Naugatuck Valley Community College
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Progress Report:
1. Assessing General Education Competencies
2. **Implementing Plans to Assess Efficacy of Advising Services**

Submitted to
The New England Commission of Higher Education
by
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Introduction

Naugatuck Valley Community College (NVCC) is pleased to submit this progress report to the New England Commission of Higher Education (NECHE) in response to the February 12, 2018 letter from the Commission following the College's NECHE Five-year Interim Report.

The purpose and focus of this letter is to report progress within two areas identified by the Commission:

1. NVCC's success in assessing our General Education (GenEd) competencies, with special attention to the following:
   a. The extent to which NVCC's GenEd requirement is coherent and substantive (4.16);
   b. That GenEd assessment is based on verifiable statements of what students are expected to demonstrate and know by the time they complete their academic program; processes for understanding GenEd learning effectively exist at course, competency, program, and institutional level; and GenEd assessment has the support of academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3);
   c. The processes by which we assess and degree to which NVCC graduates demonstrate General Education competencies (4.15); and
   d. That assessment results and quantitative measures of student success demonstrate NVCC's efforts to improve learning opportunities and results for students (8.8).

2. NVCC's success in implementing plans to assess the efficacy of the advising services offered at both the Waterbury and Danbury campuses and to use the results to direct future advising training and outreach efforts, with special attention to the following:
   a. That NVCC's system of academic advising meets students' needs for information and advice compatible with its educational objectives and the quality of advising is assured regardless of location or mode of delivery (6.19);
   b. That NVCC provides advising and academic support services appropriate to the student body, including sufficient interaction with faculty and professional staff outside of class to promote academic achievement and provide academic and career guidance (5.10); and
   c. That NVCC periodically evaluates the sufficiency and support for academic staff and their effectiveness in teaching and advising, and results are used to enhance the fulfillment of NVCC's mission (6.14).

The following contributed significantly to this report: The Dean of Academic Affairs, the Dean of Student Services, the Office of Institutional Research and Effectiveness (OIRE), the faculty who are leading and participating in General Education assessment, the Dean of the Danbury Campus, and the Director of Student Development Services in the Center for Academic Planning and Student Success (CAPSS).

The first draft of this document was completed in early April, shared with members of the President's Policy Team, and revised based on their feedback. Later in April, the draft was shared with the President's Institutional Planning Council (IPC) and Administrative Council and

further revised based on feedback. In May the draft was sent to the whole college for review and comments. The revision based on those comments was sent to NECHE for feedback and then revised once more before final approval by the President and her Policy Team.

Institutional Overview

Who We Are

NVCC, an urban, comprehensive community college, prepares a diverse population to meet their academic and workforce goals in a 22-town service region in west central Connecticut. As stated in our NVCC Mission and Vision Statements, we focus on meeting the evolving needs of our community by providing an affordable education and opportunities for individuals to develop their potential; "community" is central, and students are considered our most sacred trust and finest asset.

Our two campuses in Waterbury (population 108,629 in 2017) and Danbury (population 87,781 in 2017) draw on two major Connecticut cities where many residents are economically disadvantaged and Hispanics are among the fastest growing populations. The Fall 2018 Student Profile shows that most of our students are part-time (65.1%), female (57.8%), and 31.6% are enrolled in General Studies. Enrollment of 1,309 students on our Danbury campus is 20.9% of our total 6,254 students.

With 30.4% of our student body identified as Hispanic, NVCC is one of only three Hispanic Serving Institution (HSI) community colleges in Connecticut, and we recognize our critical role in improving equity and outcomes for all students. Toward that end, we offer 100+ associate degree and credit certificate programs as well as non-degree workforce opportunities that lead to credentialing in industry-specific areas.

Since 2010, and across three strategic plans, the College has consistently been guided by five goals: (1) At NVCC, students achieve their goals; (2) NVCC faculty and staff make a difference; (3) NVCC programs meet and beat academic and industry standards; (4) NVCC is an engine of change within Waterbury, Danbury, and the broader community; and (5) NVCC is an effective, performance-based institution. While priorities have evolved, as our most recent 2016-26 Strategic Plan demonstrates, all remain student-centered and driven by tangible outcomes to help us assess institutional and programmatic effectiveness, and student success.

In 2019, we awarded more than 1,000 associate degrees and certificates for the eighth consecutive year, the only community college in Connecticut to do so. Strong partnerships with industry result in high job placement rates and a strong commitment to our ability to serve the community. NVCC's allied health and nursing licensure and credentialing outcomes and job placements regularly exceed most other programs in the state. For example, our Nursing Program is ranked at the top of the community college nursing programs and fourth in the state; our recently re-accredited Radiologic Technology Program has a 24-year 100% first-time pass rate for students completing the credentialing exam; and our Respiratory Therapy Program surpasses national accreditation thresholds

Our capacity to serve students and the community is recognized both locally and nationally: In AY19, NVCC's Advanced Manufacturing Technology program was selected as one of 10 national finalists for the 2019 Bellwether Award in the area of workforce development, and one of our industry partners donated $225K to develop a new manufacturing program that will launch in fall 2019. The Connecticut Health and Educational Facilities Authority (CHEFA) awarded NVCC a $75K grant to expand the program further.

Notably, too, building on many years of grant-funded pre-college work in Waterbury, through our GEAR UP grant, we just completed our second year implementing the four Upward Bound/Trio grants that enable us to serve three Waterbury public high schools, and in spring 2019 we were awarded a five-year $643,323 National Science Foundation STEM grant that will launch with a 2019 summer program for its first cohort of students.

