"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)

Bristol Community College provides an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world.

Advancing a vibrant, diverse community through education, learner by learner

leaders in our communities.

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

The Division of Student Services and Enrollment Management believes in the power of learning that

communities by providing holistic learner-centered and equity-0.0ct BM.g holist2g 02g 02g6.68 424.08 , Dc0 Td (v)-5)9Tc

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.

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-

<u>4.1 Establishing a Culture of Assessment.</u> 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.

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.

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

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

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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 McNailr, 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.