



DIVISION OF STUDENT AFFAIRS

# STRATEGIC PLAN

2021-2024



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While many campuses put key initiatives on hold due to the global pandemic, this division had the courage to move forward with a strategic planning process that it had set the stage for in late 2019 and early 2020. Despite having to engage in a 9-month long strategic planning process, that involved a combination of 13 virtual leadership retreats and division-wide town hall sessions, the resilience demonstrated by division members was remarkable and resulted in a strategic plan that is student-centered and truly representative of the entire division. In many ways, the work that this group of student affairs professionals engaged in over the last year helped strengthen their resolve and commitment to each other and their students. The final product of this effort will guide the work of the division for the next three years and serve as constant reminder of what we can achieve together even in the darkest of times.

--Dr. Paz Maya Olivérez

## VISION

Educate and inspire students to transform communities, advance the region, and change the world, by holding fast to its values: student success, integrity, and social justice.

## MISSION

Create a dynamic learning environment through premier programs and services that promote student success, enhance the learning experience, and engage students intentionally with communities.





**GOAL 1: STUDENT SUCCESS**

Advocate for and advance student success with an emphasis on narrowing opportunity gaps

**OBJECTIVE 1.1**  
Partner with and involve students to determine how best to engage them and support them in their success at CSUSB and beyond.

**OBJECTIVE 1.2**  
Identify opportunity gaps and implement high-impact, evidence-based strategies to help narrow those gaps, support student learning, and prepare students for career success.

**OBJECTIVE 1.3**  
Expand programming, services, and resources that build student self-efficacy and support essential skills development.

**OBJECTIVE 1.4**  
Assess and modify Student Affairs policies, practices, and processes applying an equity lens.



**GOAL 2: PARTNERSHIPS**

Develop and cultivate partnerships to enhance student learning and engagement, and operational efficiency

**OBJECTIVE 2.1**  
Enhance student centered programming by creating mechanisms that deepen and develop partnerships with external and internal entities.

**OBJECTIVE 2.2**  
Strengthen intradivisional and interdivisional partnerships to create greater operational efficiency through collaboration, resource sharing, and reducing duplicative efforts.



**GOAL 3: ASSESSMENT**

Build and strengthen a division-wide culture of assessment with a commitment to continuous improvement and evidence-based decision-making

**OBJECTIVE 3.1**  
Create a division-level assessment plan as a framework to guide outcome assessment and inform unit-level assessment plans.

**OBJECTIVE 3.2**  
Develop a shared language and understanding around the reflective process of continuous improvement where all units and programs can see themselves engaging in meaningful assessment.

**OBJECTIVE 3.3**  
Provide ongoing professional development, training, and learning opportunities in assessment.



**GOAL 4: RESOURCES**

Invest in and optimize human and organizational capital to fully serve students

**OBJECTIVE 4.1**  
Develop a comprehensive and consistent division-wide onboarding plan.

**OBJECTIVE 4.2**  
Cultivate staff participation in ongoing professional development.

**OBJECTIVE 4.3**  
Prepare student employees for post-college endeavors (employment & graduate study) through intentional development of transferable skills.

**OBJECTIVE 4.4**  
Develop and implement a consistent communication plan regarding resource decisions and management.



**GOAL 5: COMMUNITIES**

Create and support inclusive, healthy, and safe CSUSB campus communities

**OBJECTIVE 5.1**  
Invest in resources and initiatives that demonstrate a multifaceted understanding of the intersections of diverse identities, health, wellness, and safety for CSUSB campus communities.

**OBJECTIVE 5.2**  
Engage students in defining and understanding their roles and impact as members of diverse local and global communities.

**OBJECTIVE 5.3**  
Embed social justice concepts in programming and support initiatives.

**OBJECTIVE 5.4**  
Develop and implement recruitment strategies for student leadership and employment opportunities that promote diversity, inclusion, and a sense of belonging.

## COLLABORATIVE PROCESS

The Division of Student Affairs (DSA) 2021-2024 Strategic Plan provides a framework to guide the work of the division over the next three years and encompasses goals and objectives that aim to have interdivisional and intra-divisional impact. The strategic planning process for DSA has been firmly grounded in best practices in change management, capacity building, and systematic review (both externally and internally).

The intent has been to maximize participation and inclusion, to collectively map out clear direction, improve cohesion, and develop the division's culture of evidence to enhance the student experience in the pursuit of learning and transformation. Key milestones are highlighted in the strategic planning timeline.