Finally, in recognition of our strong arts programs in dance, theater, music, visual arts, and digital arts technology, NVCC enjoyed hosting in 2018-19 its fourth Fulbright Scholar-in-Residence, an internationally-acclaimed dancer from Burkina Faso.

Significant Developments/Future Plans
Two major developments and plans on the state level are relevant to this progress report:

1. CSCU System Consolidation:
In spring 2017, at the request of the Connecticut Board of Regents (BOR) to address significant structural deficits, the Connecticut State College and University (CSCU) System began working on two strategies that together are known as "Students First." The first strategy is to consolidate the twelve independently accredited community colleges into one singly-accredited institution, and the second is to consolidate some of the administrative structures. In June 2018 the BOR endorsed a revised Students First plan that included a longer timeline (2023) to achieve the structural, organizational, and curricular changes desired. These changes were reflected in the most recent (April 2019) CSCU Students First Update that was sent to NECHE for feedback, and to which NECHE responded on July 12, 2019.

2. CSCU General Education Core Curriculum Development
Establishing a common General Education (GenEd) to be implemented in a consolidated institution is a system-wide priority and moving target. The "Students First" proposal includes a new 21-credit core curriculum that was distributed in fall 2018 to community colleges, who were invited to offer comments. NVCC circulated the proposal widely and compiled feedback from faculty, students, and staff that expressed significant concerns about the academic rigor, the measurability of outcomes, and the minimalist approach to NECHE standards.

Transitioning from NVCC's current 30-credit GenEd core curriculum to a 21-credit GenEd core curriculum will require us to re-map courses to the new topic areas, even as we are assessing our courses in our current GenEd competencies. It will also require re-evaluation and re-alignment of the current transfer agreements from community colleges to each state university, since these agreements are based on a 30-credit GenEd. In short, NVCC's GenEd progress on assessment has had to take into account CSCU GenEd mandates and balance that with its own sensibilities of what constitutes quality GenEd and GenEd assessment.

Finally, and most relevant to this progress report, we understand that we are an individually accredited institution and must continue to work to satisfy those accreditation requirements until such a time when and if our accreditation status changes. Thus, we are ever mindful of the importance of staying "True North," which is to say we continue to move forward with our focus and emphasis on supporting our general education, formulated and voted on through a governance process at NVCC.

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Areas of Focus

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I.   General Education Competency Assessment

Background/Context
In spring 2012 state law PA 12-31 went into effect: "Not later than July 1, 2013, the regional community-technical college system and the Connecticut State University System shall develop and implement a general education core of courses for which not fewer than thirty academic credits shall be offered by each such constituent unit as part of its liberal arts and sciences programs and any other degree program designated as a transfer program."

This competency-based GenEd core curriculum, known as "Framework 30," has allowed community colleges the latitude to choose how each institution would implement the core curriculum and which courses it would map to the competencies. NVCC adopted the full 30-credits, the only community college to do so, and by 2014 the General Education Assessment and Curriculum Design Committee (GEACC) completed the construction of the GenEd core by mapping course learning outcomes to Framework 30 outcomes. This new curriculum went into effect for new students in the fall 2015 semester.

In concurrence with the GenEd core curriculum, CSCU also adopted the Transfer and Articulation Policy (TAP). Faculty from across all CSCU institutions worked together to map courses from the community colleges to each of the four state universities so that community college students who graduate with an associate's degree in these programs transfer with junior status directly to the state universities via "Transfer Tickets."

The extent to which NVCC's Gen Ed Requirement is substantive and coherent, is based on verifiable statements, and is systematically supported:

When shifting to a competency-based GenEd core curriculum, NVCC maintained its philosophy that a strong, broad-based foundation of core courses is essential to gaining the fundamental skills, knowledge, and values for students to enjoy success in their academic, professional, and personal lives. As such, 11 core competencies are included in the 30-credit framework, with two of the 11 embedded across the curriculum in a variety of courses:

NVCC General Education Competency	Number of credits required
Appreciation of the Aesthetic Dimensions of Humankind	3
Appreciation of the Ethical Dimensions of Humankind	No credit: embedded, learning achieved "across the curriculum"
Continuing Learning and Information Literacy	3
Critical Analysis and Logical Thinking	No credit: embedded, learning achieved "across the curriculum" and specifically in ENG 101, required of all students
Historical Knowledge and Understanding	3
Knowledge and Understanding of Social Phenomena	3
Oral Communication	3
Quantitative Reasoning	3
Scientific Knowledge and Understanding	3-4 (one science course must include a lab)
Scientific Reasoning	3-4 (one science course must include a lab)
Written Communication	6 (includes ENG 101 and another sequenced writing course)

In 2018, the four Connecticut State Universities added two more General Education competencies to be included in their TAP-specific programs: Creativity and Global Knowledge. Through our shared governance, NVCC began in 2018 to map courses to those competency-based outcomes to ensure our students will be able to transfer seamlessly in the TAP programs.

Through shared governance, faculty have carefully mapped courses to align course outcomes with GenEd competency outcomes. These mapped GenEd courses are updated on our website at the end of each semester so they are readily accessible for students and advisors. This thorough mapping process compels faculty to examine closely whether the student learning outcomes (SLOs) in each course are measurable and relevant. When necessary, faculty work through shared governance to modify the SLOs and update the mapping.

