

## 2007 Annual Performance Report

California State University - Northridge

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Name of College/University

P031S020022

PR Award Number

110608

Unit Identification

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Title V, Part A, Hispanic-Serving Institutions

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Department of Education Grant Program

4-year Public

Type and Control of Institution

Fifth year

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, which were used to put on a highly successful Latino Film Festival, which drew an estimated 90 students together in spring 2007 for stimulating discussions about the films and their cultural importance. In the fall of 2006, we contributed archival materials towards the creation of a student film documentary entitled, *Unrest: Founding of the CSUN Chicana/o Studies Department*, which also celebrated the 37th anniversary of the Department at a premier attended by several hundred people. We also helped promote the fall 2006 and spring 2007 Chicana/o Studies Faculty Literary Symposia, which were also well-attended showcases of faculty authors and their works. We feel that these events coupled with our library instruction program for CSUN students and outreach to area high schools 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.

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 acquisition and processing of archival collections related to Hispanic organizations and individuals provides a unique opportunity for students to learn about their history and culture through studying primary source materials in addition to using secondary library materials. This year, a part-time instructor at CSUN who had an idea to record at least twelve oral histories of the founding members of a Southern California dramatic troupe, Teatro Cometa, which was an offshoot of Luis Valdez and El Teatro Campesino, approached us for support. Due to the positive publicity generated by our HSI grant project, and in this case, the acquisition of the papers of Culture Clash, the seminal and ethnographically inspired Latino comedy troupe whose roots also sprung from Teatro Campesino, this faculty member pursued the founders of Teatro Cometa and digitally recorded hours of their personal histories in addition to securing six linear feet of the papers of one of the founders. The use of digital recording devices is considered a new technology in the oral history archival world. Therefore, this project not only provides scholars a unique opportunity to explore further the roots of local Chicano/Latino

theatre, but also provides our archival staff experience with this relatively new medium, particularly as it relates to the transcription and preservation of digital audio into hardcopy. Our HSI grant project also motivated the donation of 12 linear feet of archival papers of a local community activist for Latino rights in California, Marshall Diaz. As word of the strength of our Hispanic-related archival collections spreads, we anticipate many donations in the future and hope to convince some donors of the importance of donating funds to help preserve and make accessible their papers instead of relying on grant monies, which are of limited availability and/or competitive.

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

I would like to see the two-year wait-out period eliminated for reapplying to the Title V HSI grant program since I believe we are reaching the point when most HSIs have one of these grants, thus eliminating the need to keep the program open to all. Furthermore, the momentum generated in the first 5 years of the project is rapidly coming to a close. In these uncertain times for state-supported higher education budgets, it is not clear that there will 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, 2006 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, 2006

Undergraduates	Total Number Enrolled		
	Full-time students	Full-time, First-time, First-year, Degree-seeking students	Students who received Pell Grants
Nonresident alien	1096	134	45
Black, non-Hispanic	1550	458	1173
American Indian or Alaskan Native	79	13	26
Asian or Pacific Islander	2228	470	1112
Hispanic	4958	1327	3480
White, non-Hispanic	5180	841	1429
Race/ethnicity unknown	2594	331	1152
<b>Grand Total</b>	<b>17685</b>	<b>3574</b>	<b>8417</b>

## 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, 2006 [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, 2006

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	38	25	17	45	55	<b>100</b>
18-19	2307	3443	136	135	2443	3578	<b>6021</b>
20-21	2207	3391	409	503	2616	3894	<b>6510</b>
22-24	2647	3722	1009	1375	3656	5097	<b>8753</b>
25-29	1084	1200	733	993	1817	2193	<b>4010</b>
30-34	271	317	262	393	533	710	<b>1243</b>
35-39	119	154	145	221	264	375	<b>639</b>
40-49	84	179	160	305	244	484	<b>728</b>
50-64	21	53	48	131	69	184	<b>253</b>
65 and over	1	1	9	13	10	14	<b>24</b>
<b>Grand Total</b>	<b>8761</b>	<b>12498</b>	<b>2936</b>	<b>4086</b>	<b>11697</b>	<b>16584</b>	<b>28281</b>

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

Data for this section is for degrees conferred between July 1, 2006 and June 3, 2007 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

