

HYBRID-OPERATIONS REVIEW

Year 1 Instructions

Alignment | Assessment Project | Collaboration & Communication | SMART Goals

Assessment is the most valid way of demonstrating the effectiveness of services, programs, and facilities, especially in defending and promoting higher education, and also in meeting accreditation standards. (Upcraft & Schuh, 2001)

The Goal: Offices outside of Academic Affairs and Student Services have responsibilities that significantly impact the services and operation of a college. Assessment is a vehicle to demonstrate contribution to institutional mission, goals, and strategic objectives. Additionally, offices outside of these two divisions also promote skill development among a diverse set of constituents. Determining the effectiveness and moving beyond satisfaction of services allows for a greater understanding of impact and resource allocation.

Institution Mission:

Bristol Community College provides an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world.

Institution Vision:

Advancing a vibrant, diverse community through education, learner by learner

Institution Equity Commitment:

Bristol Community College's academic programs strive to provide equitable educational opportunities to all students and create a sense of belonging. We engage students in rigorous learning, striving to transform attitudes and beliefs to position our students to become agents of change and serve as leaders in our communities.

Strategies:

Academic Innovation:

Advance an engaging holistic teaching and learning environment resulting in a seamless student experience that prepares them to embrace life's opportunities.

Equity

Share responsibility for the success of our students and employees by improving equity-mindedness and ensuring institutional support that closes equity gaps.

Organizational Excellence

Create a culture of innovation through improved processes and collaboration, modern technology and ongoing professional development to support student and employee success.

Partnership

Collaborate with educational institutions, alumni, industry and community partners to increase educational attainment and support the talent pipeline to enhance opportunities in the region.

CAS Department Review

Year 1 Deliverables

Hybrid Deliverables for FY23

Alignment | Assessment Project | Collaboration & Communication | SMART Goals

Part 1. Alignment & Mapping

With an understanding of learning taking place and how effective programs, activities, and services contribute to college success, divisions and departments can demonstrate efforts aligned with strategic initiatives and the institutions mission statement. Alignment of services whether those services yield specific learning objectives or determine effective goal attainment begins with the Bigger Picture.

Services provided to students and community members often are developed to align with an Institutions Mission Statement and Strategic Priorities. The first step of developing an assessment plan includes an understanding of, and contribution of services to both Mission & Strategic Priorities.

As part of year zero, staff were asked to revise/review their functional areas mission statement, goals and to build operational and learning outcomes specific to the department's overall services to students and/or the community. This work is critical in the development of an assessment project. The next steps establish alignment and demonstrate how programs/services/activities (experiences offered) contribute to the larger institution objectives by way of competencies. For hybrid offices, there may not be a set of competencies specifically outlined and expected to achieve. However, there is a relationship between the services an office provides, goals that reflect a greater understanding of an office/departments mission and the connection associated with strategic initiatives/objectives.

Mapping is an evidence-based way that organizes a visual matrix/tool used to identify connectivity and relationships. Maps can demonstrate how goals and services supporting those goals contribute to strategic initiatives. Mapping provides an overall understanding of a department/division's work in relation to specific strategic objectives. Results will often yield the areas of greatest emphasis and the areas that need more emphasis. *"Mapping is a collaborative process of indicating which activities or experiences align with which strategic /objectives throughout an institution of higher education. It is a process of making clear the relationships between different parts of the educational enterprise..."*(Jankowski & Marshall, 2017).

For example, maps demonstrate connectivity by showing relationships between the following:

Department experiences to division competencies or institution objectives

Department outcomes to department goals

Department experiences/services to department outcomes

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Maps are an important exercise that demonstrate the value programs have on student or community experiences. They also help in the planning process when measuring outcomes. **Year 1 deliverables will include the following mapping exercise:**

- Map major department services to outcomes
- Map department outcomes to goals
- Align goals to strategic strategies
- Align strategies to strategic objectives

Strategic Plan Initiative

“Higher education, like many other industries in our nation, was already experiencing incredible levels of disruption prior to the pandemic. Some of the forces that are causing this disruption include the high cost of college, increases in student debt, changing student demographics, the perceived value of a college education and new credentialing that competes with traditional college degrees. Now, more than ever, Bristol Community College needs to build a strong foundation for all students centered on equity with an emphasis on outcomes. The development of our plan during this historic time will only strengthen our institution and further solidify our role as a vital part of our region.” (Retrieved August 2022 Bristol Strategic Plan).

Four Key Strategies were developed in 2019 after extensive community gatherings. They are as follows:

Academic Innovation

“Advance an engaging holistic teaching and learning environment resulting in a seamless student experience that prepares them to embrace life’s opportunities.” (Retrieved August 2022 Bristol Strategic Plan).