GenEd courses are mapped to each program and certificate, and they are clearly visible in our catalog where each program and certificate indicates not only which courses should be taken, but also in what preferred order. These maps form a Student Educational Plan (SEP) that is also incorporated into Degree Works, our electronic advising tool (see next section for more information). Depending on the degree program or certificate, flexibility varies in what courses may meet a competency and/or that may be counted as electives, with some of our externally accredited programs imposing more limits and directing students to specific courses. See, for example, the difference between NVCC's Liberal Arts and Sciences program and its Early Childhood Education program (accredited by NAEYC), where ECE directs students to take specific courses to meet many of the GenEd competencies in contrast to LAS that offers more freedom of choice in the courses that meet those same competencies.

Additionally, NVCC's syllabus template, which all faculty are required to use, includes an area where the course SLOs are listed. The Dean of Academic Affairs updates the template annually and department chairs, program coordinators, and division leaders check each instructor's syllabus for accuracy at the beginning of every semester. See Appendix A for an example of the syllabus template.

Academic and institutional leadership fully supports the work and process of assessment in General Education and beyond. Evidence for the systems, processes, plans, and capacity in support of assessment that undergird General Education and advising assessment follows. Specifically, NVCC's 2016-2026 Strategic Plan, created through an inclusive, college-wide process, contains two goals relevant to the work of assessment: Goal Three, NVCC Programs Meet and Beat Academic and Industry Standards, and Goal Four, NVCC is an Engine of Change Within Waterbury, Danbury, and the Broader Community. Both goals identify priorities and targets that relate to assessment, program review, foundational GenEd competencies, and student learning outcomes (See Goal 3, Priority 5, Targets 22, 23, and 24; and Goal 4, Priority 8, Target 31).

Leadership across the institution works with faculty and staff to ensure we are on track to meet these targets through our operational plan known as Wildly Important Goals (WIGs), wherein each year management and academic leaders develop activities developed to align with the goals, priorities, and targets of the Strategic Plan as well as of the President's goals she identifies each year.

Additionally, the Institutional Planning Council (IPC), which consists of four committees (Academic Leadership and Programs; Student Success; Institutional Effectiveness; and Environmental Scanning), oversees the implementation of goal area activities and assesses the WIGs progress by respective college units. In short, the IPC creates and normalizes the ongoing planning process to ensure quality of programs, effective use of resources, and student success.

NVCC's Institutional Effectiveness Plan (IEP) highlights how the Office of Institutional Research and Effectiveness (OIRE) participates extensively in our assessment practices: The IEP carefully outlines the College's internal and external Academic Program Review (APR) cycle (the calendar for which is found on pages 17-19), and identifies the various ways the OIRE will support both APR and GenEd competency assessment. Faculty gather, evaluate, and score artifacts for any assessment of student learning outcomes, and the OIRE works closely with the assessment team to analyze the data.

Finally, our General Education Assessment webpage includes assessment rubrics for each competency, assessment reports, templates, and other resources, including a LibGuide of assessment resources that NVCC librarians created.

Processes by which NVCC Assesses: Learning From the Past
NVCC takes an outcomes-based approach to assessment, using courses as the unit of analysis. That is, course learning outcomes are mapped both to program learning outcomes and GenEd student learning outcomes. The approval process to map new courses to GenEd outcomes is

available on the GenEd website along with the approved applications for each course in each competency.

In our GenEd curriculum, each competency has a common rubric, and a wide range of courses has been mapped to the eleven competencies; therefore, competencies are assessed at the course level, and assessment leaders identify approximately three of the outcomes to assess.

The common rubric and wide range of courses that are mapped to each competency means that assessment necessarily involves a great deal of collaboration among faculty who teach the different courses. For example, as we noted in our Fifth-Year Interim Report, Math faculty assessed all four Quantitative Reasoning outcomes for each Math course, from MAT 135 to MAT 285, a total of 65 courses. The assessment revealed that in two courses students needed to improve in two outcomes, so the faculty began professional development to develop questions, assignments, and pedagogical processes to strengthen those areas. We expect to see stronger results when this competency is next assessed in 2019-20.

Because of the various ways student learning outcomes are measured, some competencies must be assessed by examining student artifacts in courses from slightly different disciplines. This was true in spring 2016, also noted in our Fifth-Year Interim report, when two different assessment committees were formed to focus on different learning outcomes for Historical Knowledge in different courses. The Historical Knowledge assessment done by the Business Law faculty, for example, highlighted that faculty needed to focus more intentionally on helping students to recognize that legal standards and definitions change over time and to identify the historical factors that lead to these changes. Professional development that included enhanced readings and assignments was put into place by the following semester.

We noted in our 2017 Fifth-Year Interim Report that our General Education Competency Assessment cycle for our 11 competencies would be completed over five years, from 2014-2019 as reported in Goal 3, Target 23 of the 2016-26 Strategic Plan.