## STRATEGIC PLANNING PROCESS

WINTER 2019	SPRING 2020	SUMMER 2020	FALL 2020	WINTER 2020	SPRING 2021
NASPA Review Recommendations	DSA Retreat Strategic Thinking Preparing for the work	Town Hall #1 Prioritize NASPA recommendations	Town Hall #2 Division-level success indicators	DSA Retreat Strategies, Outcomes, Measures	DSALT Retreat Unit-level implementation Aligning division committees to strategic plan work
		NASPA Session #1 Preliminary Themes	NASPA Session #3 Discussion of objectives	DSA Retreat Strategies, Outcomes, Measures	DSA Retreat Unit-level implementation plans
		NASPA Session #2 Affirmation of Goal Areas	DSA Retreat Operationalize objectives	DSA Retreat Unit-level alignment	DSA Retreat Unit-level implementation plans
				DSA Retreat Training to capture unit-level alignment	Town Hall #3 Overview of goals & objectives Implementation at the campus, division, and unit level

## DEFINING CHARACTERISTICS

The strategic plan presented here is a product of deep thinking and heavy involvement at all levels of the division, characterized by 3 distinguishing features.

### 1. INCLUSIVE VS. TOP DOWN

This planning process was not done "to" us, nor was it done "for" us; it began as a process being done "with" us (NASPA Review and retreats) and evolved into a process being done "by" us.

*"For our teams, seeing themselves in the input and reporting has been very powerful."*

We believe the quality of results and effective change produced by the implementation of the strategic plan increases as the invitational space into the process increases.

### 2. OUTCOME ASSESSMENT VS. ACCOUNTABILITY REPORTING

Including multiple perspectives into the process has improved the quality of outcome articulation and the ability to measure meaningful progress. The division is evolving from listing accomplishments of activities and strategies to examining what has changed for our stakeholders because of our collective efforts. We are trying to shift the culture from accountability to responsibility.

*"Doing the exercise [brainstorming strategies, outcomes, and impact] in groups was helpful. It allowed us to articulate the actual changes we are striving for."*

*"Getting the strategies and outcomes up on Mural [digital collaboration board] helped me understand the difference between activities and impact."*

### 3. PROGRESSION VS. TARGETS

Continuous improvement requires sustained motivation toward meaningful change. This is fostered by **actionable progression toward outcomes**. Quantifiable targets and KPIs can be counterproductive for a culture of responsibility for at least two reasons. One, and most importantly, the only morally defensible target is that 100% of students should succeed. Two, it is critical that targets and KPIs are not perceived as arbitrary: having it marked against you (as an individual, a unit, or a division) for missing a (seemingly) non-evidential, pre-determined target is demotivating and offers little direction for exactly how to improve. But focusing on the achievement of outcomes provides a clearer roadmap towards improvement.





# GOAL 1: STUDENT SUCCESS

Advocate for and advance student success with an emphasis on narrowing opportunity gaps

## OBJECTIVE 1.1

Partner with and involve students to determine how best to engage them and support them in their success at CSUSB and beyond.

### STRATEGIES

- Creation of new programming and initiatives
- Offer students incentives (e.g., stipends, priority registration) as a way to partner and intentionally involve students into our committees and work spaces
- Partner with Institutional Research & Analytics to encourage students to complete surveys
- Continue to engage students with the work on committees, empower them to contribute their voice to these spaces
- Create a centralized resource platform to share all opportunities available to students to serve on committees, and other leadership platforms (Instagram, Handshake, Coyote Connection, websites, newsletters).
- Involve students to identify and utilize partnerships for engagement opportunities
- Create digital space for students to submit ideas and to engage with DSA on program development (i.e., digital comment box).
- Create a student advisory board to get feedback and consistent dialogue (e.g., engage alumni and student organizations in this group)

### OUTCOMES

1. Improved relationships with students

### OUTCOMES

2. Students feel included in the decision-making around programming and services

### OUTCOMES

3. Increased student engagement

### OUTCOMES

4. Students experience successful attainment of postgraduate pursuits

### MEASURES

- » A forum to ask students about whether they feel supported
- » Collection of survey or focus group data from students
- » NSSE data

### MEASURES

- » Survey student employees often about their experiences as thought partners

### MEASURES

- » Forum, focus groups

### MEASURES

- » First Destination Survey

## OBJECTIVE 1.2

Identify opportunity gaps and implement high-impact, evidence-based strategies to help narrow those gaps, support student learning, and prepare students for career success.

### STRATEGIES

- Disaggregate data to determine opportunity gaps and examine that data on a regular basis
- Examine data by race, ethnicity, and gender not just by major
- Report on demographic and majors related to program attendance
- DSA partner with Institutional Research & Analytics to educate ourselves on the equity gaps amongst special populations
- Define HIPS
- Employ evidence-based strategies

### OUTCOMES

1. DSA staff will understand who is missing from our table and who we are serving

### OUTCOMES

2. DSA evaluates the impact of implementing evidence-based strategies

### OUTCOMES

3. Students report that they feel prepared for career success

### OUTCOMES

4. Students will refer our services to other students

### OUTCOMES

5. Gaps are narrowed in graduation and retention data for students participating in HIPS

### MEASURES

» Baseline data review

### MEASURES

» Number of units providing programs based on needs assessments  
 » Number of units using CAS Self-Assessment Guides to design programming  
 » Number of units doing program review  
 » Other measures for demonstrating evidence-based strategies

### MEASURES

» Student participation in career mentorship  
 » First Destination Survey  
 » Current student employment surveys

### MEASURES

» Measure referrals and outcomes in career services

### MEASURES

» Graduation and retention rates

## OBJECTIVE 1.3

Expand programming, services, and resources that build student self-efficacy and support essential skills development.

