"As educators we have remarkable opportunities to create environments that will engage students in richer and broader learning." -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)

Bristol Community College provides an accessible, innovative and inclusive education that prepares

Alignment | Assessment Project | Collaboration & Communication | SMART Goals

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 1 gddddddd0i(a)]TJ-24.0(n)

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

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- 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

(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).

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

As a result, the division will establish a ma1.1 (e)-1.3 (h)2.7 (u00)9.9 (v)- p-1.4 (h)13.2 (o)-6.7 (w)7.5 (s)-1.3 (s)-1.4 (e)7.9

- How deprtment experiences conibte to deprtmene9rnn otcomes
- How department lear3 (h)2.ning outcomes contribute to division outcomes

CAS has developed 48 sets of functional area standards for higher education p.3 (e)91 Yvf fun

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).

72011.(0611.08 0.72 ref)ko13foko146 (A)-1.1 ()3.2 (i)13.1(U.9T*b)2D(8s.ieaepfact B6 (A)15.8 (s)EMC /P m2.)-3.32n41.