Original Schedule of GEACC Cycle of Competency Assessment				
AY 2014-15	**AY 2015-16**	**AY 2016-17**	**AY 2017-18**	**AY 2018-19**
Quantitative Reasoning	Historical Knowledge	Written Communication	Scientific Reasoning (postponed to 2018-19)	Social Phenomena
Oral Communication	Scientific Knowledge	Aesthetic Dimension (new faculty; postponed to 2018-19)	Ethical Dimensions	Continuing Learning and Information Literacy
			Critical Analysis/ Logical	

			Thinking	

In keeping with this schedule of assessment, in fall 2014 faculty committees developed assessment plans for Oral Communication and Quantitative Reasoning competencies using a common format available on the General Education Assessment and Curriculum Design Committee (GEACC) website. GEACC approved the plans, and with the help of the Academic Affairs Assessment Coordinator, the committees gathered data from the artifacts and wrote reports using a template developed by GEACC. In spring 2015 the committee chairs presented the two reports to the college community through panel presentations and the final reports were posted on the GEACC website.(See bottom of the GenEd Assessment webpage for these full reports.) In addition to what is referenced above, other examples of what we learned from these assessments includes the following:

The Oral Communication assessment report revealed that students needed additional support in using writing plan presentations. To address those areas the Department Chair provided targeted professional development to all Communication faculty that focused on strategies to teach students how to plan presentations using outlines and other planning techniques that involve student written work.

The Quantitative Reasoning assessment report identified gaps in the actual assessment tools whereby the measurement captured simply "correct" answers (or end products) rather than fully capturing student comprehension of math systems.

In addition to what these assessments showed us about our students and their learning, we also recognized that we needed to adjust our processes of assessment. Specifically, we learned that faculty required more training on how to assess learning effectively. That is, the quality of the assessment reports varied widely depending on how closely a faculty assessment leader chose to work with the assessment coordinator and the way in which artifacts were identified. We also learned that we needed to allow for some flexibility in scheduling when balancing our need for assessment and outside forces that we cannot control. For example, we needed to postpone our Aesthetic Dimensions assessment because two of the four faculty left unexpectedly, another was on leave, and the new, interim replacements were not experienced enough in the process to engage in it. Finally, we learned that we needed to implement strategies to ensure systematic efforts are in place to close the loop.

Moving forward with assessment based on lessons learned

To address the weaknesses we identified in the processes of our first attempts at GenEd assessment, we built a more systematic and structurally embedded plan and process. The result is that in spring 2018 the Associate Dean of Academic Affairs developed the Academic Assessment Alliance to provide structured professional development to facilitate GenEd competency assessment and Academic Program Review (APR) and modified the standardized template readily available on our GenEd Assessment webpage. With clearly defined outcomes, the Academic Assessment Alliance consists of six workshops that take faculty step-by-step through the entire assessment process.

Topics in the sequential workshops include the following:

1. Outcomes Review and Rubric Construction
2. Designing Assignments to Measure Outcomes
3. Developing an Artifact Sampling Plan
4. Using Watermark's Aqua for Scoring and Calibration
5. Running a Calibration Session for Faculty Scorers
6. Writing the Assessment Report

(See Appendix B for full outcomes of each workshop.)

The entire competency assessment process takes place in a two-year cycle, and each year another round of competency assessment begins the cycle, so a constant overlapping of the assessment process exists. See the chart below for a visual of this two year-process that shows how each assessment round overlaps; the detailed explanation of steps follows:

GenEd Assessment Overlapping Two-Year Process					
Fall 2019	**Spring 2020**	**Fall 2020**	**Spring 2021**	**Fall 2021**	**Spring 2022**
Assessment 1 Step 1 Academic Assessment Alliance Training & Assessment Planning: Design assessment tools and form assessment committees.	**Assessment 1** Step 2 Gather, calibrate, and score artifacts;	**Assessment 1** Step 3 OIRE assist faculty in analyzing data; assessment leaders write & present report	**Assessment 1** Step 4 Professional development to "close the loop"	Continuous improvement →→	
		Assessment 2 Step 1 Academic Assessment Alliance Training & Assessment Planning: Design assessment tools and form assessment committees.	**Assessment 2** Step 2 Gather, calibrate, and score artifacts;	**Assessment 2** Step 3 OIRE assist faculty in analyzing data; assessment leaders write & present report	**Assessment 2** Step 4 Professional development to "close the loop" (next semesters, continuous improvement) →→→→→
				Assessment 3 Step 1 Academic	**Assessment 3** Step 2

	Assessment Alliance Training & Assessment Planning: Design assessment tools and form assessment committees.	Gather, calibrate, and score artifacts;

In the first semester of the Academic Assessment Alliance program, assessment leaders and faculty are trained in how to create effective rubrics and assignments that will be effective measurement tools, and they develop a plan to gather a viable number of artifacts.

In the second semester the team is trained on how to use the assessment tool purchased by the System Office, Watermark's Aqua. A team of full- and part-time faculty gather these artifacts and, once gathered, the team participates in a calibration session to ensure effective scoring. The team then scores the artifacts. Depending on the size of the assessment pool, a set percentage of artifacts are scored by two or more team members to measure inter-rater reliability.

Over the summer, OIRE generates demographic data, and the third semester the assessment leaders write the assessment reports and present them to the college. This report includes a faculty professional development plan to address any gaps or weaknesses in student learning, and, in the fourth semester, that plan is implemented for continuous learning and improvement.

