

2008 Annual Performance Report

California State University - Northridge

Name of College/University

P031S020022

PR Award Number

110608

Unit Identification

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Title V, Part A, Hispanic-Serving Institutions

Department of Education Grant Program

4-year Public

Type and Control of Institution

Extension

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No Yes Not applicable

Partnering institution(s) (if applicable)

Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to “expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education.”

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.
1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Our HSI grant project has contributed to fulfilling the goals of the Title V legislation by enhancing the academic quality at California State University, Northridge (CSUN), which is the only 4-year institution of higher education in a service area comprising 1.6 million residents, of which 37% are Hispanic. According to a recent report from the American Association of State Colleges and Universities, Hispanic students are more likely to succeed academically at Cal State Northridge than at most state-supported schools throughout the U.S. More than 34% of Hispanic students at CSUN graduate within six years, while barely 20% do so nationally within the same period. The funding provided by the HSI grant has enabled the CSUN Library to identify, select, and acquire additional library materials related to Hispanic history and culture, as well as K-12 curriculum materials, thus responding to the information needs of our students, many of whom will become local public school teachers. Title V funding was also used to purchase videos/DVDs that relate to the Hispanic experience in the United States. We feel that our activities have had a positive impact on the Hispanic/Latino community's perceptions of CSUN as a welcoming environment for everyone from the first year, first generation undergraduate student to the scholar pursuing post-doctoral research. Through our active archival program, we have acquired and processed many valuable collections of local Latino/Hispanic leaders and influential organizations. We have encouraged student use of the Library and scholars' use of our unique collections through our highly successful instruction and outreach programs. We have showcased Latino media and sponsored events highlighting the historic impact of CSUN's Chicana/o Studies Department, and local community arts organizations.

2. How has the grant helped to carry out the mission of the institution?

Our Title V grant project is helping California State University, Northridge (CSUN) to fulfill its mission, which includes designing programs and activities to help students develop their academic competencies, professional skills, critical and creative abilities, and ethical values. We believe that information competence, or the ability to define an information need, locate, critically evaluate, and responsibly use information, contributes directly to the competencies, skills, and values of students. In fact, the Western Association of Schools and Colleges (WASC) cites information literacy/competency in its standards for baccalaureate programs as a part of a set of core learning abilities and competencies. Furthermore, CSUN students must take two courses in their lower division GE classes that are certified for teaching information competence, meaning that during the course, “Students should progressively acquire a basic understanding of information retrieval tools and practices and should improve their skills in evaluating and using information.” In fact, the percent of correct answers on a pretest/posttest of information competence skills distributed to freshmen in the fall 2007 went up an average of 6.8% after they participated in a week of library instruction. Therefore, we believe that increasing our collection of library materials and archives related to Hispanic history and culture, increasing information competence instruction and assessing its impact; and our continuing outreach efforts will have a positive impact on students' information competence skills, thus contributing to their academic success, and the mission of California State University, Northridge.

- B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

The project director was informed this year that our HSI grant enabled the U.S. Air Force ROTC program headquartered at the University of Los Angeles to send 10 undergraduate students to California State University Northridge on full scholarships. This was the first time we were made aware of this added benefit of having an HSI grant on campus.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

I would have liked to been directly informed as a current HSI grant project director that the long-anticipated elimination of the two-year wait-out period for reapplying to the Title V HSI grant program had finally passed Congress as part of the Third Higher Education Extension Act of 2006. As project director, I had been diligently searching for any changes to the program on the Title V web site or in its linked documents, but did not see anything until we were in our no cost extension year and after the deadline had passed. In these uncertain times for state-supported higher education budgets, most likely, there will not be funding to continue projects such as ours, which are heavily dependent on personnel versus equipment or supplies. While some of our activities can be absorbed by existing personnel and budgets, as well as other extramural

sources of money, the HSI grant has given us a unique opportunity to hire specialists in Hispanic archives and librarianship, and to make major inroads into the Latino student community at CSUN, who account for 26.4% of the total student population, second only to White students who make up 32%. In addition, archival collections, which are generally dependent on soft monies to hire specialists to acquire, process, and publicize, are unique contributions to scholarship in that they are not duplicated from one institution to the next. Therefore, if these collections are not acquired and processed, these unique primary sources may languish for years in storage facilities instead of being used by students to enrich their understanding of this culture, and contribute to the quality of their research assignments and thus, their academic success.

Section 2: Enrollment by Race and Ethnicity (4-Year Institutions)

Total number of undergraduate student enrollment as of October 15, 2007 and the number of those students who received Pell Grants. These data were initially taken from the IPEDS survey, therefore the IPEDS definition of full-time student is used. [Note: The information was obtained from Part A of the IPEDS Fall Enrollment Survey.]

