

STUDENT SERVICES & ENROLLMENT MANAGEMENT

Year Zero Instructions

Mission Statement | Goals | Operational & Student Learning Outcomes

“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.

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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 the Learning Competencies of the division by demonstrating the effectiveness of their programs and services. As stated above, 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. 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 Student Learning 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 co-curricular experiences. 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 Student Learning Outcomes:

Learning outcomes are statements of what students will learn as a result of a learning experience created in a class or co-curricular experience. Additionally, for the purposes of a department, learning outcomes reflect the department goals. The statements are focused on student learning. SLOs directly assist in telling a story to determine program/department effectiveness. Assessment uses SLOs to determine if students are learning what the program/services intend to accomplish. If the service/program “learning experience” does not provide SLO attainment, investigation into program effectiveness is essential. This work informs practice and directs improvement.

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

SLOs are essential 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). 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)

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When reviewing/revising/or creating SLOs best practices should be incorporated into the development. It is recommended that you use CAS Standards for your department/functional Area. 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.

ACTION: Begin to develop SLOs for your department. This will be a work in progress with opportunities to be trained and be assisted by Lash CTL.