### STRATEGIES

- Students will be provided various resources to build their self-efficacy skills
- Staff will be trained on cultural competency and inclusive language
- Develop what we mean by “essential skills” and be careful not to westernize
- Baseline assessment of what programming is happening
- Life skills programming around financial planning, life changes, civic responsibilities
- Create skill building programs and programs that build subject literacy

### OUTCOMES

1. Students will demonstrate self-efficacy

### OUTCOMES

2. Students will develop essential skills

### MEASURES

» Assessment of students’ perception of self-efficacy skills  
 » Coyote Connection records

### MEASURES

» Pre/post assessment of skill and literacy building  
 » Outcome measures for DLOs 1.1, 1.2, 1.3

## OBJECTIVE 1.4

Assess and modify Student Affairs policies, practices, and processes applying an equity lens.

### STRATEGIES

- Identify which populations are making it through our systems and which populations are not
- Present and communicate this to executive teams
- Provide opportunities to look at data through gender, race, ethnicity, URM
- Conduct gap analysis of current policies, practices, and procedures
- Examine equity in most utilized services, resources, and programs
- Spend time in council reviewing data to identify issues and challenges

### OUTCOMES

1. DSA policies, practices, and processes will demonstrate that equity is threaded through them
2. Critical understanding of data/policies/procedures to update and advocate for policies, practices, and procedures to close gaps identified in gap analysis
3. Remove barriers and inequities because of the review of policies, practices and procedures.
4. Increased utilization of DSA services aimed at reducing gaps
5. More representation of students from different backgrounds across the utilization of services and achievement of corresponding outcomes
6. DSA and Academic Affairs have a shared vision of equity (Advising and Enrollment Management thought of as function of partnership between DSA and AA)
7. Equity in student success

### MEASURES

- » Evidence in student outcome data that we're closing equity gaps
- » Documentation of the structure we have for examining equity gaps and evidence that we're doing the strategies and elements in objective 1.2
- » Evidence of completion to the total assessment cycle and the reporting process around assessment
- » Evidence of discussions and dialogue around the data, what it means, and our response to it
- » Campus climate survey assessing sense of belonging
- » Survey to assess student concerns and barriers in services and programs



## GOAL 2: PARTNERSHIPS

Develop and cultivate partnerships to enhance student learning and engagement, and operational efficiency

## OBJECTIVE 2.1

Enhance student centered programming by creating mechanisms that deepen and develop partnerships with external and internal entities.

STRATEGIES	STRATEGIES	STRATEGIES
<ul style="list-style-type: none"> <li>Offer additional internship opportunities for internal and external partners</li> </ul>	<ul style="list-style-type: none"> <li>Incentivize reasons to develop partnerships</li> <li>DSA leadership provides avenues for academic partnership for their unit</li> <li>Include value and best practices of partnerships in divisional on-boarding</li> <li>Require a target number of internal/external partnerships that departments self-report each semester and annually</li> <li>Look for new opportunities for partnerships in the time of COVID and virtual learning</li> <li>Establish a guide for successful partnerships (nuts &amp; bolts, checklists, etc.)</li> <li>Create workshops or brown bag discussions to learn about partnership do's and don'ts</li> <li>Assess baseline levels to operationalize targets for enhancement</li> <li>Inform partners about the mutual advantages of partnership</li> <li>Investigate best practices for partnership—share out</li> </ul>	<ul style="list-style-type: none"> <li>Highlight partners in DSA newsletter</li> <li>Recognition celebration of campus external partners</li> <li>Host annual partnership celebration event</li> <li>Use of DSA social media to highlight partnerships</li> <li>Conduct partner meetings/focus groups to solicit feedback</li> </ul>
OUTCOMES	OUTCOMES	OUTCOMES
<ol style="list-style-type: none"> <li>Students will have additional access to opportunities and resources</li> </ol>	<ol style="list-style-type: none"> <li>Partnerships will be practical and useful alliances for all parties</li> <li>Strengthen general knowledge around building partnerships</li> <li>Internal and external community will understand the importance of partnerships as part of the work we do as a division</li> <li>Increased departmental capacity because of partnerships</li> <li>Units are sought out as a partner of choice by internal and external entities</li> <li>Increased access and channels to departments to provide services to a broader base</li> <li>Understanding academic requirements for practical application, so that our partnerships support and are in alignment with the intention of the placement of the student.</li> </ol>	<ol style="list-style-type: none"> <li>Partners will feel they are integral, appreciated, and recognized</li> </ol>
MEASURES	MEASURES	MEASURES
<ul style="list-style-type: none"> <li>Number of jobs/internships provided by off campus partners</li> </ul>	<ul style="list-style-type: none"> <li>Survey existing partnerships</li> <li>Number of existing partnerships, new partnerships, growth in partnerships</li> <li>Number of contact hours and/or meetings with a partner throughout a year</li> <li>Number of people going through on-boarding</li> <li>Survey partnerships semesterly to ensure they feel that partnership is in both side's favor</li> <li>Survey that measures perceptions of, and evidence for, enhanced: innovation, service delivery, service quality, reputation/credibility, ability to work across boundaries and barriers</li> <li>Number of returning/continuing partnerships (longevity)</li> </ul>	<ul style="list-style-type: none"> <li>Survey/rubric outlining different levels of mutual partner benefits</li> <li>Survey/testimonials from partners about how work with DSA has enhanced their work or supported students</li> </ul>

