

“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*

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- Map department outcomes to division competencies
- Map major department experiences to outcomes
- Align Student Learning Outcomes to Goals
- Align major experiences to Student Learning Outcomes

SSEM Competency Framework

Student Affairs competency frameworks are used to promote the improvement of programs and services and to enhance the quality of student learning and development. Establishing division competencies provides the institutions community and external constituencies an understanding of learning and skill attainment occurring as a result of co-curricular engagement. The competencies chosen or models used are relevant for each and every student service department ([CAS Learning & Development Outcomes](#)). This allows for a more focused program development and assessment approach based on institutional mission and priorities. As a result of engaging in the co-curricular experience and utilizing support services across the division, students will be exposed to opportunities that will:

- Build connections,
- Develop critical thinking skills,
- Require accountability and responsibility in decision making

œ Equity

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

Achieve their Goals

- 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 map that shows several relationships:

- How department experiences contribute to division outcomes
- How department experiences contribute to department learning outcomes
- How department learning outcomes contribute to division outcomes

Identify Assessment Project | Build Assessment Plan | Launch Plan Date

There are a number of different types of assessments that answer questions and inform our practices in different ways. Depending on the services being provided, most will focus on Learning Outcomes Assessment. Some may focus on other types of assessment. What is important to know is that other types of assessment aren't measuring learning. However, they are useful and can be used to inform practice.

For example, there may be a call to understand the needs and utilization of services/programs so that resources can be allocated appropriately.

- Needs assessment specifically identifies areas of college services where students are requesting specific needs to accomplish certain tasks (often associated with academic success).
- Utilization assessment refers to the "use" of services and often includes number of times a student utilized a service.

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).

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