

- 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 slated for review in Sp 09.
- SWRK conducted self-efficacy scale tests and field assessments to measure 17 program objectives. 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.
- 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 Geog. mining e-portfolio for evidence to support curricular change (away from geomorphology and towards sustainability, etc.)
- SOC administered ETS major field test in Sociology to assess whether program modifications need to be made in SOC’s four options (gen. soc., criminology/corrections, social welfare, counseling.) Modification of counseling option reviewed by college in Nov. 08.
- 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.)
- 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-shapes core foundation requirements and changes specialization options. New assessment tools in development for use in evaluating URBS 150.
- 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.

(b) 09/10 Assessment Plan

- College to centralize assessment in 09/10 as a means of ‘closing the loop’ in planning process. Plan: use “common measures” evidence (and evidence from ongoing departmental assessment) to fulfill/revise College mission/goals, identify resource needs, and improve programs.
- Common measures to be developed for purpose of answering two questions. Question 1: What is the impact of (a) selected Department/College Learning Activities (e.g., enrollment in selected courses) on (b) selected attributes of student experiences (e.g., changes in time to degree), in relation to pre-existing and mediating factors (e.g., student readiness)? Question 2: What does evidence collected from Question 1 do to help College (a) fulfill departmental and college mission and goals (i.e., show progress), (b) identify resource needs, and (c) improve programs?
- Departments will provide answers to above questions by participating in “common measures” protocol (to be implemented in F09 and calibrated in common training sessions for inter-rater reliability purposes.) Existing standard practices in Departments (based on SLO measurement and evidence-driven curricular change) would continue and would complement college level efforts. College will use common measure data and individual department data to feed back information into the yearly planning process.
- In preparation for the common college plan to be enacted in 09/10, existing SLOS will be audited for their alignment with College goals and Department 3-year plans and for commensurability of measures used across departments.

2. ACADEMIC QUALITY *(continued)*

b) **The Learning-Centered University**

CSUN faculty and staff have developed pedagogies and learning objectives that take into account the different ways and paces by which students learn, as well as the different media and formats that suit different disciplines and levels of instruction. Recently, we have especially encouraged the replacement of seat time—hours as a measure of learning—with indices and supplementary experiences which allow students to proceed faster, if they can. Record the major ways in which the college has implemented—and will implement—several principles of a learning-centered and/or innovative university. Indicate, too, the extent to which funds have been redeployed to these ends.

The following records the major ways in which the college has implemented – and will implement – several principles of a learning-centered and/or innovative university. Each initiative receives considerable College focus and funds.

Implemented

- Established new College Online Instruction Coordinator position for 08/09. Identified departmental capacities for online instruction and facilitated online course development in departments. Funded online course development.
- Funded, appointed and mentored first annual college Teaching Fellow.
- Completed several curriculum revisions that emphasize applied and career skills (e.g., new ANTH museum studies course, URBS program modification).
- Placed student concerns at core of decisions and actions (e.g., conducted cost-savings assessment for students enrolled in online courses for purpose of assessing how online initiative affects students and student learning); identified cost-saving measures for students that could be implemented in departments (e.g., wider use of online journal articles in HIST, use of Beck grant to explore uniform adoption of lower-division course texts in POLS.)
- Increased fieldwork opportunities (e.g., PSYCH took students to Guatemala and Korea to work with childhood disability and autism concerns; HIST took students to South America, Costa Rica and Europe in 2008 and to San Francisco/Europe in Sp/Su 09.)
- Incorporated community guest speakers as learning resources (e.g., MOSAIC program participants as community guest speakers at 2008 Envisioning California Conference; alumni working in applied anthropology as community guest speakers at 2008 Anthro Expo.)
- Strengthened departments' community relationships through student engagement in service learning and through College-sponsored Envisioning California Conference in 2008.
- Supported facilitative/participatory approach to classroom learning through College-funded pilot programs.
- Supported student engagement through support of award-winning Model United Nations (POLS) team, Model African Union (PAS), COR (PSYCH), Lobby Days (SOC), and Student Clubs (HIST).
- Included learning-centered language on AA-1s: "Commitment to teaching effectiveness and student learning".
- Participated in WRAD (Writing Across the Disciplines) for purpose of improving writing skills across majors.
- Determined through feasibility study that online BA in social sciences unrealistic at this point.