Equity

“Share responsibility for the success of our students and employees by improving equity-mindedness and ensuring institutional support that closes equity gaps.” (Retrieved August 2022 Bristol Strategic Plan).

Organizational Excellence

“Create a culture of innovation through improved processes and collaboration, modern technology and ongoing professional development to support student and employee success.” (Retrieved August 2022 Bristol Strategic Plan).

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Partnerships

“Collaborate with educational institutions, alumni, industry and community partners to increase educational attainment and support the talent pipeline to enhance opportunities in the region.”
(Retrieved August 2022 Bristol Strategic Plan).

Deliverable: Map department services, outcomes, and goals to strategic key strategies and specific objectives.

*****Do you have Goals and Outcomes for your department?** (If not, please reference year zero of the CAS deliverables before completing this exercise. If you need assistance, please reach out to Danielle Licitra @ dlicitra11@bristolcc.edu).

For this exercise please use the template provided here (or under year 1 of the CAS Review webpage or in the OneDrive). The below template is a snap shot with an example and is explained in more detail.

Department Name	Goal	Outcome	Service/s	Key Strategy	Strategic Objective	Comments
EXAMPLE: LASH Center for Teaching and Learning	Provides the college community with a wide array of professional development opportunities in support of the institution's mission statement and strategic priorities.	As a result of participation in professional development opportunities in support of the institution's mission statement and strategic priorities, members of the Bristol Community College will conclude their professional development with increased knowledge and tools to further their practice.	Professional Development opportunities (workshops/training sessions/conferences)	Organizational Excellence Academic Innovation Equity	OE-Objective 3 & 4 AI-Objective 2 Equity-Objective 1	There are many professional development opportunities. In most cases each of the large scale PDs have additional outcomes to be measured. Each outcome also contributes to the general department outcome.

1. Column A: Here you will list your department. In this Lash CTL is listed as an illustrative example
2. Column B: Here you will list your department Goals that directly contribute to a Key Strategy and objective. Not all goals will contribute to the strategic plan. That is ok. Also, not all goals are directly related to student learning.
3. Column C through F: Here you will list the outcome that supports your goal/s and the experiences/experience/s that are offered to accomplish goal/outcome. In this image, the first outcome and goal indicate that LASH contributes to organizational Excellence, Academic Innovation and Equity. Specifically, PD opportunities, workshops, training sessions and conferences are all experiences that assist in meeting this outcome. In terms of strategic objectives, there are several ways in which these initiatives assist towards meeting institution objectives. In the notes section, the department recognizes that there may be additional outcomes per experiences/services under the broader goal/outcome.

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As a result, the department will establish a map that shows several relationships:

- How department experiences contribute to department outcomes & goals
- How department outcomes/goals contribute to institution key strategies and objectives

ACTION: Complete Division Mapping

Due Date: June 30th Year 1 of PR

Additional Resources: Institutional Assessment Website. Mapping Template Here. Fall workshops during Assessment Day. Fall Drop-In sessions. Assessment Spring Series workshops. Please reach out to Danielle Licitra @ Dlicitra11@Bristolcc.edu for additional support.

Part 2. Outcomes Assessment Project

Identify Assessment Project | Build Assessment Plan | Launch Plan Date

There are a number of different types of assessments that answer questions and inform our practices in different ways. Depending on the services being provided, most will focus on Learning Outcomes Assessment. Some may focus on other types of assessment. What is important to know is that other types of assessment aren't measuring learning. However, they are useful and can be used to inform practice.

For example, there may be a call to understand the needs and utilization of services/programs so that resources can be allocated appropriately.

- Needs assessment specifically identifies areas of college services where students are requesting specific needs to accomplish certain tasks (often associated with academic success).
- Utilization assessment refers to the "use" of services and often includes number of times a student utilized a service.

Hybrid offices or Ops offices often launch surveys that measure the level of satisfaction with a program, service or facility. Questions may include: Where you satisfied with the timing of the program? Did you enjoy the activities provided? Would you attend again? Was registration easy? While these are important assessments and are often considered **Operational Outcomes** (examine what a program or process is to do, achieve or accomplish for its improvement) and often are combined with Learning Outcomes assessment, they don't focus on what the community will gain or be able to do as a result of a service, program or experience. **Learning Outcomes** examine skills that participants or other stakeholders develop through engagement. They are also measurable, and are often connected to valuable skills. This type of assessment measures the impact services have on learning, development, student/community success and offers several important pieces of information to participants and stakeholders:

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- Evidence to demonstrate contribution to institutional mission, goals, strategic objectives.
- Clarification to students and others what students/participants/community members can expect to gain and what the program will accomplish in terms of skill development
- Moves beyond satisfaction and tracking use to describing effectiveness
- Provides opportunity to identify areas of strengths and needed improvement
- Drives resource allocation

For example, career services may send a program evaluation survey to students regarding a specific workshop. Questions are often to inform programmatic improvement not on what students know or are able to do as a result of attending the program.