## OBJECTIVE 2.2

Strengthen intradivisional and interdivisional partnerships to create greater operational efficiency through collaboration, resource sharing, and reducing duplicative efforts.

STRATEGIES	STRATEGIES
<ul style="list-style-type: none"> <li>Create a division-wide resource team and work together to share information about partnerships</li> <li>Provide multi-disciplinary teams to tackle division challenges and/or goals</li> <li>Event sponsorship through fiscal support and gifts in kind.</li> <li>Determine a prescribed definition of operational efficiency</li> </ul>	<ul style="list-style-type: none"> <li>Expand information sharing and communication to inform communities about DSA activities, partnerships, and advantages to all partners</li> <li>Create a partnership guide outlining such things as MOUs, formal external agreements, etc.</li> <li>Include partnership profile in DSA monthly email</li> <li>Host an annual partnership round table</li> <li>Create a database of department-wide catalog/directory to allow more shared partnership with external entities</li> <li>Create a DSA calendar that lists units' events so that all departments know what the other departments are doing, opportunity to identify overlap and potential partnerships</li> </ul>
OUTCOMES	OUTCOMES
<ol style="list-style-type: none"> <li>Reduced duplication/increased resource sharing</li> </ol>	<ol style="list-style-type: none"> <li>Decreased costs, economies of scale, more resources</li> </ol>
MEASURES	MEASURES
<ul style="list-style-type: none"> <li>Count of same/similar programs</li> <li>Increased access to resources</li> </ul>	<ul style="list-style-type: none"> <li>Allocate financial partnerships</li> </ul>
OUTCOMES	OUTCOMES
<ol style="list-style-type: none"> <li>DSA staff will have a shared understanding of best practices of successful partnerships</li> </ol>	<ol style="list-style-type: none"> <li>Improved transparency and access to information</li> </ol>
MEASURES	MEASURES
<ul style="list-style-type: none"> <li>Knowledge gain on best practices, do's, don'ts, etc.</li> <li>Operational understanding of the mechanisms to establish external partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Retrospective ratings of levels of transparency and access to information before and after increased partnership training and communication</li> </ul>





# GOAL 3: ASSESSMENT

Build and strengthen a division-wide culture of assessment with a commitment to continuous improvement and evidence-based decision-making

## OBJECTIVE 3.1

Create a division-level assessment plan as a framework to guide outcome assessment and inform unit-level assessment plans.

**STRATEGIES**

- A-Team develops Division Level Outcomes (DLO's)
- A-Team aligns DLO's with standards, best practices, and Institutional Learning Outcomes (ILO's)
- Division is aware of and utilizes the Impact Model/Division Assessment Plan
- Mapping of signature programs

**STRATEGIES**

- Establish assessment cycle with seasons of assessment aligned to institution
- Create DLO working groups aligned with the cycle to lead and coordinate efforts
- Presentations and reports on findings to division, institution, through existing assessment structures

**OUTCOMES**

1. DLO's are articulated that are relevant across units

**OUTCOMES**

2. All units will participate in assessment for continuous improvement

**OUTCOMES**

3. The division will see how their combined efforts contribute to key impact areas

**MEASURES**

- » Communication and availability of DLO's (presentations, website, etc.)
- » Survey units for relevance and usage of DSA Assessment Plan

**MEASURES**

- » Number of units with assessment plans
- » Number of units reporting DSA plan guided/aligned with unit plans
- » Analysis of pre/post assessment plans

**MEASURES**

- » Alignment matrix of DLO's to ILO's with corresponding assessment schedule
- » Survey to assess this shift in perceptions of contribution

### OBJECTIVE 3.2

Develop a shared language and understanding around the reflective process of continuous improvement where all units and programs can see themselves engaging in meaningful assessment.

#### STRATEGIES

- A-Team develops assessment plan template
- Pilot and improve assessment plan template; implement template across division
- Unit level assessment assistance (e.g., A-Team) for creating useful assessment plans
- Translate assessment plans (division and unit level) into Campus Labs/Anthology and track them to demonstrate how information is used for programmatic changes and improvements
- Provide training in Campus Labs/Anthology

#### STRATEGIES

- Create DSA Assessment Website
- Create assessment glossary
- Create assessment handbook on website

#### OUTCOMES

1. All units can house, access, and examine assessment data in Campus Labs/Anthology to inform decision making
2. Increased alignment and usefulness of reporting function
3. DSA staff understand Campus Labs/Anthology at a level required for their position

#### OUTCOMES

1. DSA staff/leadership have a consistently understood definition of meaningful assessment

#### MEASURES

- » Number and quality of plans in Campus Labs/Anthology
- » Evidence and narratives for closing loop (captured in reporting fields in Campus Labs/Anthology)
- » Ratings of improvement comparing current tools and methods to those used previously
- » Self-report assessment of understanding post training

#### MEASURES

- » Survey to assess attitudes, competency, understanding
- » Number of staff literate in assessment language and use

### OBJECTIVE 3.3

Provide ongoing professional development, training, and learning opportunities in assessment.