<b>Discipline</b>	<b>CIP Code</b>	<b>Nonresident alien</b>	<b>Black, non-Hispanic</b>	<b>American Indian or Alaskan Native</b>	<b>Asian or Pacific Islander</b>	<b>Hispanic</b>	<b>White, non-Hispanic</b>	<b>Race / ethnicity unknown</b>	<b>Total</b>
Biological Sciences / Life Sciences	26	12	17	0	33	22	70	42	196
Computer & Information Sciences	11	15	5	0	25	14	43	27	129
Health Profession & Related Sciences	51	2	19	0	34	47	39	32	173
Business Management and Administrative Services	52	131	61	1	196	248	377	287	1301
Education	13	17	30	3	44	100	127	53	374
Engineering	14	14	4	0	37	27	52	27	161
Mathematics	27	1	0	0	9	6	13	5	34
Physical Sciences	40	3	1	0	3	0	11	7	25
Agricultural Sciences	02	0	0	0	0	0	0	0	0
Social Sciences and History	45	24	53	5	59	238	245	129	753
Visual and Performing Arts	50	28	11	3	34	68	133	68	345
Other: Humanities		110	162	13	176	590	783	357	2191
<b>Total Race/Ethnicity</b>		<b>357</b>	<b>363</b>	<b>25</b>	<b>650</b>	<b>1360</b>	<b>1893</b>	<b>1034</b>	<b>5682</b>

## 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: \$308,130.28

Focus Area: *Academic Quality*

<b>Title V Legislative Allowable Activities</b> [Note: All listed activities are directly from the legislation.]	<b>Dollars Spent</b>	<b>% of Dollars</b>
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.	308,130.28	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%
<b>Total Expenditure For This Activity</b>	<b>308,130.28</b>	<b>100%</b>



**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.*

<b>Did the number of library books increase?</b>	Yes
<i>If yes:</i> Start # <u>18302</u> End # <u>19081</u> Application Objective <u>18645</u>	
<b>Did the number of periodical subscriptions increase?</b>	No
<i>If yes:</i> Start # <u>271</u> End # <u>271</u> Application Objective <u>213</u>	
<b>Did the number of educational materials increase?</b>	Yes
<i>If yes:</i> Start # <u>24479</u> End # <u>24643</u> Application Objective <u>24969</u>	
<b>Did the number of telecommunications program materials increase?</b>	No
<i>If yes:</i> Start # <u>12</u> End # <u>12</u> Application Objective <u>5</u>	
<b>Other: Did the number of Hispanic-related audiovisual materials (CDs, DVDs, videos, etc.) increase?</b>	Yes
<i>If yes:</i> Start <u>706</u> End <u>945</u> Application Objective <u>525</u>	
<b>Other: Did the number of feet of Hispanic-related archival materials increase?</b>	Yes
<i>If yes:</i> Start <u>575</u> End <u>593</u> Application Objective <u>460</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.

<b>Has the institution's library holdings increased?</b>	Yes
<p><i>If yes:</i>                  Initial holdings <u>19746</u>                  Final holdings <u>20928</u>                  Goal <u>19816</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. The actual increase was 5.99% from 2005-06.</p>	
<b>Other, please specify:</b> Has the total number of feet of Hispanic-related archival collections increased?	Yes
<p><i>If yes:</i>                  Initial # <u>575</u>                  Final # <u>593</u>                  Goal <u>460</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 an 22.4% increase over the application's goal for 2006-07. However, the actual increase from 2005-06 was 3.1%.</p>	
<b>Other, please specify:</b> Did the number of Hispanic-related audiovisual materials (CDs, DVDs, videos, etc.) increase?	Yes
<p><i>If yes:</i>                  Initial # <u>706</u>                  Final # <u>945</u>                  Goal <u>720</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 33.8% over 2005-06, which has direct ties to our highly successful film festivals, which has teaching faculty and librarians collaborating to bring students into the library to view and discuss films for curricular research. Furthermore, grant funds have been used to augment our audio CD collection to enhance not only library use of these materials for music and culture research, but also encouraged library use for leisure.</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
To improve the quality and use of Hispanic-related Library collections. By May 31, 2007, the number and use of books, periodicals, media, and teacher curriculum materials will increase by 2% since 2006.	The number of Hispanic-related library materials and K-12 curricular materials went up. Our original objective was to have a 2% annual increase in the size and use of these collections. The actual increase in the size of the collections from 2005/06 to 2006/07 was 4% for books, .67% for educational materials, and 25% for audiovisuals. The use of these collections was up 13.8% from 2005-06. Notably, DVD checkouts increased 59.5% and videos by 52%, most likely due to our highly successful HSI film festival. These data are even more dramatic considering that overall library checkouts are down 6%.
To increase the accessibility of the Hispanic-related archival collection. By September 30, 2007, 15% of the archival collections will have been processed and made accessible since 2005-2006.	Our objective was to increase holdings by 75% in five years, but the collection has actually grown by 96.4%. Seventy-nine (79) feet of the collection was processed in 2006/07, bringing the total to 318.4 feet or 46.3% of the total. However, considering we only anticipated the collection growing by 75%, based on our original application goal of 460 feet, we consider 69.2% of the collection as processed. While still short of our goal of 75% processed, considering the staff turnover we have experienced, we hope to make up for this in our no cost extension year.
To strengthen the outreach/instruction program related to the Hispanic community and students. By September 30, 2007, at least one event/exhibit/program will be held related to Hispanic community interests, the majority of high schools will be visited, and the number of sessions and students instructed in information competence skills will increase over 2005-2006 data.	Library instruction and outreach grew dramatically. Library instruction to Chicana/o Studies and Central American Studies classes went up from 74 sessions and 2,152 students in 2005/06 to 131 sessions and 3,433 students in 2006/07. Outreach to local feeder high schools in the form of library tours and instruction jumped from 3 sessions and 75 students to 54 sessions and 1,435 students. Our spring 2007 film festival: "La Vida en el Norte: Experiences of Latinos in the United States" featured the work of Richard Glatzer and Wash Westmoreland, Kevin Rafferty, and Richard Castaniero. Approximately 90 students attended these screenings and discussions.
To contribute to academic success by assessing the information competence of students. By September 30, 2007, data from a pretest posttest survey of students enrolled in the freshman seminar, which includes a week-long library instruction experience, will reveal the positive impact library instruction has on freshman student information competence.	Twelve survey questions related to information competence skills were asked in the fall 2007 semester in a pretest posttest online survey format. The percent of correct answers from the pretest to the posttest went up an average of 6.8% after library instruction was provided. Furthermore, the freshmen seminar had a 41.8% Hispanic/Latino enrollment in fall 2005, therefore using this student population for assessing information competency instruction is particularly relevant to the goals of our grant project.

