Mission Statement | Goals | Operational & Student Learning Outcomes

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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.

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)

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.

Department Mission Statement:

Each department's mission clearly defines their role in the division and lets students and others know how they contribute to the institutions' mission by helping them with their development and experience at the institution. Additionally, departments contribute to institution competencies or strategic objectives by demonstrating the effectiveness of their programs and services. A Mission statement should be revisited/reviewed, and revised every 5 years to reflect contemporary practices and changes to a department. A mission statement is NOT a Vision statement. The difference between the two is simple. A mission statement indicates what is being done, a vision is inspirational and addresses the future. Mission statements state the cause, action, and impact. They are specific, succinct, and straightforward. Mission Statements answer the following questions:

- Who am I?
- Who will I serve?
- What will I do?
- How will I do it?

ACTION: When reviewing/revising/or creating a Mission Statement, best practices should be incorporated into the review. It is recommended that you use CAS Standards for your department/functional Area (If a standard specific to your area does not exist, please use the CAS General Standards guide). Sub-Category 1 will help in this effort. Additionally, a review of a national organization can assist in the development of this area.

Department Goals:

Goals inform the development of services and Outcomes. The need for the Mission and Goals of a department are essential steps in promoting an understanding of a department's role in the community. Goals are broad strokes that are not measurable. They indicate the end result and are overarching. They also inform decision-making in terms of services, support and resources needed to accomplish goals.

ACTION: Like the mission statement, goals should be revisited/reviewed and revised every 5 years to reflect contemporary practices and changes to a division. Sub-Category 2 will help in this effort. Additionally, a review of a national organization can assist in the development of this area.

Department Outcomes:

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. Learning outcomes are statements of what students or participants (including community members) will know or be able to do as a result of an experience, process, or policy. Additionally, for the purposes of a department, outcomes reflect the department goals.

Learning outcomes are statements of what students, community members or participants will know or be able to do as a result of an experience, procedure or policy developed. Essentially to determine the breadth and depth of how effective or how impactful (and whether goals were met) a program/experience provided by a department (or several departments) is, measurable outcomes must be identified and written. There are two types of outcomes: Operational and Learning. Outcomes often lean heavily on student learning but there may be outcomes identified that are not directly related to student or community learning.

The Model recommended and used within the review of SLOs is the ABCD Model developed by Heinich et al. 1996.

A is for _Audience._   B is for _Behavior_ learned.   C is for _condition_ in which learning is taking place.   D is _degree_ of learning

SLOs include a verb phrase "what students will know or be able to do" and how they will apply that skill or knowledge. There are levels of learning. The level should be determined by the breadth and depth of the learning experience. Additionally, the length of time engaging in the learning experience (1 hour vs 1 semester). Blooms Taxonomy (Vanderbilt University Center for Teaching) demonstrates the breadth & depth of learning and includes five levels of learning

- Knowledge/remembering
- Comprehension/understanding
- Application/applying
- Analysis/analyzing
- Evaluation/evaluating
- Synthesis/creating

Writing SLOs is critical to the ability to measure the learning. The
- ABCD method (Heinich, et al, 1996) is often use as a model for writing good SLOs.

- Audience (Who does the outcome pertain too? Usually students)
- Behavior (What do you want participants to know or do as a result of the learning experience- Blooms Taxonomy)
- Condition (under what circumstances? A workshop, series of workshops, training, trip, program)
- Degree of Learning (How much will they know, how well will they do it? 3 out of 5, identify 3 aspects of X)

SMART Goals and assist in making your goals achievable. They are specific (simple, sensible, significant; measurable (meaningful, motivating); Achievable (agreed, attainable); Relevant (reasonable, realistic and resourced, results-based); Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

SMART goals aren't the same as Student Learning 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
- 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)

When reviewing/revising/or creating Outcomes best practices should be incorporated into the development. It is recommended that you use CAS Standards for your department/functional Area or the General Standards guide. Sub-Category 2 and 10 (assessment) will help in this effort. Additionally, a review of a national organization can assist in the development of this area.