Enrollment by Race and Ethnicity as of October 15, 2007

Undergraduates	Total Number Enrolled		
	Full-time students	Full-time, First-time, First-year, Degree-seeking students	Students who received Pell Grants
Nonresident alien	1293	145	55
Black, non-Hispanic	2176	600	1434
American Indian or Alaskan Native	81	20	34
Asian or Pacific Islander	2762	485	1278
Hispanic	6435	1416	4050
White, non-Hispanic	6407	955	1993
Race/ethnicity unknown	2789	361	1426
Grand Total	21943	3982	10270

Section 2: Enrollment by Age and Gender (4-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of the institution's official fall reporting date or as of October 15, 2007 [Note: the information for this table can be obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available]. Because these data are taken from the IPEDS survey, IPEDS definitions for full-time and part-time students are used.

Enrollment by Age and Gender as of October 15, 2007

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time		Male	Female	
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	20	44	53	48	73	92	165
18-19	2589	3660	184	156	2773	3816	6589
20-21	2276	3486	446	506	2722	3992	6714
22-24	2768	3654	1142	1444	3910	5098	9008
25-29	1115	1217	907	1137	2022	2354	4376
30-34	227	328	272	395	499	723	1222
35-39	105	131	148	240	253	371	624
40-49	81	171	160	335	241	506	747
50-64	28	41	55	167	83	208	291
65 and over	2	0	10	12	12	12	24
Grand Total	9211	12732	3377	4440	12588	17172	29760

Section 2: Degrees Awarded by Race, Ethnicity, and Discipline

Data for this section is for degrees conferred between July 1, 2007 and June 3, 2008 by race, ethnicity, and discipline for students in undergraduate programs only. The CIP (Classification of Instructional Programs) codes were used in designating students appropriately.

Degrees Awarded by Race, Ethnicity, and Selected Disciplines

Discipline	CIP Code	Nonresident alien	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic	Race / ethnicity unknown	Total
Biological Sciences / Life Sciences	26	13	11	2	51	33	90	47	247
Computer & Information Sciences	11	12	4	1	21	15	60	21	134
Health Profession & Related Sciences	51	4	17	0	37	36	50	37	181
Business Management and Administrative Services	52	176	67	5	216	260	454	231	1409
Education	13	7	11	2	29	113	75	40	277
Engineering	14	15	12	1	37	47	55	17	184
Mathematics	27	2	0	0	6	10	7	2	27
Physical Sciences	40	0	0	0	5	3	11	4	23
Agricultural Sciences	02	0	0	0	0	0	0	0	0
Social Sciences and History	45	38	89	3	62	270	278	140	880
Visual and Performing Arts	50	33	17	1	58	75	152	65	401
Other: 09 Journalism, Radio-TV-Film/Telecomm		39	62	3	40	104	224	66	538
Other: 24 Liberal Studies/Humanities		10	24	0	66	230	169	72	571
Other: 42 Psychology		29	43	1	60	166	178	93	570
Total Race/Ethnicity		378	357	19	688	1362	1803	835	5442

Section 2: Accreditation

Institution's primary accrediting agency.

- Southern Association of Colleges and Schools
- The Higher Learning Commission of the North Central Association
- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Western Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Other (please specify)

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Improving student success through strengthening library collections, archives, and information competence**

Total \$ spent on this activity during the current reporting period: \$174,195.00

Focus Area: *Academic Quality*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	174,195.00	100%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	174,195.00	100%

Process Measures for “Improving student success through strengthening library collections, archives, and information competence”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

Did the number of library books increase?	Yes
<i>If yes:</i> Start # <u>19081</u> End # <u>19252</u> Application Objective <u>0</u>	
Did the number of periodical subscriptions increase?	Yes
<i>If yes:</i> Start # <u>271</u> End # <u>272</u> Application Objective <u>0</u>	
Did the number of educational materials increase?	Yes
<i>If yes:</i> Start # <u>24643</u> End # <u>24649</u> Application Objective <u>0</u>	
Did the number of telecommunications program materials increase?	Yes
<i>If yes:</i> Start # <u>12</u> End # <u>13</u> Application Objective <u>0</u>	
Other: Did the number of Hispanic-related audiovisual materials (CDs, DVDs, videos, etc.) increase?	Yes
<i>If yes:</i> Start <u>945</u> End <u>981</u> Application Objective <u>0</u>	
Other: Did the number of feet of Hispanic-related archival materials increase?	Yes
<i>If yes:</i> Start <u>593</u> End <u>594</u> Application Objective <u>0</u>	