## 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	40105.25	207698.00	212977.28	48954.35	48341.97	81544.64	Yes
Fringe Benefits	50883.02	63172.00	25406.14	48353.70	77632.88	10547.72	Yes
Travel	2245.41	4063.00	8553.36	0.00	255.05	0.00	Yes
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	No
Supplies	33571.96	44859.00	61193.50	0.00	12237.46	46375.00	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	10144.15	25584.00	0.00	0.00	35728.15	35728.15	Yes
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
<b>Total</b>	<b>136949.79</b>	<b>345376.00</b>	<b>308130.28</b>	<b>97308.05</b>	<b>174195.51</b>	<b>174195.51</b>	

## **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.

### **Personnel**

The 2006/07 carryover balance of \$48,341.97 is due to continuing salary savings from student workers, who do not consistently stick to their allotted hours due to school demands; as well as from the separation of the HSI Librarian and HSI Archivist prior to the end of the grant project. These savings will be combined with leftover fringe funds and a total of \$81,544.64 will be applied toward the hiring of four graduate student assistants to work on the archives collections, to reduce the HSI Administrative Support position to 25% (10 hours per week), and the project director's release time.

### **Fringe Benefits**

\$77,632.88 will be carried over from FY 2006-07 to FY 2007-08 due to continuing personnel savings. Except to cover actual fringe benefit expenditures estimated to be \$10,547.72, these savings will be applied toward the purchase of library materials, including the prepayment of bibliographic database subscriptions (supplies).

### **Travel**

\$255.05 will be carried over from FY 2006-07 to FY 2007-08. Given that the full-time HSI librarian and archivist quit, and the Project Director does not anticipate any grant-related travel, these funds will be moved into supplies.

### **Supplies**

\$12,237.46 will be carried over from FY 2006-07 to FY 2007-08 and combined with savings from fringe and travel to total \$46,375. This was anticipated due to the previous move of salary/fringe savings into supplies to offset library purchases, as well as toward specialized archival preservation materials, and oral history transcription costs. These funds will be used to bolster the Library's collections related to Central American Studies, which is now a program at CSUN, pre-pay subscriptions to relevant journal databases, and costs related to the Hispanic-related media, and K-12 curricular materials to support student teachers working in local schools.

### **Other**

\$35,728.15 will be carried over from FY 2006-07 to FY 2007-08 since these funds have not been subtracted from our budget for 06/07. The administrative costs to process payroll, travel reimbursements, prepare financial reports, and process purchase orders and check requests are charged by the campus' auxiliary organization based on total grant expenditures. Due to the goal of expending all of our carryover during the no cost extension year of 2007-08, we anticipate that these funds will be expended.

## **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 will be 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. Our priorities continue to be the processing and accessibility of archival collections and the purchase of library materials related to Hispanic history, culture, and education. To that end, we will expend approximately \$53,884 on salary and fringe for four graduate student assistants to work on archives and approximately \$46,375 on library materials. The rest of the funds will pay for the project director's release time (\$24,322 salary and fringe), 25% FTE administrative support (\$13,886 salary and fringe), and funds to cover administrative costs (\$35,728) associated with grants management for 2006-07 and 2007-08. Any savings in personnel costs will be expended on library materials.