Will Implement

- Refine and administer new centralized "common measures" College Assessment Plan based on three-year plan priorities, strategic goals and mission of College.
- Conduct survey of how skills pertaining to employment opportunities are being taught (using survey piloted by ANTH in 07-09; broader college survey deferred from 08/09 plan.)
- Complete additional evidence-based curriculum revisions that emphasize applied and career skills (e.g., PSYCH's planned major revision, to be implemented Spring 2010.)
- Launch Graduate Certificate in URBS (first cohort 09/10). Develop: Geography Online B.A.; Heritage Management Certificate; Design Sustainability and Environmental Management Certificate; M.A. in URBS (latter deferred from 08-09 plan); and SWRK DPSS Certificate. Determine which additional department could be a suitable home for Online B.A. (following Geography's model.)
- Commence full-scale online M.P.P. program in Fall 2009 through Tseng College.
- Fund, appoint and mentor second annual college Teaching Fellow.
- Expand fieldwork and internship opportunities (continued from 08-09; e.g., PSYCH to take students to Philippines to work with childhood disability. URBS to consider feasibility of taking students to Brazil.)
- Sponsor/organize/host 21st Annual Envisioning California Conference in Fall 2009 at Skirball.
- Continue improving writing skills across majors; assess feasibility of requiring that college-taught upper-division GE courses exceed Writing-Intensive GE benchmarks.

2. ACADEMIC QUALITY *(continued)*

c) **Research and Creative Activity**

Colleges and other units should report initiatives that will: (1) “incentivize” research, (2) require matches, in-kind support, or enhancements to facilities, (3) respond to regional needs, (4) revamp the delivery of the curriculum and/or the involvement of students as research/creative apprentices, and (5) or require reforms in RPT that, for instance, clarify the standards for early promotion and specify how alternatives to publication will be appraised. Pay special attention to opportunities, through grants and contracts, to enhance the General Fund support of units and the total compensation of faculty.

College will repurpose general fund dollars in the following ways to stimulate research activities

- 3 research competitions funded AYO for discipline research and teaching innovation/pedagogy
- College Research Fellow
- College Teaching Fellow
- Creation of a list-serve of recipients of college funded research projects
- College-funded monthly faculty research brown bag forums

College will encourage student engagement in research through

- Funding Student Conference paper authors
- Recognizing student participation in/organization of annual AnthroExpo

To meet regional needs the College plans to

- Launch Online MPP in fall 2009 through Tseng
- Launch Graduate Certificate in Urban Planning Fall 2009.
- Develop certificate and graduate programming in Public Heritage Management with Curb and Tseng Colleges
- Develop (and partner with other interested colleges on) certificate and graduate programming in Sustainability & Environmental Management
- Develop (and partner with other interested colleges on) certificate and graduate programming in Forensics
- Host Envisioning California Conference Fall 2009 (theme: Public Health)

College will fund curriculum redesign that

- Focuses upon alternate modes of delivery such as online and hybrid classes;
- Focuses upon global dimensions and collaborative interdisciplinary research and that encourages growth through entrepreneurial partnerships with Tseng and other Colleges

College will work with faculty to obtain funding for projects through various means including:

- Maintaining and expand grants and contracts’ web presence to communicate with faculty and provide a valuable resource for grants and contract activities;
- Conduct outreach to faculty and identify and distribute funding opportunities throughout the college and provide writing, editing and proposal submission support.
- Develop a plan for building a Corporate Affiliates Program, which will foster linkages between College programs/centers/faculty research efforts and regional corporations and organizations. The primary aim of this effort will be to generate contract opportunities for faculty as well as create student recruitment pipelines and secure unrestricted income for the College.

Reform in RPT

- Urban Studies and Planning has submitted to the CSBS Personnel Committee a new department-specific personnel manual that identifies expectations for faculty that go beyond or differ from Section 600 in terms of publication and service requirements. To be implemented in Fall 2009.

2. ACADEMIC QUALITY *(continued)*

d) On-Going Programs

What changes do you anticipate? In particular, how will academic change entail more than growth? Will it entail experiential learning, reduce seat time, reinforce GE, and/or respond to regional needs or accreditation reviews? Will it reflect an entrepreneurial direction to enhance General Fund and total compensation? How will you reduce costs to students? How are you engaging in partnerships with the community?

