

**Division of Academic Affairs
Strategic Outcomes Assessment Plan 2020-2021**

Goal <i>General description of an intended broad outcome; long term purpose</i>	Objective <i>Specific description of intended achievements; means to an end</i> and Strategy <i>Activities and attempts designed to achieve outcomes; activities and outputs</i>	Outcomes <i>Change, effect, result, attributed to a program, policy, project product, service, or process</i>	Outcome Measures <i>Multiple and Mixed: Quant & Qual Continuum of achievement; reported by all units in the division engaged in implementation of strategies to monitor progress on outcomes</i>
<p>Student Success <i>SP Obj. 3:</i> Conduct annual surveys to assess students' sense of belonging, engagement, and inclusion. Establish baseline measures and then design programming to ensure continual improvement.</p> <p><i>SP Obj. 4:</i> Increase student success by maintaining high academic standards while reducing the overall DFWI (D, F, withdrawal, incomplete) rate through improved course learning conditions and enhanced co-curricular support.</p>	<p>AA Objective 1A. Create a comparable set of experiences for PDC students.</p> <p>AA Division Strategy: Each college will provide opportunities for an applied project/research experience at PDC. Identifying local opportunities for community-based engagement (research, service learning, internships) with the goal of 25% of graduating students having a community-based engagement in year one; 35% in year two</p>	<ol style="list-style-type: none"> 1. Integration of the San Bernardino and Palm Desert campuses 2. Opportunities for students to engage in high impact practices with tenure-track/tenured faculty including but not limited to research, community engagement, service learning, internships, capstone experiences, and study abroad. 3. PDC Students will be well prepared for jobs 	<p><i>Outcome 1 measures:</i></p> <ol style="list-style-type: none"> a. Evidence that schedule of courses for undergraduate degrees, concentrations, certificates, minors, and general education is aligned with the roadmaps for programs and undergraduate enrollment at PDC; b. Evidence that schedule of courses for graduate degrees and concentrations is aligned with the roadmaps for programs and graduate enrollment at PDC; c. Evidence that schedule of courses for postbaccalaureate credentials and certificates is aligned with the roadmaps for programs and postbaccalaureate enrollment at PDC <p><i>Outcome 2 measures:</i></p> <ol style="list-style-type: none"> a. number of students engaging in volunteer service; b. measures of student participation in HIP (e.g., internships; capstone experiences; service learning, etc.); c. Percentage /ratio of TT faculty teaching at PDC; d. Disaggregate program learning outcome (PLO) evidence for programs at PDC <p><i>Outcome 3 measures:</i></p> <ol style="list-style-type: none"> a. number of students graduating in majors and concentrations, b. number of students choosing concentrations, c. number/percentage of employers seeking PDC students for middle management and entry level jobs

Aim to reduce the rate in lower division courses from 13% to 10%, and aim to reduce the upper division rate from 8% to 6%, particularly through providing additional supports for students in courses with the highest DFWI rates.

SP Obj. 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%

AA Objective 1B. Enhance Academic Advising services to promote timely graduation and career exploration for all undergraduate and graduate students

AA Division Strategy: Establish a 1 to 600 ratio of advisor to student. All undergraduate and graduate students will meet with a professional advisor in their first year; meet with a faculty advisor before graduation; have at least one advising meeting per year; and have one relationship with a peer mentor/ambassador/tutor/supplemental instruction.

AA Objective 1C. Infuse enrollment planning into decision making for Academic Affairs to support student outcomes, faculty, chairs and deans in program impact, expansion and development.

AA Division Strategy: Create a common definition of enrollment management. Establish enrollment

1. Steady and persistent improvement in equity gaps
2. Student's feel a better connection, satisfaction and connection to their colleges and fields of study using survey of student belonging
3. Improved Timely Graduation/program completion

1. Planning process for enrollment targets that is intentional and designed to address specific priorities
2. EM data contributes to academic program planning, review and capacity assessment
3. Wide participation of all units in Academic Affairs in enrollment planning

Outcome 1 measures:

- a. Advising visit numbers by student
- b. Colleges / departments tracked data on advising visits
- c. Survey data for all groups of students
- d. minority male teacher pipeline evidence on advising, achievement, etc. related to this outcome; URM focus group and evidence related to this outcome.

Outcome 2 measures:

- a. Pre-college/major advising, career development, career workshops, etc.
- b. Measures of belonging from different units
- c. GE first -year/foundation seminar
- d. MyCAP data for course planning
- e. Grad check auto-file, data dashboards
- f. Students know who their assigned advisor is

Outcome 3 measures:

- a. Grad program completion rates
- b. GI 2025 Data-grad rates

Outcome 1 measures:

- a. Identification or evidence of established priorities for enrollment management across the pipeline/academic level
- b. Identification of over and under enrolled programs based on faculty and department capacity reporting (metrics already established by CO impaction documentation requirements)
- c. Curate the mix of undergraduate, credential and graduate program enrollment to meet overall enrollment metrics for FTES to set realistic targets at all levels
- d. Regular and specific data sharing around application, admission and enrollment pipeline and understanding of the cycle of initial student enrollment