Since fall 2017, five assessments of GenEd competencies began with training and gathering artifacts over the 2018-19 academic year, and the Aesthetic Dimensions Assessment report, in which Humanities courses were assessed, is nearly complete. It will be presented to the College community in fall 2019, after which the report will be uploaded to the GenEd Assessment webpage. Thus far, the findings from 314 artifacts reveal that students demonstrate "basic understanding" and "basic ability" of the two outcomes assessed:

Aesthetic Dimensions Outcomes Measured	Score (out of 4)
Outcome One: Demonstrates understanding of some key concepts, terms, and methodologies and basic ability to apply them to the analysis of literary, performing, visual, and other art forms.	2.22
Outcome Three: Articulates basic understanding of some ways in which the arts respond to and influence society and culture.	2.21

The following steps will be taken to address the gaps these scores reveal:
In spring 2020 faculty in the Humanities Department will meet and
- develop a plan to improve average scores to a mean of 3 on the next scheduled assessment;
- establish consensus of definitions of "basic understanding" and "basic ability";
- facilitate two professional development workshops on teaching and measuring student performance in these areas.

Current status of GenEd Assessment

In our 2018-19 Gen Ed assessment cycle, eight faculty with expertise in the competency areas being assessed attended the workshops, created assignments, and gathered artifacts. OIRE is currently generating data reports.

Each assessment leader works with a team, which includes between three and ten full- and part-time faculty who participate in most elements of the entire process, from administering the assignment and gathering artifacts to participating in calibration and scoring and assisting with writing the report and "closing the loop." Artifacts are collected from all students enrolled in the courses targeted by assessment plans. In short, well over 100 faculty have worked with students to collect artifacts in AY18-19.

Because the Aesthetic Dimensions competency has both performative and content-based courses mapped to it, this assessment is separated into distinct discipline-based artifacts or projects, based on the outcomes and ways in which they will be assessed: music, visual art, dance, theater, digital arts technology, and the humanities. As of May 2019, four different assessment teams are working to measure student performance in Aesthetic Dimensions learning outcomes, with two other teams to follow in fall 2019.

The faculty assessment team leaders for the round of assessment that began in fall 2018 will write their reports in fall 2019, at which time each will be certified as "academic outcomes assessment leaders" and will, thus, be able to assist with future training.

A GenEd symposium is scheduled for mid-October 2019 to present the reports, outcomes, and follow-up professional development plans to the College.

The competencies that have been assessed since our five-year NECHE report (submitted in fall 2017) and whose data is being gathered for analysis include the following:

1. Aesthetic Dimensions, in Arts (Visual Arts, Dance, and Music) and Humanities
2. Continuing Learning and Information Literacy, in Economics
3. Critical Analysis and Logical Thinking, in English Composition
4. Scientific Reasoning, in Physics, Astronomy, Computer Science, Horticulture, and Kinesiology
5. Social Phenomena, in Psychology, Sociology, and Economics

Plans for the future:

We have adjusted the General Education Assessment schedule so that it aligns with program and discipline reviews. In so doing, we avoid another year like this one, where five Gen Ed learning outcomes assessments took place at once (see above). We also anticipate greater efficiencies in faculty time and effort since the assessment data can be used for both the competency assessment and the scheduled program/discipline review. The recommended GenEd Assessment schedule follows:

NEW Schedule of GEACC Cycle of Competency Assessment				
AY 2019-20	**AY 2020-2021**	**AY 2021-2022**	**AY 2022-2023**	**AY 2023-2024**
Quantitative Reasoning	Historical Knowledge (last assessed 2015-2016)	Written Communication (last assessed 2017-2018)	*Critical Analysis/ Logical Thinking (last assessed 2018-2019)	Aesthetic Dimensions (last assessed 2018-2019)
Oral Communication	Scientific Knowledge (last assessed 2015-2016)	*Ethical Dimensions (last assessed 2017-2018)	*Continuing Learning/ Information Literacy (last assessed 2018-2020)	Scientific Reasoning (last assessed 2018-2019)
Scientific Reasoning (Biology & Chemistry)				Social Phenomena (last assessed 2018-2019)
Aesthetic Dimensions (Digital Arts and Theater)				
Continuing Learning and Information Literacy (All areas other than Economics.)				

*These competency assessments will be completed after four years rather than five to align them with program/discipline reviews.

Faculty leads have been identified for the competencies scheduled for AY19-20, and they will attend an Introduction to Assessment Kick-off meeting in September 2019. These faculty will then participate in the six Academic Assessment Alliance workshops throughout the 2019-2020 academic year, training in fall 2019, carrying out assessment projects in spring 2020, reporting in fall 2020, and leading data-informed professional development in spring 2021. At that time, the overlapping two-year cycle will begin again – the previous year's assessment teams will be

working on closing the loop while the current year's teams will be gathering the artifacts for assessment. In short, we currently have a fully operational and systematic process that involves relevant faculty and staff.

II. Implementing Plans to Assess Efficacy of Advising Services

Context of Advising at NVCC: Appropriate and Sufficiently Interactive to Provide Academic/Career Guidance and Support Student Academic Achievement

Engaging Students:
Upon acceptance to NVCC, all new students receive a letter congratulating them and directing them to attend one of our New Student Registration (NSR) sessions on either the Waterbury or Danbury campus. More information about these NSRs for each campus is on our webpage (under Admissions and Aid) in both English and Spanish. Organized much like a "One Stop" model, students who attend are able to complete the necessary steps that moves them from admissions to registration in one visit:
- take placement test(s) (as necessary),
- receive advisement,
- register, and
- set up a payment plan.

The NSRs are supported by staff from Admissions, Center for Academic Planning and Student Success (CAPSS), Financial Aid, Registrar's office, Academic Center for Excellence (ACE), and the Library. Days and times are listed on the website, and students sign up online to reserve a spot. Information is also identified on the NVCC website under Accepted Students.