Ongoing Program Development/Academic Changes Involving Reduced Seat Time, Entrepreneurial Programming, Community Partnerships

- Two departments (Psychology and Urban Planning) will undergo major revision of their curriculum so as to streamline graduation requirements
- Three departments (Anthropology, Geography, Urban Planning) will develop and offer new online courses
- BCBA certificate launched in Fall 2008 in partnership with Tseng will be redesigned to meet increasing regional demands for certification of analysts holding BA degree
- Continuing education for mid career state behavioral analysts being developed in partnership with Tseng for implementation in Fall 2010
- In partnership with Tseng we will explore the development of training workshops for mid career professionals in the nonprofit and public sector both here and internationally
- Contract-based partnership with community based organizations such as Generation Rescue to study diet and autism
- In partnership with Tseng design and develop certificate and graduate degree programming in Public Heritage; and in Sustainability and Environmental Management. Both to explore partnerships with community organizations such as the Getty.
- Reduced costs to students will be a main priority and delivered through increased online offerings and use of Oviatt library data bases.
- Develop new courses in at least 2 departments that blend discipline knowledge with applied/ career skills.

Student Cost Containment Initiative

- Using data from online capacity survey administered October 2008, College estimates saving to students enrolled in online courses offered by S&BS to be as follows (based on cost of gas at \$2.00 to \$3.00 per gallon) in 2008-09:

(a) Fall '08	\$284,100 - \$426,150
(b) Spring '09	<u>\$312,600 - \$468,900</u>

08-09 Total Projected Savings \$596,700 - \$895,050

For 09/10 we plan to expand our cost savings initiatives beyond online course offerings. Our 09/10 cost savings goals are indicated on the "Goals to Reduce Student Costs" worksheet attached to the College Planning Budget Report submitted with this narrative.

STUDENT ENGAGEMENT

Describe how your unit will contribute to the CSUN effort to engage, retain, stimulate, and graduate its students. Specifically, concentrate on plans to improve first to second year retention, reach out to K-12 pupils and teachers, make advising more consistent in practice and policy, and improve the support structures for students in courses with high failure rates. Finally, if pertinent, describe plans to mentor and channel undergraduates into post-baccalaureate study.

The College has made great strides in the last 2 years towards improving the capacity to advise students. Advisor student ratios have been reduced and there has been a net increase in the number of advisors. Given budget constraints, the plan in 09/10 is to continue with funding initiatives from previous 2 years of plan and introduce the following:

09/10 Initiatives

- Move to group advising model
- Use enhanced advising technology
- Implementation of online appointment setting system
- Develop online pre-advising tutorials
- Goal of 30% FTF enrollment in cohort based programs (Freshman Connection or Living-Learning Communities)
- Improve African American male student retention through initiatives in PAS Dept.
- Expand number of classes covered by TEWS
- Develop in graduation bottlenecks more efficient course substitution processes
- Develop materials and workshops focusing on graduate programs and admissions

4. SHARED VALUES

Enumerate and explain your major projects. What philosophy—what thread—ties together these efforts? Indicate how they respond to assessment reports. What efforts are underway in your college to articulate and incorporate sustainability as a core value that underlies your college's academic programs?

The thread that ties together the activities of 2009/2010 is the College Three-Year Plan. Each initiative of 2009/2010 helps to implement the vision that has guided the College since 2007.

Assessment

- Design of shared college SLOs
- College Assessment Coordinator
- “Common measures” College Assessment Plan

Learning Centered

- Guest speakers from the community
- Envisioning California Conference
- College Teaching Fellow
- Internship coordinators and increased fieldwork/internship opportunities
- Teaching assistants for large classes
- Writing skill improvement across majors
- College online course coordinator
- Development of programming in partnership with Tseng College and other colleges

Research and Creative Activity

- 3 research competitions
- College Research Fellow
- Development of programming in partnership with Tseng College and other colleges
- College online course coordinator

Ongoing Programs

- Curriculum redesign in 2 departments
- Development of applied courses in at least 7 departments
- Development of programming in partnership with Tseng College and other colleges

Student Engagement

- Workshops for teachers in social studies and History
- Funding for SSSMP coordinator housed in History
- Funding for SSC/EOP initiatives
- Development of online courses in enrollment bottlenecks

Sustainability

- Research/Teaching Competition focused upon teaching and research on sustainability
- Development of a certificate and graduate degree in Sustainability and Environmental Management
- Inventory of green courses to be highlighted on college webpage
- Workshops on effective integration of sustainability issues into course work
- Plan for 2011 Envisioning Conference is “The Greening of California: Building Sustainable Communities”