

STUDENT SERVICES & ENROLLMENT MANAGEMENT

Year 2 Instructions



Equity-Minded Practices | Part 4-CAS Assessment | Execute Assessment Findings | SMART Goals

“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)

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 2 Deliverables

SSEM Deliverables for FY24

Equity-Minded Practices | Part 5-CAS Equity | Execute Assessment Findings | SMART Goals

Part I: Equity-Minded Practices

- Review Student Success Policy Rubric Feedback for department relevance
- Review & Complete CAS Guidelines for Part 5- Access, Equity, Diversity, & Inclusion
- Propose inclusion of State Equity Agenda within department practices

Bristol Community College strives to integrate best practices to provide equitable educational opportunities to all students and create a sense of belonging. The institutions strategic Action Plan: Equity and Student Success, is described as a shared responsibility for the success of students and employees. To do this, the community must improve equity-mindedness and ensuring institutional support that closes equity gaps. [To review the Strategy please find the document here](#)

Objective #1: Advance an inclusive college culture grounded in equity-mindedness.

Objective #2: Recruit, retain and develop a diverse community of employees.

Objective #3: Increase the student conversion rates, from outreach to enrolled, with specific intention to under-represented groups.

Objective #4: Assess existing programs and implement new innovative and evidence-based initiatives geared toward closing equity gaps.

Resources to guide work:

- Excel: Equity Glossary
- [Handbook](#): State Equity Agenda: New Undergraduate Equity Plan
- Article: Examining Critical Theory as a Framework to Advance Equity Through Student Affairs Assessment. (Ciji A. Heiser Krista Prince and Joseph D. Levy. 2017)
- PowerPoint: Equity in Practice: Dr. Tia Brown McNair, Vice President for Diversity, Equity & Student Success and Executive Director for the Truth, Racial Healing and Transformation Campus Centers
- [Brief](#): Equity and Assessment: Moving Towards Culturally Responsive Assessment (Erick Montenegro and Natasha A. Jankowski NILOA, 2017)
- [Report](#): How to Achieve More Equitable Community College Student Outcomes; Lessons from Six Years of CCRC Research on Guided Pathways. (Jenkins, Lahr, Mazzariello, Sept. 2021)
- PowerPoint: Asset-minded Overview of Student Diversity Katie Busby, EJ Edney, JuWan Robinson. The University of Mississippi, 2021.

CAS Department Review Year 2 Deliverables

How does the department contribute to Access, Equity, Diversity, & Inclusion? Please use the CAS standards to explore efforts towards building inclusive spaces and equity-based practices. Keep in mind through the self-assessment guide the institutions objectives. While you may not directly/indirectly contribute to all objectives, the department should find themselves contributing to at least one objective in meaningful ways. Meaningful must be assessed (measured).

[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 2 has the sub-category Part 5-Access, Equity, Diversity, & Inclusion. There are four 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 (specific to your department) as an internal document to complete this deliverable. [SAGs Evaluation Part 5](#).

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	

Part 5 includes the following areas. **Please use the CAS Part 5 self-assessment evaluation metric to prep for the end of year CAS Review form. The end of year review form will have a duplicate section for you to share the self-evaluation.** This document will be reviewed by the Assessment Advisory & Resource committee over the summer.

Suggested Evidence & Documentation: Please select a minimum of 3 documents/websites that support this section.

5.1 Inclusive & Equitable Educational & Work Environments. 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.

5.2 Organizational Aspects of Access, Equity, Diversity, & Inclusion: 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.

**CAS Department Review
Year 2 Deliverables**

5.3 Advocating for Access, Equity, Diversity, and Inclusion: 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.

5.4 Implementing Access, Equity, Diversity, and Inclusion: 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.

Part II: Part Four-CAS Assessment

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 2 has the sub-category Part 4-Assessment evaluation. There are six 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 (specific to your department) as an internal document to complete this deliverable. [SAGs Evaluation Part 4.](#)

Part 4 includes the following areas. Please use the CAS Part 5 self-assessment evaluation metric to prep for the end of year CAS Review form. The end of year review form will have a duplicate section for you to share the self-evaluation. 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 3 documents/websites that support this section.