#### STRATEGIES

- Define levels of assessment knowledge, skills, and ability (e.g., beginner, intermediate, advanced) and offer trainings according to level
- Recorded trainings available on demand
- Embed into onboarding

#### STRATEGIES

- Partnerships with staff development committee and onboarding program
- Partnerships with SDC
- Partnerships with CLASS PD subcommittee
- Develop learning outcomes for the PD
- Provide training completion document to ensure basic level of parity
- Establish department/area leaders as staff assessment trainers
- Create incentives for participating in assessment training
- Set a few of assessment PD opportunities that are required per person/department per year
- Provide assessment PD opportunities that require attendance by all affected DSA members

#### OUTCOMES

1. Consistent and simple training available to all staff

#### OUTCOMES

2. Enhanced assessment capability within units, across division, across institution

#### MEASURES

- » Number of participants
- » Periodic evaluations of usefulness

#### MEASURES

- » Staff survey of usefulness of trainings
- » Assessment capability rubric ratings
- » Retrospective pre/post ratings of knowledge gain after training
- » Number of certificates obtained in Campus Labs/Anthology Assessment Credential
- » Number/quality of trainings for A-Team (annually)
- » Utilization of self-guided resources on website



# GOAL 4: RESOURCES

Invest in and optimize human and organizational capital to fully serve students

## OBJECTIVE 4.1

Develop a comprehensive and consistent division-wide onboarding plan.

### STRATEGIES

- Develop an onboarding checklist for new staff that identifies the roles/mission of DSA departments.
- Provide cross-sectional mentoring between MPP/Staff/Student
- Ensure onboarding process has consistent components to facilitate comparable measurement
- Incorporate 360 feedback mechanism

### OUTCOMES

1. Increased clarity of roles and responsibilities

### OUTCOMES

2. Enhanced understanding of DSA priorities and goals

### OUTCOMES

3. Job satisfaction and/or employee engagement survey

### OUTCOMES

4. Enhanced job performance

### MEASURES

- » Pre/post survey of knowledge gain after onboarding training
- » Employee perception survey post-onboarding

### MEASURES

- » Employee survey of confidence in identifying key areas and functions of DSA departments
- » CAS standards for benchmarking

### MEASURES

- » Job satisfaction survey (e.g., Gallup Q12)

### MEASURES

- » Attendance
- » Ratings of performance

## OBJECTIVE 4.2

Cultivate staff participation in ongoing professional development.

### STRATEGIES

- Build professional development into job descriptions
- Carve out specific staff time for PD activities
- Include participation in PD in performance reviews
- Incentivize PD with recognition
- Appointments with the Staff Development Center
- Provide training touch points throughout the year for Division
- Create employee professional development plan on file with HR
- Require staff to share learning and key takeaways with colleagues through write-ups and summaries after participating in PD events in order to get PD allocations

### OUTCOMES

1. Staff develop and stay current in their field

### OUTCOMES

2. Enhanced connections & partnerships

### OUTCOMES

3. Stronger alignment of opportunities to job related development needs

### OUTCOMES

4. Improved job performance

### OUTCOMES

5. Improved staff morale

### MEASURES

- » Staff perceptions of knowledge gain from PD
- » Staff members complete postgraduate or terminal degrees

### MEASURES

- » Number of partnerships between departments' cross trained staff
- » Number of partnerships & connections within the field

### MEASURES

- » Alignment/connection with current role, and needs of division at the time

### MEASURES

- » Number of summaries shared out on staff professional development experiences

### MEASURES

- » Employee Engagement Survey

## OBJECTIVE 4.3

Prepare student employees for post-college endeavors (employment & graduate study) through intentional development of transferable skills.

### STRATEGIES

- Utilize evidence-based practice and theory to design student employee development (e.g., NACE competencies)
- Workshops for how to conduct informational interviews
- Increase on-campus employment opportunities
- Increase internship opportunities
- Form relationships with off-campus partners to build internships/apprenticeships for students
- Increase opportunities for grad school prep
- Provide transitional assessment and guidance for what comes next

### OUTCOMES

1. Student employees have the requisite professional competencies

### OUTCOMES

2. Higher post-graduate employment rates

### OUTCOMES

3. Pursuit and successful admission to graduate school

### OUTCOMES

4. Student employees are able to link their current job duties with requisite career skills

### OUTCOMES

5. Quality of job performance post-grad

### MEASURES

- » Performance evaluations based on NACE competencies
- » Self-perceptions of knowledge, skill, ability gain
- » Career Readiness Reflections Assessment (CRRRA)
- » Coyote Grow modeled after Iowa Grow (guided reflection on work)

### MEASURES

- » Dashboard for post graduate student employment

### MEASURES

- » Number of CSUSB graduates admitted to grad school

### MEASURES

- » CIRP, Beginning College Survey of Student Engagement (2019)
- » Outcome measures for DLO 1.2 : Articulate one's skills, strengths, knowledge and experience relative to professional goals and identify areas necessary for growth).