Operational Outcomes:

Is this service needed?

How often is it used?

Where you satisfied with the timing of the program?

Would you attend again?

Is it likely to be used?

What were the side effects?

Was registration easy?

Learning Outcomes:

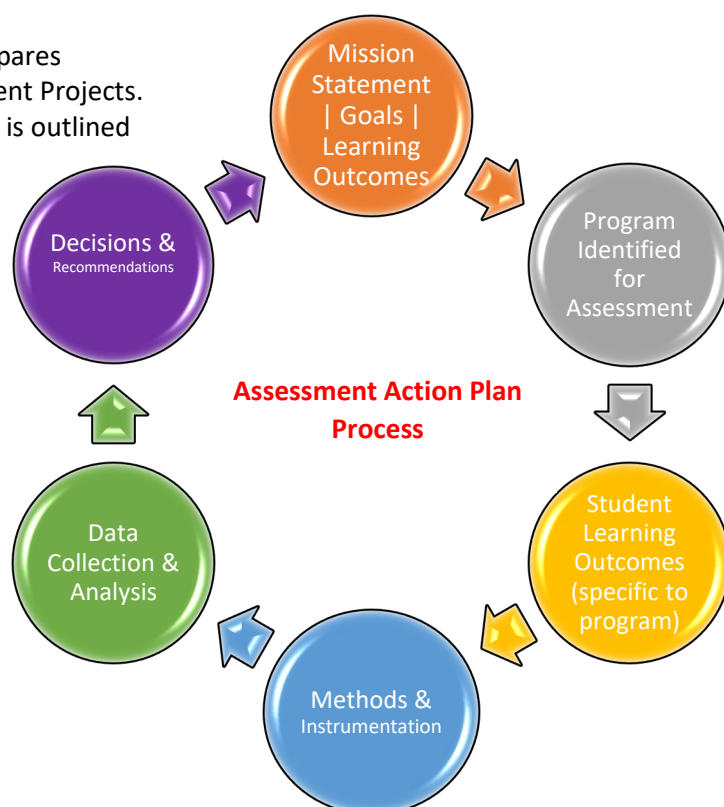
As a result of attending the 5 series workshop on financial literacy, students will be able to create a balanced budget worksheet which includes anticipated loan debt.

The Assessment Plan Model/Template

The CAS program review cycle includes work that prepares departments (functional areas) to engage in Assessment Projects. The framework used in delivering an assessment plan is outlined below and is part of the Year 1 deliverable.

This work supports the CAS Standards functional area Part 1 through Part 3 and directly supports Part 4-Assessment.

*****In order to engage in an Assessment Plan, year zero deliverables must have been completed.**



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For this deliverable, please choose at least one Large scale or High Impact program/service you would like to assess. There are eight steps that are recommended to be followed when building out an assessment plan. Below is a brief description of each Assessment Plan area. For further resources on implementation please reference the Institutional Effectiveness Webpage

Mission Statement: Each department's mission clearly defines their role in the division and lets students and others know how they contribute to the institution's mission by helping them with their development and experience at the institution. Please reference year zero for more information.

Goals of Department: Goals are overarching statements that describe what a department or large-scale program is trying to accomplish. They are not measurable. They indicate the end result and are considered the umbrella of detail.

Learning Outcomes: Outcomes are specific statements derived from goals; they help clarify and define the meaning of the goal. They articulate the measurable expected results of an instructional activity or program effort. Outcomes are a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved. Please reference year zero for more information.

Program Definition: Large scale (HIPs) Programs within departments should have a description. If applicable, they likely will also have goals and Student Learning Outcomes reflective of the department's goals & outcomes.

Program Learning Outcomes: In addition to the above Learning Outcomes statement, often large scale (HIPs) programs within departments should have student learning outcomes specifically addressing the learning expected to take place as a result of engagement.

Assessment Methods & Instrumentation: Assessment methods include the criteria, process, and tools used to determine if the intended outcomes were reached. Assessment methods articulate the target audience of the assessment, the methods and tools for data collection, criteria or targets that specify that the outcome has been met, and how the data will be analyzed. A combination of methods to measure outcomes is desirable.

Data Collection & Analysis: The analysis of data is the section where storytelling occurs. Accurately representing the narrative across different demographics given the data. Analysis identifies emerging themes, areas of strengths, and needed improvement. It also includes the reporting of results for each outcome.

Decisions and Recommendations: Based on the results, describe any decisions made or actions taken regarding programs, policies, and services as well as improvements/refinements to the assessment process. Include a plan for assessing the effectiveness of these decisions or actions.