During the NSRs, students are also introduced to MyCommnet, the system-wide platform that allows students to check their schedule, transcripts, etc. and Blackboard, the system-wide Learning Management system. Additionally, they are taught how to set up their college e-mail and access Degree Works, the system-wide tool that facilitates advising, degree-audits, and Student Educational Plans (SEPs).

Regardless of which campus students attend, all degree/certificate students are assigned an academic advisor within the first two weeks of the start of the semester. For those who major in a degree other than General Studies or Liberal Arts and Sciences, the students are assigned to a faculty member who is either the program coordinator or who teaches in the division in which their major resides. If the student is in General Studies or Liberal Arts and Sciences on the Waterbury campus, the students are assigned to a faculty member who teaches one of the courses for which the student is initially registered, to an advisor in CAPSS, or with the Dean of Student Services. Unless they are program coordinators, each faculty has a maximum advising load of 30 students, so the students are split among faculty, CAPSS, and the Dean of Student Services. Students on the Danbury campus and those early college students who are still in high school in Danbury (through our Danbury Early College Opportunity, or DECO) are assigned either to the Dean of the Danbury Campus, Danbury admissions staff, or the new counselor/advisor who was recently hired to begin in summer 2019.

NVCC emphasizes the importance of advising not only to identify career and academic goals, assess current life situation, and to review placement tests before choosing and registering for courses, but also to keep students apprised of changes that may affect their course of study.

To ensure that new students connect with an advisor at a minimum their first two semesters, new students are not able to register themselves online, and advising holds are placed on their accounts for their first two semesters. Thus, students are required to see an advisor before registering for classes for their first two semesters. We know that studies show these personal connections helps to retain students. This advising hold is released once the student meets with the advisor and the student and advisor review courses necessary to complete their program of study and plan for the second semester.

For all students *except* for those in Early College, the advising hold is then removed for the duration of their time at the College unless extenuating circumstances occur, such as not meeting Satisfactory Academic Progress (SAP), excessive repeats of the same course, probation or suspension, or accounts receivable. Those students must then meet with an advisor before registering. For all Early College students, the advising hold remains on their account until such time that they graduate from high school. Each semester these Early College students meet with their assigned advisor and the College registers the student upon receipt of their written request to do so.

Collaborative Interactions Across the College:
Advising sessions take place in a variety of ways: For Early College students still in high school, the advising session takes place at the high school with family members often attending as well. For all of our other students, advising takes place by person, by phone, and by email, at the convenience of the student. Academic Affairs and Student Services collaborate each semester for a focused advising week prior to when registration begins.

These collaborations have taken different shapes over the years, but most recently they involve faculty engaging in significant outreach to their advisees through e-mail and in their courses; setting up appointments through online tools or sign-up sheets on their office doors; and identifying computer labs for significant timeframes over several days where faculty are scheduled to meet with students. In fall 2018, for the first time Student Services and Academic Affairs held an "Advising Fair" targeted to General Studies students in an effort to introduce them to more specific degree pathways and connect them to advisors. Approximately 100 students attended this event in which they had the opportunity to talk with faculty and leaders from each division, and to take a brief questionnaire through Career Coach, our online tool that helps students identify careers that match their interests with employment opportunities in the region.

Outreach for advising is a highly collaborative effort between OIRE, Student Services, and Academic Affairs. For the past seven years, the College has prepared weekly spreadsheets, based on data extracts from our student database (BANNER), that identify continuing students (excluding current semester graduates, non-degree, secondary/CCP, and non-CCP), by division (determined by declared major) have not registered for the next semester's classes. These spreadsheets also indicate any hold(s) preventing registration, such as Accounts Receivable, as

well as Student Academic Progress (SAP) and probation-suspension status, and each student's academic profile, such as major, total earned credits, overall GPA, financial aid status, etc. By providing this information to each academic division, faculty and staff can reach out to each student in a more informed and targeted manner to best support each student.

Broad outreach is done via e-mail and phone, which generates positive results because fewer students are listed on the spreadsheet the following week, indicating that the students are registering. Once faculty are off contract, the division leader is the primary source of outreach.

Support via Technology and Training

Another way we supplement our advising and support degree evaluations is through Degree Works software, which the College implemented in fall 2017 to enhance students' advising experiences and results. Our Registrar's office entered the required data for all the courses and their pre- or co-requisites, information for all our programs and certificates, including the SEPs that show the order in which courses are recommended to be taken, and this office continues to update that information as necessary.

Degree Works has two tools that are important to use to gain the most benefit:
   a. The Student Educational Plan (SEP) tool allows advisors to create individual plans for each of their advisees so that students can see, by semester, what courses are recommended to help them stay on track to complete in a timely manner.
   b. The Notes tool allows users to document specific and relevant points that are important for future advising.

Since the implementation of Degree Works, CAPSS has been training faculty, staff, and students on how to use the program so that student academic progress can be monitored more effectively and students can easily see what courses are still required to complete their certification and/or degree. The training is ongoing and occurs in multiple ways to capture as many people as possible:
   - New students are introduced to Degree Works when they attend their initial new student registration session as well as at new student orientation;
   - CAPSS visits First Year Experience classes and presents on Degree Works;
   - CAPSS schedules an average of 10 hands-on workshops for faculty advisors and students throughout each semester;
   - Our CAPSS advisors began "Pop-up" hands-on training for students by taking a 60" mobile screen to various places throughout both campuses; and
   - Video tutorials are accessible 24/7 from our website: https://www.nv.edu/student-resources/academic-support-resources/degree-works

As of spring 2019, 100% of our staff advisors have been trained on and use Degree Works and SEP in support of student advising and degree evaluation; 78.5% of our full-time faculty have been trained on Degree Works. In AY 2019-20 each of the four academic divisions will engage in professional development with CAPSS and faculty who use Degree Works effectively to gain a better understanding of the value of the tools and encourage their use.