### MEASURES

- » Self-reported career readiness
- » Self-reported goals & expectations post bac (e.g., see items on NSSE, orientation, or Enrollment Management area)
- » National Clearing House data
- » Career outcome/grad outcome data with IR (e.g., destination survey)

**OBJECTIVE 4.4**

Develop and implement a consistent communication plan regarding resource decisions and management.

**STRATEGIES**

- Annual budget updates via division-wide meetings
- Division-wide participation in the annual budget creation/request process
- End of year budget break down by category, division-wide
- Identify information and service silos
- Examine resource allocation divisionally and by unit

**OUTCOMES**

1. Staff are aware and well-informed about resources/budget

**OUTCOMES**

2. Staff have clear understanding of division-wide goals and priorities and why resource allocation decisions are made

**OUTCOMES**

3. Informed and effective use of resources

**OUTCOMES**

4. Enhanced job performance in communication, creativity, and service

**MEASURES**

- » MPP self-evaluations
- » Staff perceptions of being well-informed/awareness

**MEASURES**

- » Job satisfaction survey

**MEASURES**

- » Assess alignment of resource allocation with divisional priorities

**MEASURES**

- » Employee engagement survey



**GOAL 5:  
COMMUNITIES**

Create and support inclusive, healthy, and safe CSUSB campus communities

## OBJECTIVE 5.1

Invest in resources and initiatives that demonstrate a multifaceted understanding of the intersections of diverse identities, health, wellness, and safety for CSUSB campus communities.

### STRATEGIES

- Adopt and apply common frameworks to promote this understanding (e.g., 7 dimensions of wellness: social, emotional, physical, intellectual, environmental, financial, and spiritual)

### OUTCOMES

1. DSA staff will develop a shared understanding of these definitions and their intersections

### OUTCOMES

2. People with diverse identities feel safe (physically and psychologically) utilizing DSA services

### OUTCOMES

3. DSA units provide safe spaces and facilities for students

### OUTCOMES

4. Units will be able to demonstrate the allocation of resources across these areas of understanding intersections of diverse identities health, wellness, and safety (physical and psychological)

### MEASURES

» Number of units (where relevant) that adopt and apply a shared framework to promote this understanding

### MEASURES

» Student perceptions of inclusive environment  
 » Increased attendance and participation in identity-based spaces  
 » Number of safe spaces provided  
 » Surveys on psychological and physical safety

### MEASURES

» Student data on new participation of student clubs, orgs, boards, etc.

### MEASURES

» Budget analysis

## OBJECTIVE 5.2

Engage students in defining and understanding their roles and impact as members of diverse local and global communities.

### STRATEGIES

- Provide opportunities for students to think about their role in community as students and in the future
- Provide training for students to use their voices and create change in the community
- Facilitate workshops on the role of government and how to engage as an individual
- Use the Social Justice Summit as a tool to help students define and understand their role
- Create a certificate/passport program to assist students with obtaining a deeper way of impacting the community (pathways in Co-Curricular Transcript)
- Promote students to participate in Institutional Research & Analysis's Current Student Survey

### OUTCOMES

1. Increased student involvement in local/global communities

### OUTCOMES

2. DLO 2.2-Students will:

- Develop an awareness, knowledge, and appreciation for human diversity
- Acknowledge, respect, and develop diverse perspectives
- Interact meaningfully with people from different heritages, identities, and lived experiences.

### MEASURES

» Student participation in community service  
 » Voting participation (on-campus, regionally, nationally)  
 » Student participation in committees, clubs, and leadership positions

### MEASURES

» DLO 2.2 outcome measures across units  
 » Number of participants/completions in certificate/passport program

### OBJECTIVE 5.3

Embed social justice concepts in programming and support initiatives.

#### STRATEGIES

- Establish a cohesive framework for critical social justice concepts, how it aligns with University Diversity, Equity & Inclusion work, and communicate on DSA website
- Create a pathway in Coyote Connection for students to explore concepts of social justice
- Partner with Academic Affairs to align learning outcomes between curricular and co-curricular
- Provide workshops and programs for students to participate in competency building dialogue in social justice
- Develop social justice volunteer opportunities for students to engage in
- Hold town hall meetings regarding current social events
- Partner with faculty to invite classes to these events
- Partner with College of Extended & Global Education to ensure inclusion of international student communities

#### OUTCOMES

1. Increased student involvement in social justice space

#### OUTCOMES

2. People grow in their knowledge and experience in social justice

#### MEASURES

- » Number of student organizations
- » Participation in identity and affinity center programming and leadership opportunities
- » Participating in clubs, and organizations
- » Participation of students in programming outside their own affinity/identity group
- » Increased student participation in local elections

#### MEASURES

- » Number of people completed pathway created in Coyote Connection on Social Justice
- » Student perceptions of extent to which social justice themes were incorporated into programming

### OBJECTIVE 5.4

Develop and implement recruitment strategies for student leadership and employment opportunities that promote diversity, inclusion, and a sense of belonging.

