

STUDENT SERVICES & ENROLLMENT MANAGEMENT

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

ASSESSMENT: CAS REVIEW (YEAR ONE) DUE DATE: JUNE 30TH



The Goal: 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?)

There are four steps to complete year one of the CAS Review. Please reference the Year 1 instructions document for expanded definitions, guidance and resources.

Alignment & Mapping:

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).

Student Learning Outcomes Assessment Project-Retention & Persistence

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 about retention & persistence. 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 includes 6 steps.

Collaboration & Communication:

The CAS Review cycle incorporates sections of functional area standards and guidelines. There is a total of 11 sections. Self-assessment guides (SAGs) are used as a tool to assist in operationalizing the assessment work. Section 8 of the CAS Review focuses on Collaboration & Communication.

SMART Goals:

Strategic, Measurable, Attainable, Relatable, Timing (SMART) goals are measurable statements that specifically focus on a particular outcome. SMART goals aren't necessarily learning outcomes. They are often used when setting up objectives and tasks to be completed. One must be directly related to the improvement of student learning. One must be directly related to equity-minded practice

Step One:

Familiarize yourself with the website section on Year One deliverables, resources, templates, and instructions.

Step Two:

Align your department Learning Outcomes with the 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 further in the Year 1 instructions document.

SSEM Department	Department Learning Outcome. Students will:	Division Learning Areas	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 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	SLO #1 demonstrate intercultural competency.	Experience	My culture, Your culture	My culture, Your culture					Global inequity Workshop			
	SLO #2 interact effectively with people from another culture		Around The World	Around the World	My culture, Your culture, Language Barriers Workshop	My culture, Your culture					Global competency & Employability skills workshop	

Step Three:

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 includes 6 steps. For this deliverable, please choose at least one large scale or High Impact program/service you would like to assess. *****Do you have an updated MS, Goals and SLOs 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).



Step Four:

Please use the template provided that incorporates the CAS standards. This is a self-assessment tool that will yield a SWAT analysis of section eight (communication & collaboration) in terms of specific functional areas. For additional information, please reference the year 1 instructions document.

Step Five:

Plan at least two SMART goals for next year

1. One must be directly related to the improvement of student learning
2. One must be directly related to equity-minded practices

Step Six: Submit Summary Report by June 30th
CAS Review Annual Summary