Assessing Efficacy of Advising: Lessons Learned and Current Status
We noted in our 2017 Fifth-year Interim Report that the results of the 2016 Community College Survey of Student Engagement (CCSSE) showed a significant increase in students' use of advising since 2011. For the 2018 CCSSE, we added questions that related specifically to advising, and we are pleased to note that the results show 86% of our students who responded state that they met with an advisor one or more times, and 80% state that they were "somewhat" or "very" satisfied. (See Appendix C). We also note from this survey that 57% of the students who responded had not yet developed an academic plan or Student Educational Plan (SEP) with their advisor within their first term. This is one of the tools that will be addressed in the divisions' training referenced above.

CCSSE provides a useful summative evaluation, but upon analyzing the results, we realized that not all of the questions we added to the 2018 CCSSE survey were phrased in ways that would generate the kinds of responses that would be most valuable; therefore, to help us assess our advising more effectively, Student Services, Academic Affairs, and OIRE collaborated to create a systematic approach to evaluation and assessment that would generate useful data to inform our future strategies.

In addition to new questions that will be added to the CCSSE survey every three years when it is administered, this advising assessment approach includes the following:
1. Annual Student Advising Survey disseminated to students via Survey Monkey each April;
2. Annual Faculty Advising Survey disseminated to faculty via Survey Monkey each April;
3. NSR (New Student Registration) surveys given to new students throughout the year at each NSR session.

The surveys were all developed in collaboration with OIRE and the relevant divisions.

Student Advising Survey and Results
In collaboration with OIRE, the director of CAPSS and her staff developed a series of questions to be used for a student advising survey. With feedback from the Dean of Academic Affairs and the Dean of Student Services, these questions were further revised and put into a Survey Monkey. (See Appendix D.) That link was distributed to all of our students via e-mail in April 2019 and, moving forward, will be distributed each April on an annual basis so we can further measure our effectiveness in this area. These questions will also be used as the additional questions on the CCSSE during years that it is administered.

Six hundred forty-four students (N=6,400 unduplicated, degree-credit students enrolled in spring 2019 and/or fall 2018) responded to the survey in the between April 30 and May 24; those respondents reflect the Race/Ethnic distribution of the student population, but a slightly higher representation of female students.
- Over half (52%) received advising from their assigned faculty advisor; another 20% from CAPSS.
- Those who reported that they did not receive advising were predominantly female (63%) and white (57%).

- New students (41%) (enrolled in 2 semesters or less) were more likely to respond to the survey than those enrolled four or more semesters (20%).
- 47% of students met their advisor more than once during the academic year.
- The majority of students (83%) perceive advising as very important.
- The top three reasons to seek out advising include the following:
    - To plan a program of study (72%)
    - To register as a first semester student (33%)
    - Degree evaluation/graduation planning (26%)

Based on the comments attached to these surveys, OIRE believes that the reason female students did not receive or, perhaps, seek advising is because many are in programs (e.g., Nursing and Allied Health) that have very prescriptive academic requirements and, thus, simply follow those requirements that are outlined in the catalog.

Clearly, not all students meet with their advisors every semester. Many students in good academic standing and with more than 15 credits earned may have an SEP that was developed during an earlier advising session. Other students follow program requirements accessible on the College website in the catalog or attend group advising in divisions that provides them guidance to self-advise.

Certain at-risk students – those on probation, suspension, or not having made satisfactory academic progress – are identified each semester, sent a letter, and required to meet with an advisor or the Dean of Academic Affairs prior to registering for classes. Those on suspension are allowed to appeal their suspension if, in a conversation with an advisor, they identify behaviors they will change. These latter students are also required to meet with the Dean of Academic Affairs.

We are aware that other at-risk students may need targeted outreach efforts to strongly encourage or require advising prior to registration. Therefore, in AY 2019-20 CAPSS will work with OIRE to identify these students and develop a strategy to reach them in more focused ways.

Faculty Advising Survey and Results
In collaboration with OIRE, the Dean of Academic Affairs and the academic division leaders developed a short survey to administer to both full- and part-time faculty at the end of each academic year. (See Appendix E.) In so doing, we expect to establish a baseline of *how much* advising faculty are doing as well as understand better *how* they are doing it.

The first of these annual surveys, sent on April 30, 2019 with a 10-day response window, generated responses from 81 FT faculty (83.5%) and 110 PT faculty (24.7%). The information collected indicates that about half of our full-time faculty have advising loads of 21-30 and 38% advise over 30 students. Full-time faculty overwhelmingly advise students in person, one-on-one, but nearly 68% of them report actively advising fewer than 50% of their advisees.

The data gathered from the faculty advising survey also suggests that rudimentary use of DegreeWorks is widespread, which is in alignment with faculty who have reported being trained on the software tool. However, the survey data also shows that less than one-third of full-time

faculty use the SEP tool, and almost half never use the Notes tool. This is an area we will address through specific training about the value of these tools with the four academic divisions in AY 2019-20.