#### STRATEGIES

- Partner with HR/Student Employment on a diversity training program for student employees
- Incorporate a diversity summit into fall student leader/employee trainings
- Incorporate training into onboarding process
- Incentivize training in onboarding
- Stipends
- Continually identify funding for on-campus student employment opportunities
- Work with Institutional Research & Analytics to understand who our student leaders are and where there may be gaps
- Target advertising for leadership and employment opportunities in groups and spaces that underrepresented students occupy
- Ensure that recruitment for leadership opportunities is communicated via a diverse network and multiple modalities
- Provide paid professional development opportunities for students who may not be eligible for FWS or any form of employment

#### OUTCOMES

1. Consistent use of Diversity, Equity & Inclusion framework across student employee recruitment, interview, and training processes
2. Students are able to articulate their transferable skills and the impact involvement had on their identity and sense of belonging
3. Higher total number of students from underserved groups holding campus employment positions/Decrease in inequities (racial, gender, and otherwise) holding campus employment positions

#### MEASURES

- » Survey of recruitment practices of student employee positions
- » Student articulation of what they gained from an internship or fellowship( Iowa Grow survey and reflection conversations)
- » Descriptive stats of student leaders and employees
- » Number of students reached in recruitment strategies
- » Number of students participating in internships, fellowships, and research opportunities
- » Outcome measures for DLO 1.2 & 2.2
- » Student employment survey

## STRUCTURES FOR GETTING THE WORK DONE

### 1. UNIT IMPLEMENTATION PLANS

To operationalize the division level strategic plan goals, objectives, and outcomes, directors completed a template that aligned their specific areas to relevant components of the strategic plan. This produced unit-level implementation plans that describe priority strategies, outcomes, and measures the unit will use to support the strategic plan objectives.

### 2. IMPACT MODEL

The Division of Student Affairs [Impact Model](#) is about the effect our services, events, and programs have on students: their learning, their experiences, and their development. It outlines the knowledge, skills, abilities, attitudes, and perspectives we hope students will cultivate because of engaging in our areas. It is organized around 3 main impact areas (Achieve, Connect, Thrive) that included key Division Level Outcomes (DLOs). The strategic plan outlines the operations and resources required for bringing about this intended impact.

### 3. COMMITTEES

To achieve the goals and objectives outlined in the strategic plan, some of the work will be situated within division committees in terms of coordination, implementation, and reporting responsibility. The alignment matrix presents how DSA's goals and objectives correspond to existing parallel structures both within and beyond the division.

## STRUCTURES FOR GETTING THE WORK DONE

DSA GOALS AND OBJECTIVES	DLO	DSA COMMITTEE	INSTITUTIONAL STRATEGIC GOAL	DEI STRATEGIC PLAN
<b>GOAL 1: STUDENT SUCCESS</b> Advocate for and advance student success with an emphasis on narrowing opportunity gaps			Goal 1: Student Success	Goal 2: Create a Campus of Belonging
1.1 Partner with and involve students to determine how best to engage them and support them in their success at CSUSB and beyond.		Coyote Connections Programming Committee; Policy Equity Committee; Collective Mentoring Committee		
1.2 Identify opportunity gaps and implement high-impact, evidence-based strategies to help narrow those gaps, support student learning, and prepare students for career success.		Coyote Connections Programming Committee, A-Team		Objective 3.2 Identify ways to make equity gaps more transparent and part of program decision-making
1.3 Expand programming, services, and resources that build student self-efficacy and support essential skills development.	DLO 1.1, 1.2, & 1.3	Coyote Connections Programming Committee; Collective Mentoring Committee		
1.4 Assess and modify Student Affairs policies, practices, and processes through an equity lens.		A-Team; Policy Equity Committee; Communications & Creative Marketing Committee		
<b>GOAL 2: PARTNERSHIPS</b> Develop and cultivate partnerships to enhance student learning and engagement and operational efficiency			Goal 4: Community Engagement and Partnerships	Goal 2: Create a Campus of Belonging
2.1 Enhance student centered programming by creating mechanisms that deepen and develop partnerships with external and internal entities.		Awards, Recognitions & Connection Committee; Coyote Connections Programming Committee; Communications & Creative Marketing Committee		
2.2 Strengthen intradivisional and interdivisional partnerships to create greater operational efficiency through collaboration, resource sharing, and reducing duplicative efforts.		Awards, Recognitions & Connection Committee; Coyote Connections Programming Committee; A-Team; Communications & Creative Marketing Committee; Collective Mentoring Committee	Goal 3: Resource Sustainability & Expansion	