Focus Area: Academic Quality Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Academic Quality focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's library holdings increased?	Yes
<p><i>If yes:</i> Initial holdings <u>20928</u> Final holdings <u>21136</u> Goal <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i> Holdings are based on the number of library materials in selected subject areas related to Hispanic history, culture, education, music, and literature. It also includes K-12 curricular materials and audio-visual materials. Our original academic objective was to have a 2% increase in the size of the collection each year. However, since 2007-08 represents a no cost extension year, we did not set a percentage increase except to expend funds to continue our goal of expanding our library holdings in this area. Therefore, we did not present a goal for this year.</p>	
Other, please specify: Has the total number of feet of Hispanic-related archival collections increased?	Yes
<p><i>If yes:</i> Initial # <u>593</u> Final # <u>594</u> Goal <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i> The stated objective was to increase Hispanic-related holdings by 75% by the end of the 5-year project, or approximately 15% per year. Year 1 (2002-03) had a 74% increase in the collection alone. The final # represents approximately one half a linear foot of oral history transcripts, or 489 pages of transcripts from 13 interviews. However, since 2007-08 represents a no cost extension year, we did not set a percentage increase except to expend funds to continue our goal of processing existing archival collections to make them accessible. Therefore, we did not present a goal for this year.</p>	
Other, please specify: Did the number of Hispanic-related audiovisual materials (CDs, DVDs, videos, etc.) increase?	Yes
<p><i>If yes:</i> Initial # <u>945</u> Final # <u>981</u> Goal <u>0</u></p> <p><i>I would like to provide a brief supporting statement:</i> Our original academic objective was to have a 2% increase in the size of the audiovisual collection each year. The actual increase was 3.67% over 2006-07. However, since 2007-08 represents a no cost extension year, we did not set a percentage increase except to expend funds to continue our goal of expanding our library holdings in this area. Therefore, we did not present a goal for this year.</p>	

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Improving student success through strengthening library collections, archives, and information competence

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
Purchase library books and media to support Central American Studies program, Chicana/o Studies, and Teacher Curriculum Materials.	We purchased 208 Hispanic-related library materials, including books, DVDs/videos, and library database subscriptions, as well as K-12 curriculum resources. In particular, we focused on our new Central American Studies Program, which is offering a Bachelor of Arts degree, the first of its kind in the United States. As for use of this collection, while overall circulation was down 30% from last year, checkouts of DVDs rose 49.6%, yet, checkouts of all library DVDs only rose 26%. This difference can most likely be attributed to our successful film festivals that promoted use of our growing Hispanic-related DVD collection.
Pre-pay subscriptions for related library databases: Hispanic American Periodicals Index, International Index to Music Periodicals, and Hispanic American Newspapers.	We prepaid two years each for subscriptions to these library databases: "International Index to Music Periodicals (IIMP)" and "Hispanic American Periodicals Index (HAPI)." Also, we started subscribing to "Hispanic American Newspapers, 1808-1980," a new digital archive of Spanish-language and bilingual newspapers printed in the United States during a critical time in Latino history. IIMP and HAPI continued to be in the top 100 most heavily used library databases by CSUN students and faculty. "Hispanic American Newspapers, 1808-1980," while highly specialized in its coverage, has already excited two of our Journalism faculty who are using this resource for their research.
Hire 2.0 FTE graduate student assistants to complete archival collections processing. Hire .5 FTE administrative support assistant to complete oral history projects.	Four students processed (made accessible) a total of 90 feet of manuscripts and/or photographs from the following collections: Ref Sanchez Family, Mary Helen Ponce, Culture Clash, and Rodolfo Acuna. In addition, each collection has a finding guide or is in the process of being indexed. Also, 489 pages of 13 Farm Worker Oral History recordings were transcribed.

Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	48341.97	48341.97	68647.86	49348.00	0.00	0.00	No
Fringe Benefits	77632.88	77632.88	13516.39	21012.67	0.00	0.00	No
Travel	255.05	255.05	0.00	0.00	0.00	0.00	No
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	No
Supplies	12237.46	12237.46	53811.38	0.00	1509.13	0.00	Yes
Contractual	0.00	0.00	0.00	0.00	0.00	0.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	35728.15	35728.15	35092.86	0.00	1553.33	0.00	Yes
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	174195.51	174195.51	171068.49	70360.67	3062.46	0.00	

Section 4: Line Item Budget Narrative

This section provides an explanation of how funds will be expended as a result of in each of the selected line item categories.

Supplies

Cost savings of \$1,509.13 could not be spent in time to meet campus deadlines for expending funds.

Other

Cost savings of \$1553.33 could not be spent in time to meet campus deadlines for expending funds.

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

A total of \$174,195.51 was carried over to 2007-08 as a no cost extension year. Throughout the five-year project, we continued to experience savings from personnel costs due to the variability of student work schedules and staff turnover. This year, our priorities continued to be the processing and accessibility of archival collections and the purchase of library materials related to Hispanic history, culture, and education. We expended \$171,068.49 and are returning \$3,069.37 that we were unable to expend.