<p>four-year graduation rate. Reduce by half the achievement gaps for males and Pell-eligible students. Decrease average time-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>	<p>management committee(s) to develop a strategic enrollment plan at the department and college levels for coordinated enrollment planning for incoming undergraduate, graduate, and international students. Align academic programs and program effectiveness to student development and career opportunities in meeting workforce needs.</p>		<p><i>Outcome 2 measures:</i></p> <ol style="list-style-type: none"> Utilize student enrollment data from MyCAP and PAWS reporting to better understand course needs beyond the next term Establish enrollment needs for three terms out from current term Identify A-B sequence requirements and identify needs for off cycle (non-fall / spring) enrollment to accommodate student needs and support graduation initiative <p><i>Outcome 3 measures:</i></p> <ol style="list-style-type: none"> Evidence that academic departments include enrollment management, graduate studies, international and extended education personnel in conversations regarding enrollment and/or recruitment goals Evidence that enrollment planning is an established and regular process in departments, colleges and within senior leadership of academic affairs Evidence that department and college resources in career/post graduate opportunity assessment are utilized to align curriculum and enrollment goals with post-program experiences
	<p>AA Objective 1D. Develop comprehensive internationalization plan (ACE Int'l Lab) for ALL students (2019 – 2021) including: design of curricular and co-curricular global competency activities; study abroad and service learning; as well as engagement in ongoing continuous improvement to</p>	<ol style="list-style-type: none"> Cognitive Learning Outcome: students demonstrate understanding & awareness of global issues Affective Outcome: Create an inclusive environment that fosters interaction among students of diverse backgrounds, 	<p><i>Outcome 1 measures:</i></p> <ol style="list-style-type: none"> Establishing baseline and targets for number of courses with Global Perspective (G) & Diversity and Inclusiveness (DI) designations, and Education Abroad (SA) Establishing baseline and targets for number of students in courses with G, DI, SA designations Establishing baseline and targets for number of students majoring and minoring in such fields as Global Studies, Arabic, Spanish, International Business, Latin American Studies, Ethnic studies Global mind-set evidence; student surveys;

<p>address Institutional Learning Outcome 8, Diversity and Inclusion.</p>	<p>including international students.</p> <p>3. Draft of <u>recommendations for strategic direction</u> based on inventory of existing activities, surveys, feedback, and discussions</p>	<p>mechanisms to measure students' awareness of global issues/ global learning outcomes (AA) (curricular and co-curricular) (e.g., results of student performance/understanding of global issues) by working with HIPs Committee and GE</p> <p><i>Outcome 2 measures:</i></p> <p>a. Develop baseline to measure the following characteristics using national surveys, such as NSSE general, NSSE Global module, and Diverse Learning Environment (DLI):</p> <ul style="list-style-type: none"> • sense of belonging • attitudes toward global education and education abroad (use NSSE Global module to measure over time) • inclusive and diverse environment and interaction among students of diverse backgrounds, using DLI survey (administered every 3 years) which gives comparative data with other institutions (https://www.csusb.edu/sites/default/files/2018-19%20DLE%20Infographic.pdf, results are available on IR site) <p>b. Compare affective outcomes (e.g., the sense of belonging) of students participating in education abroad or G & DI courses as opposed to other student populations.</p>
<p>Faculty Success <i>SP Obj 6:</i> Increase the diversity of tenure/tenure-track faculty, adjunct faculty, and staff as well as improve the climate of inclusion and support.</p>	<p>AA Objective 2E. Create a coordinated and collaborative support structure for faculty development.</p> <p>AA Division Strategy: Evaluate faculty development efforts in terms of professional and leadership support for our</p>	<p><i>Outcome 1 measures:</i></p> <p>a. TT faculty retention rates</p> <p>b. Resignation, RPT, including demographics</p> <p>c. Exit Survey (include retirees, lecturers)?</p> <p>d. Information on grant awards and demographics of the awardees</p> <p>e. Frequency of faculty participation disaggregated by rank, classification, and perceptions of value added, etc.</p> <p>f. Proportion of faculty applying for available leadership positions</p>

<p>untentured/tenured faculty from recruitment to retirement relative to student success. Seventy Five percent of tenure track faculty will have participated in a minimum of one faculty development activity offered at the divisional level, (TRC, FCE, OAR, CE, WI, ATI, GE) and one through the college. Identify targeted support for lecturers. Lecturers will participate in one development or mentorship program/activity centrally or through their college.</p>	<p>3. Faculty generate opportunities for students to engage in high impact teaching practices</p>	<p><i>Outcome 2 measures:</i></p> <ul style="list-style-type: none"> a. Assessment of ILOs, PLOs, CLOs b. Achievement gap among students <p><i>Outcome 3 measures:</i></p> <ul style="list-style-type: none"> a. NSSE survey data b. Course schedule and People soft identification of HIPs c. Faculty self-assessment of HIPs design d. Proportion of faculty that participate in PD for implementing HIP
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