**STRUCTURES FOR GETTING THE WORK DONE CONTINUED...**

DSA GOALS AND OBJECTIVES	DLO	DSA COMMITTEE	INSTITUTIONAL STRATEGIC GOAL	DEI STRATEGIC PLAN
<b>GOAL 3: ASSESSMENT</b> Build and strengthen a division-wide culture of assessment with a commitment to continuous improvement and evidence-based decision-making			Goal 5: Identity (See SPEX 5.1); Goal 2: Faculty & Staff Success	
3.1 Create a division-level assessment plan as a framework to guide outcome assessment and inform unit-level assessment plans.		A-Team; Fundraising & Grant Writing Committee; Policy Equity Committee		
3.2 Develop a shared language and understanding around the reflective process of continuous improvement where all units and programs can see themselves engaging in meaningful assessment.		A-Team; Staff Development Committee; Fundraising & Grant Writing Committee; Policy Equity Committee; Communications & Creative Marketing Committee		
3.3 Provide ongoing professional development, training, and learning opportunities in assessment.		A-Team; Staff Development Committee; Awards, Recognitions & Connection Committee; Policy Equity Committee		
<b>GOAL 4: RESOURCES</b> Invest in and optimize human and organizational capital to fully serve students			Goal 1: Student Success Goal 2: Faculty & Staff Success Goal 3: Resource Sustainability & Expansion	
4.1 Develop a comprehensive and consistent division-wide onboarding plan.		Staff Development Committee; Communications & Creative Marketing Committee		
4.2 Cultivate staff participation in ongoing professional development.		Staff Development Committee; Awards, Recognitions & Connection Committee; A-Team		
4.3 Prepare student employees for post-college endeavors (employment & graduate study) through intentional development of transferable skills.	DLO 1.2	Staff Development Committee; Collective Mentoring Committee		
4.4 Develop and implement a consistent communication plan regarding resource decisions and management.		Communications & Creative Marketing Committee; Collective Mentoring Committee		

**STRUCTURES FOR GETTING THE WORK DONE CONTINUED...**

DSA GOALS AND OBJECTIVES	DLO	DSA COMMITTEE	INSTITUTIONAL STRATEGIC GOAL	DEI STRATEGIC PLAN
<b>GOAL 5: COMMUNITIES</b> Create and support inclusive, healthy, and safe CSUSB campus communities			Goal 4: Community Engagement and Partnerships	Goal 2: Create a Campus of Belonging
5.1 Invest in resources that incorporate a multifaceted understanding of the intersections of diverse identities, health, wellness, and safety for CSUSB campus communities.	DLO 3.1 & 3.2	Coyote Connections Programming Committee; Fundraising & Grant Writing Committee; Policy Equity Committee; Communications & Creative Marketing Committee; Collective Mentoring Committee		Goal 1: Solidify CSUSB's Innovative DEI Infrastructure
5.2 Engage students in defining and understanding their roles and impact as members of diverse local and global communities.	DLO 2.2	Coyote Connections Programming Committee; Policy Equity Committee; Communications & Creative Marketing Committee; Collective Mentoring Committee		
5.3 Embed social justice concepts in programming and support initiatives.		Coyote Connections Programming Committee; Policy Equity Committee; Communications & Creative Marketing Committee; Collective Mentoring Committee		
5.4 Develop and implement recruitment strategies for student leadership and employment opportunities that promote diversity, inclusion, and a sense of belonging.	DLO 1.1 & 1.2	Staff Development Committee; Coyote Connections Programming Committee; Fundraising & Grant Writing Committee; Policy Equity Committee; Communications & Creative Marketing Committee; Collective Mentoring Committee		Obj 2.1 & 3.2

## SHARED LANGUAGE

TERM	DEFINITION
Vision	A short, vivid statement describing what the CSUSB Division of Student Affairs strives to create. This is the inspiring ideal or “dream” state.
Mission	This is the organizational purpose statement. It describes what you do, how you do and why do it. It should be present tense and concise.
Goal	Important long term, broad areas of focus that address the areas that the Division actively needs to be involved in over the next three years to reach mission and strive for vision.
Objective	The way in which the goals are brought to life through action. These include evaluating, changing, implementing (and sunset-ing) of programs and practices, as well as activities and measurable indicators of success. It’s asking “How will we know if we reach the goal, and how will we prove it?”
Strategies	What we do or provide; outputs, activities, services, programming, policies, etc. Strategies are the activities conducted or products created that reach targeted participants or populations. Strategies lead to outcomes.
Outcomes	Outcomes are the changes or benefits for individuals, families, groups, businesses, organizations, and communities. Outcomes occur along a path from shorter-term achievements to longer-term impact. Outcomes are how people or things are transformed if the strategic plan objective is achieved.
Impact	Effects, changes, outcomes that are long term, large scale, and broad in scope.
Measures	Tools or evidence used to demonstrate progress on outcomes.

