

## STUDENT SERVICES & ENROLLMENT MANAGEMENT

### Year 1 Instructions

Alignment | Assessment Project | Collaboration & Communication | SMART Goals

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***“As educators we have remarkable opportunities to create environments that will engage students in richer and broader learning.”***-Learning Reconsidered, 2006

We must document the significance, value, and contributions student services makes toward the institution’s mission and goals. In order to accomplish this, building a culture of evidence that demonstrate the learning taking place within the experiences provided becomes a significant aspect of accomplishing better practices to deepen, adjust, and correct if needed, the co-curricular student experience. We do this by examining the work being done, determining the effectiveness of the work, and the impact it has on student learning. Critical questions to answer by way of evidence:

- Do the spaces we create for students impact them in ways that contribute to their success?
- What are students learning (and does the learning align with learning outcomes, division competencies and the institution mission/strategic objectives?)

***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)

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#### **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.

#### **SSEM Vision:**

To be a national leader among community colleges in equitable, innovative, and student-focused practice.

#### **SSEM Mission Statement:**

The Division of Student Services and Enrollment Management believes in the power of learning that happens outside of the classroom. As a team of committed educators, we transform lives and communities by providing holistic learner-centered and equity-minded programs, services, and experiences that inspire, engage, and empower individuals to achieve their dreams.

# CAS Department Review

## Year 1 Deliverables

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### SSEM Deliverables for FY23

*Alignment | Assessment Project | Collaboration & Communication | SMART Goals*

#### Part 1. Alignment & Mapping

Student Learning happens throughout and across the college experience. With an understanding of learning taking place and how effective programs, activities, and services contribute to student development, and college success, the division can demonstrate efforts aligned with strategic initiatives and the institutions mission statement. *“Student affairs professionals have demonstrated through consistent and continually improving assessment practices various ways in which divisions of student affairs are partners with academic affairs in student learning and institutional strategic initiatives toward student success.”* ([Busby, A.K., & Aaron, R.W. 2021](#))

Alignment of education experiences begins with the Bigger Picture. As stated by Jankowski and Baker, *what is the role of student affairs as part of a larger system of interlocking and supporting learning for students throughout an institution that builds towards common or shared learning outcomes?* (Retrieved, 2022 from NILOA). Services provided to students 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 student learning outcomes specific to the department’s overall services to students. 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 division learning competencies.

Mapping is an evidence-based way that organizes a visual matrix/tool used to identify connectivity and relationships. Maps demonstrate the types of learning taking place (outcomes) and how that learning occurs (experiences). *Mapping is a collaborative process of indicating which activities or experiences align with which learning outcomes throughout an institution of higher education. It is a process of making clear the relationships between different parts of the educational enterprise as well as providing clarity to students on the intended educational design* (Jankowski & Marshall, 2017).

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

*Department experiences to division competencies*

*Department student learning outcomes to department goals*

*Department experiences to department student learning outcomes*

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

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- Map department outcomes to division competencies
- Map major department experiences to outcomes
- Align Student Learning Outcomes to Goals
- Align major experiences to Student Learning Outcomes

### SSEM Competency Framework

Student Affairs competency frameworks are used to promote the improvement of programs and services and to enhance the quality of student learning and development. Establishing division competencies provides the institutions community and external constituencies an understanding of learning and skill attainment occurring as a result of co-curricular engagement. The competencies chosen or models used are relevant for each and every student service department ([CAS Learning & Development Outcomes](#)). This allows for a more focused program development and assessment approach based on institutional mission and priorities. As a result of engaging in the co-curricular experience and utilizing support services across the division, students will be exposed to opportunities that will:

- Build connections,
- Develop critical thinking skills,
- Require accountability and responsibility in decision making,
- Advance equity, and,
- Achieve goals.

To further their skill development, under each competency, student learning outcomes are identified. Departments within Student Services and Enrollment Management will develop experiences (programs & services) that will contribute to these competencies.

#### **Build Connections**

- Students will identify ways in which they are connected to each other, the college, and their community.
- Students will describe the importance of these connections and the impact they have on their experience.

#### **Think Critically**

- Students will explain problems and issues that impact their student experience.
- Students will analyze available options to identify specific solutions that support their goals.

#### **Take Responsibility**

- Students will recognize that their decisions have an impact on their academic, career, and life goals.
- Students will describe alternate actions that would lead to a different outcome in the future.

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### Advance Equity

- Students will recognize the existence of inequity in their community.
- Students will describe ways in which they can impact change.

### Achieve their Goals

- Students will identify their strengths to develop academic, career, and life goals.
- Students will create and implement plans that lead to goal completion

**Deliverable: Map department Student Learning Outcomes and experiences to Division Competencies**

**\*\*\*Do you have Student Learning 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). The below template is a snap shot with an example and is explained in more detail.