CAS Department Review Year 2 Deliverables

4.1 Establishing a Culture of Assessment: 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.

4.2 Program Goals, Outcomes, & Objectives: 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.

4.4 Gathering Evidence: 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.

4.5 Review & Interpret Findings: 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.

4.6: Reporting Results & Implementing Improvement: 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 6 questions within this section.

ACTION:

Review & Complete CAS Guidelines for Part 5-Equity
Student Success Policy Rubric Feedback for department relevance
Propose inclusion of State Equity Agenda within department practices

Due Date: June 30th Year 2 Review

Additional Resources: CAS Recommendations for [Function Area](#)

[CAS Evaluation](#) for Internal work.

Institutional Assessment Website. 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 III: Execute Assessment Findings

Assessment is the continuous act of improvement. In order to improve you must act upon the information you've learned from any review. With a clear understanding of Program Mission, Vision/Goals (if applicable) Learning and/or Operational outcomes and discourse what would you like to achieve? Choose at least one finding to implement in the improvement of ongoing programs and/or practices discovered from year one's assessment project.

This deliverable gives staff the opportunity to dive deeper into CAS review given their SMART Goals and assessment findings. This is an area of the review where each department can focus on specific areas of inquiry and assessment initiatives.

What will be your plan?

Do you need assistance with:

- Implementing HIPs and need guidance? Contact Tim Hathaway @ Tim.Hathaway@BristolCC.edu
- Division Mapping? Contact Dani Licitra @ Danielle.Licitra@BristolCC.edu

ACTION:

Execute SMART Goals

Due Date: June 30th Year 2 Review

Additional Resources: CAS Recommendations for [Function Area](#)

[CAS Evaluation](#) for Internal work.

Institutional Assessment Website. 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.

CAS Department Review
Year 2 Deliverable

Part IV: SMART Goals

- 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)

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 (Influenced by University of California SMART Goals document).

Assessment Improvement

"To grow in our department in terms of Assessment, the department needs to improve their Assessment Plan timeline to represent a more feasible work flow. By working early on in the semester and prepare resources ahead of the execution, our department will improve on completion rate."

"Improving the final stages of an assessment plan 'closing the loop' is a critical component of Assessment. We are going to create a template and work with the coordinator for educational effectiveness on closing the loop. By the end of year three of the CAS review cycle there will be a template to report out as well as a timeline that will ensure ample time for sharing of findings, recommendations, and actionable tasks."

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)

ACTION: Develop SMART Goals

Due Date: June 30th Year 2

Additional Resources: Institutional Assessment Website. 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.

REFERENCE PAGE

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

- Excel: Equity Glossary
- Handbook: State Equity Agenda: [New Undergraduate Equity Plan](#)
- Article: Examining Critical Theory as a Framework to Advance Equity Through Student Affairs Assessment. (Ciji A. Heiser Krista Prince and Joseph D. Levy. 2017)
- Powerpoint: Equity in Practice: Dr. Tia Brown McNair, Vice President for Diversity, Equity & Student Success and Executive Director for the Truth, Racial Healing and Transformation Campus Centers
- [Brief](#): Equity and Assessment: Moving Towards Culturally Responsive Assessment (Erick Montenegro and Natasha A. Jankowski NILOA, 2017)
- [Report](#): How to Achieve More Equitable Community College Student Outcomes; Lessons From Six Years of CCRC Research on Guided Pathways. (Jenkins, Lahr, Mazzariello, Sept. 2021)
- PowerPoint: Asset-minded Overview of Student Diversity Katie Busby, EJ Edney, JuWan Robinson. The University of Mississippi, 2021.