

## Assessment Framework for Division of Academic Affairs Strategic Objectives 2021-22

Goals	AA Objective	Outcomes	Outcome Measures
<p>CSUSB Strategic Plan Extension [SPEX] 2020-2022</p> <p>SPEX 1B: Enhance Academic Advising services to promote timely graduation and career exploration for all undergraduate and graduate students.</p>	<p><b>1. Academic advising services are targeted to close equity gaps and promote timely graduation for undergraduate and graduate students.</b></p>	<ol style="list-style-type: none"> <li>Equity gaps are identified, targeted, and monitored.</li> <li>Undergraduate and graduate students are retained and report a sense of belonging.</li> <li>Undergraduate and graduate students graduate and complete their program in a timely manner.</li> </ol>	<ol style="list-style-type: none"> <li> <p>1a. Examination of student advising by mean unit load, units to degree, and pass/fail in terms of equity across CSU groups and comparison of students participating in programs at PDC and SBC: <a href="#">Course Success</a></p> <p>1b. Examination of advising related survey data in terms of equity across major, CSU defined groups and comparison of students participating in programs at PDC and SBC</p> <p>2a. Examination of measures of belonging from the unit in terms of major, equity across CSU defined groups, and comparison of students participating in programs at PDC and SBC</p> <p>2b. Examination of student retention rates in terms of major, equity across CSU defined groups, and comparison of students participating in programs at PDC and SBC: <a href="#">Retention &amp; Graduation</a></p> <p>3a. Examination of GI 2025 graduation rates in terms of equity across major, CSU defined groups, and comparison of students participating in programs at PDC and SBC: <a href="#">Retention &amp; Graduation</a></p> <p>3b. Examination of graduate program completion rates in terms of overall time to degree, equity across major, CSU defined groups, and comparison of students participating in programs at PDC and SBC: <a href="#">Time to Degree</a></p> </li> </ol>
<p>CSUSB Strategic Plan Extension [SPEX] 2020-2022</p> <p>SPEX 2B: Create a coordinated support structure for faculty development.</p>	<p><b>2. Coordinate a collaborative support structure for faculty development.</b></p>	<ol style="list-style-type: none"> <li>Faculty development programming across the division will sustain the vitality of all faculty (e.g., newcomers; mid-career; senior; part-time; etc.)</li> <li>Faculty development experiences and programming assess</li> </ol>	<ol style="list-style-type: none"> <li> <p>1a. Examination of faculty retention rates pre-tenure and post-tenure relative to equity</p> <p>1b. Examination of any outcomes assessment of faculty development initiatives or faculty leadership roles</p> <p>2a. Examination of percentage of faculty participation by rank, tenure</p> <p>2b. Examination of percentage of faculty participation examined by gender, discipline, campus, rank, etc. to determine the extent of equity</p> </li> </ol>

		<p>participant outcomes with an examination of equity.</p> <p>3. Faculty development programming is supported by a robust infrastructure for developing, scheduling, marketing, registering, facilitating, assessing, and improving faculty development experiences</p>	<p>2c. Examination of stated participant learning outcomes and/or program outcomes and outcomes assessment plans for faculty development initiatives and/or programing</p> <p>3a. Examination of faculty development programing in terms of best practices in support of adult learning; appropriateness of materials; facilitation; etc.</p> <p>3b. Examination of modality for faculty development and support for all participants in terms of scheduling, marketing, registering, and accommodating the needs of participants</p> <p>3c. Implications for improvement of faculty development experiences</p>
<p>CSUSB Strategic Plan 2015-2022</p> <p>SP Obj. 1.5: Stay on track to meet or exceed the CSU’s Graduation Initiative 2025 targets with a four-year graduation rate in 2020 of 15% or higher, a six-year graduation rate of 52% or higher, and an underrepresented minority (URM)/non-URM achievement gap of 0%. For transfer students, by 2020 achieve a 36% two-year graduation rate and a 72% four-year graduation rate. Reduce by half the achievement gaps for males and Pell-eligible students.</p> <p>Decrease average time-</p>	<p><b>3. Develop a comprehensive strategic enrollment plan for CSUSB that includes undergraduate, graduate, international and self-support programs to inform program development and resource allocation</b></p>	<p>1. Develop a sustainable growth model including enrollment projections and targets for student enrollment informed by current faculty, students’ enrollment, and programs that in turn informs the development of new programs, faculty resources, and student recruitment.</p> <p>2. Systemic barriers that should have a solution are identified and targeted (e.g., financial aid; registration; admission; program processes; etc.).</p>	<p>1a. Examination of evidence in support of new programs being proposed or program changes (i.e., degree and non-degree programs at the undergraduate and graduate level) including but not limited to associated career opportunities; market share; communication of value to the market; faculty capacity; and locations/modalities for advertisement for student recruitment</p> <p>1b. Examination of plans to hire faculty for new or existing degree and non-degree programs including the rationale and/or evidence supporting these faculty requests</p> <p>1c. Report funding obtained or being sought with a student recruitment focus or outreach activities including, but not limited to rationale for grant funding; collaboration and consultation with partners on campus; and planning for programs relative to grant opportunity in terms of students, faculty, and market share, etc.</p> <p>2a. Identification of processes or systems for student recruitment at the program level that may be impacting recruitment, admission, enrollment, and/or completion.</p>

to-completion for students who enroll as freshmen from 5.6 to 5.0 years by 2020. For transfer students, decrease average time-to-completion from 3.1 to 2.7 years by 2020.

<p>CSUSB Strategic Plan 2015-2022          SP Obj. 1.1 All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, starting with the fall 2015 cohort of incoming first-year students, preferably including one HIP within the context of each student's major.</p>	<p><b>4. Collaborate for the assessment and scaling of high impact practices (HIP) with a focus on identifying and targeting equity gaps in student participation.</b></p>	<ol style="list-style-type: none"> <li>1. AAC&amp;U designated HIPs are being implemented with quality and fidelity at CSUSB.</li> <li>2. Equity in the participation of HIPs among students at CSUSB.</li> </ol>	<ol style="list-style-type: none"> <li>1a. Examination of any information on assessment of HIP fidelity/quality of implementation</li> <li>1b. Examination of process for assigning course attribute for any identified HIP in a course</li> <li>2a. Examination of IR data regarding HIP participation in terms of equity across majors: <a href="#">HIPS Participation</a></li> <li>2b. Examination of IR data regarding HIP participation in terms of equity across CSU defined groups: <a href="#">HIPS Participation</a></li> <li>2c. Examination of IR data regarding HIP participation in terms of equity across students at PDC and SBC: <a href="#">HIPS Participation</a></li> </ol>
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\* Some evidence is available from the IR Tableau dashboards. Links have been embedded in the table where they are currently available. Here is the direct link to Tableau for any additional information that you may find informative of your unit's examination of evidence around any outcome: <https://tableau.csusb.edu/#/explore>