SSEM Department	Department Learning Outcome. Students will:	Division Learning Areas  Learning Outcomes: Students will	➡	Build Connections		Think Critically		Take Responsibility		Advance Equity		Achieve Goals	
				1A identify ways in which they're connected to each other, the college, and their community.	1B describe the importance of these connections and the impact they have on their experience.	1A explain problems and issues that impact their student experience.	1B analyze available options to identify specific solutions that support their goals	1A recognize that their decisions have an impact on their academic, career, and life goals	1B describe alternate actions that would lead to a different outcome in the future	1A recognize the existence of inequity in their community	1B describe ways in which they can impact change	1A identify their strengths to develop academic, career, and life goals	1B create and implement plans that lead to goal completion
Example													
International Education	demonstrate intercultural competency.	Experience	➡	My culture, Your culture	My culture, Your culture					Global inequity Workshop			
	interact effectively with people from another culture					My culture, Your culture, Language Barriers Workshop	My culture, Your culture					Global competency & Employability skills workshop	

1. Column A: Here you will list your department. In this image International Education is listed as an illustrative example

2. Column B: Here you will list your department learning outcomes that directly contribute to a learning area/a division learning outcome. Not all learning outcomes will contribute to the division competencies. That is ok. Also, not all outcomes are directly related to student learning. Those outcomes don't need to be listed here. In this image, two outcomes are listed.

3. Column E through R: Here you will list the experience/s that are offered to accomplish student learning under the appropriate division learning outcome. In this image, the first outcome indicates that International Education contributes to building connections, critically thinking, advancing equity and achieving goals. Specifically, "My culture, your culture, Around the Work, Language Barriers, Global

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Inequity, and Global Competency & Employability workshops are experiences/spaces where learning of these skills should occur.

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

- How department experiences contribute to division outcomes
- How department experiences contribute to department learning outcomes
- How department learning outcomes contribute to division outcomes

**ACTION:** Complete Division Mapping

**Due Date:** June 30<sup>th</sup> 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](mailto:Dlicitra11@Bristolcc.edu) for additional support.

## Part 2. Student Learning 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.

Student Affairs often launch surveys that measure the level of student 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 students will gain or be able to do as a result of a service, program or experience. **Learning Outcomes** examine cognitive skills that students 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 success and offers several important pieces of information to students and stakeholders:

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- Evidence to demonstrate contribution to institutional mission, goals, strategic objectives.
- Clarification to students and others what students 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:

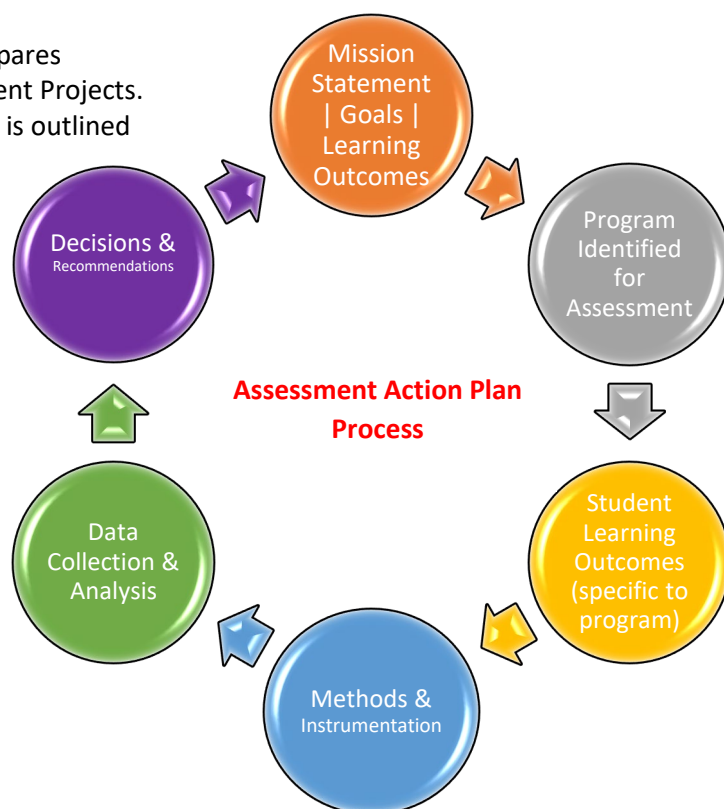
As a result of attending the 5 series workshop on financial literacy, students will be able to create a balanced budget worksheet which includes anticipated loan debt.

## 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.**



## CAS Department Review Year 1 Deliverable

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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 use the Year One Website or the SSEM Assessment OneDrive folder for further understanding of each area.**

**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 Student Learning 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.

SSEM Folder:

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.](#)

Part 8 includes the following areas. Please use the CAS Part 5 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 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)

## 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).

Council for the Advancement of Standards in Higher Education (CAS). [CAS Standards | Council for the Advancement of Standards in Higher Education](#) (Retrieved 2021).

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)