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Part 3. Collaboration & Communication

[CAS](#) has developed 48 sets of functional area standards for higher education programs and services. Each functional area has a self-assessment guide (SAGs) which is considered a tool that operationalizes assessment through eleven sub-categories designed for self-study. Year zero included the first three sub-categories: Mission Statement, Goals and Outcomes. Each sub-category has a series of “criterion measures to judge the level of program compliance...” (CAS, 2019). Additionally, each self-assessment guide provides an evaluation form and guidelines when reviewing sub-areas of the department area being assessed.

Year 1 has the sub-category Part 8-Collaboration & Communication evaluation. There are three parts of the sub-category. Please use the Functional Area review guideline document to understand the specific department CAS recommendations found here. Please use the SAGs evaluation section as an internal document to complete this deliverable. SAGs Evaluation Part 8.

[CAS Standards & SAGs Evaluation Link](#). This link is located in the [Assessment outside SSEM.AA](#) folder.

Part 8 includes the following areas. Please use the CAS Part 8 self-assessment form to submit your final evaluation. This will be included in the end of year CAS Review form. This document will be reviewed by the Assessment Advisory & Resource committee over the summer.

The metric for each part is as follows:

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Suggested Evidence & Documentation: Please select a minimum of 5 documents/websites that support this section.

8.1 Collaboration: Please summarize this section and provide a rating based on a self-assessment of the department. A justification with evidence is required. Keep in mind that if the assessment falls short of CAS recommendations, consider developing a SMART goal to accomplish for next year.

8.2 Communication: Please summarize this section and provide a rating based on a self-assessment of the department. A justification with evidence is required. Keep in mind that if the assessment falls short of CAS recommendations, consider developing a SMART goal to accomplish for next year.

8.3 Procedures and Guidelines: Please summarize this section and provide a rating based on a self-assessment of the department. A justification with evidence is required. Keep in mind that if the assessment falls short of CAS recommendations, consider developing a SMART goal to accomplish for next year.

Overview Questions: Please prepare responses for the 3 questions within this section.

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Part IV: SMART Goals

With what has been learned through the review for this particular year, please create SMART goals that will be executed in the following year. SMART goals aren't the same as Outcomes. While they may include a component of learning, they often are written as an operational outcome for the department. Please consider referencing ["SMART Goals: A How to Guide, created by the University of California"](#) (Retrieved, July 2022). This document includes what a SMART goal is, how to write one, offers examples and a template to guide the writing component of a SMART goal.

S	SPECIFIC	What will be accomplished? What are the actionable steps taken to accomplish goal?
M	MEASURABLE	To determine whether the goal has been met, it must be written in a way that clearly can be measured. Here what data will be collected and what will the data answer?
A	ACHIEVABLE	Can the goal be achieved? What resources are needed?
R	RELEVANT	How does the goal align with strategic objectives? Department and/or Division objectives?
T	TIME-BOUND	Time Frame to complete

EXAMPLES (Influence by University of California SMART Goals document).

Communication Improvement:

"To grow in our department in terms of communication, the department needs to improve their on-line presence and website interactive tools. By working with IT to determine cost efficient and no-cost resources for web development, our department will improve online engagement by 25%."

"Improving the customer experience on mobile devices is a core initiative for our department. We are going to create a mobile app. By the end of the fiscal year, there should be 500 installs of the mobile app we develop. We'll build the mobile app in-house and launch it by the end of June with an app-related marketing campaign that will continue to the end of the year."

Please include the following:

- One must be directly related to the improvement of student learning (if applicable)
- One must be directly related to the improvement of community service (they service you provide to the community)
- One must be directly related to equity-minded practice
- One must be directly related to the CAS self-assessment (If it is determined that an area needs to be further investigated)

CAS Department Review
Year 1 Deliverable

REFERENCE PAGE

Busby, A. K., & Aaron, R. W. (2021, April). Advances, contributions, obstacles, and opportunities in student affairs assessment (Occasional Paper No. 52). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Jankowski, N. A., & Gianina R. Baker. (2020, June). [Mapping and assessing student learning in student affairs](#) (Occasional Paper No. 45). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Jankowski, N. A., & Marshall, D. W. (2017). Degrees that matter: Moving higher education to a learning systems paradigm. Sterling, VA: Stylus Publishing, LLC.

Types of Assessment: Adopted by the Student Affairs Assessment Council, November 26, 2003. Revised and adopted by the Student Affairs Assessment Council and the University Assessment Council, June 13, 2006.

Department Assessment Plan: Adopted by the Student Affairs Assessment Council, November 26, 2003. Revised and adopted by the Student Affairs Assessment Council and the University Assessment Council, June 13, 2006.

University Of California: [SMART Goals-A How to Guide](#) (Retrieved July 18, 2022)