An open-ended question at the end of the survey asks about challenges and suggestions, which is meant to provide us with guidance on how best to strengthen advising efforts. The responses indicate a high preponderance of faculty claiming that the biggest challenge to advising is getting students to come see them, despite repeated and varied invitations. Several faculty offered suggestions for how to solve this problem, which will be implemented in the following ways:

- AY 2019-20: Academic literacy (including an emphasis on the importance of advising and following a plan) will be included at Student Orientation, through regular communications to all faculty so they can address it in their courses, and be an integral part of the First Year Experience (IDS101) curriculum.
- AY 2019-20: CAPSS, OIRE, and Academic Affairs will create a plan to identify faculty advisors for advisees that use course enrollment as the link, thereby connecting students to a professor with whom they will be somewhat familiar.

NSR Survey and Results
In an effort to measure the effectiveness of the initial advising session, which every new student is required to attend, this survey helps to guide improvement of future sessions and to ensure that students receive the necessary information to help them achieve their academic goals. All students new to the College attend an NSR; the survey is sent to these students via a link to Survey Monkey within a week of their attendance.

Question topics include experiences applying for financial aid, preparation for placement testing, accessing student accounts and Blackboard shells, acquiring information around program requirements, academic advising, and registration.

The first surveys were implemented in the NSRs beginning in May for the summer and fall 2019 enrollment cycle. See Appendix F.

As of August 13, 2019, 93 students have completed the survey out of 746 new students who have registered (12.5%). Some of the more relevant results include the following:

64% agreed that information provided to prepare for the Accuplacer (placement) test was helpful, but only 57% felt prepared for it.
90% have a clear idea after attending the NSR of what is expected academically as a student;
88% were able to log onto MyCommnet and set up college e-mail;
80% were able to view Degree Works and Blackboard;
90% said that the advisor explained test scores and discussed appropriate courses;
83% said the advisor helped them understand degree requirements and policies/procedures;
91% said the advisor encouraged questions and to discuss concerns;
83% said information was provided to fund education

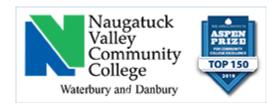**Specific Areas of Concern and Plans for the Future**

Based on the results of the surveys and our history with advising strategies, we have identified five areas that we will focus on in AY 2018-19 and AY 2019-20 o ensure our advising processes and strategies meet more students' needs.

Timeline	Action
2019-20	Identify at-risk students who are revealed through disaggregation of our data through the Student Advising Surveys with specific outreach and strategies to ensure they are advised and on a path toward completion.
2019-20	Identify and implement ways to educate students about financial aid opportunities and College resources beyond the NSR sessions.
2019-20	Research and identify best practices on how to connect with students to ensure they get proper advising.
2019-21	Offer regular training for Degree Works and the SEP and Notes tools to ensure all faculty advisors are familiar and comfortable with the tools and recognize their value.
2019-2021	Research, identify, and implement best practices of advising strategies, and build those strategies into a systematic process that the College can institutionalize. Faculty have already begun to come up with some new approaches, including holding small orientations for groups identified with specific programs to meet their advisors.

Implementing these three surveys on an annual basis will provide the College focused and detailed data on the various ways in which we advise our students. Doing so allows us to be more proactive in how we deal with issues raised by students in a timely way, and, moreover, these annual surveys mean that we no longer have to wait for results from the three-year cycle for CCSSE.

Finally, we anticipate that the System Office will soon roll out the reporting capabilities built into Degree Works that provide data to inform productive ways of moving forward, at which time we will take advantage of them. Using these reports will help us identify students who do not have a Student Educational Plan and reach out to them as well as identify where students are on their SEP to inform our scheduling.

APPENDIX A: Syllabus Template

Subject, Course Number, & Title (example: ENG H101: Composition -- To be completed by Instructor)
CRN (example: CRN 5432 – To be completed by Instructor)
Number of Credits: (example: 3 credits – To be completed by Instructor)
Semester and Year: (example: Fall 2018 – To be completed by Instructor)

Prerequisites: **To be completed by instructor.**

Course Days & Times: **To be completed by instructor.**
Campus Location: **To be completed by instructor. (Waterbury or Danbury)**
Class Location: **To be completed by instructor.**

Instructor Information:

Name: To be completed by instructor.	**NVCC e-mail**: To be completed by instructor.
NVCC phone: To be completed by instructor; not applicable to adjunct faculty.	**NVCC office**: To be completed by instructor; not applicable to adjunct faculty, though they are welcome to use the adjunct offices in their respective divisions.
Office Hours: To be completed by instructor.	

Course Description:
To be completed by instructor. Take this information directly from the catalog or from a sample syllabus provided by your Chair/Coordinator.

Required Textbook/Materials:
To be completed by instructor. Include all required texts and other materials for your course. Be specific if a certain edition is necessary. If neither a text nor other materials are required, state the following: "NOT REQUIRED FOR THIS CLASS."

Student Learning Outcomes:
To be completed by instructor based on consultation with Department Chair or Program Coordinator. **NOTE**: To maintain legal and accreditation standards, all sections of a course must list learning outcomes that have been approved by shared governance. These outcomes must be the same across all sections of the course. Please obtain the most current learning outcomes for this course from your Department Chair or Program Coordinator and list them here.

Instructional Methodology:

Evaluation & Grading:

For the purpose of computing numerical credit point averages, grades are evaluated as follows for each semester hour of credit. Grades on exams, papers, and quizzes, will be based on this grading system.

Numeric Grade	Acceptable Letter Grade Range to be used by the Instructor	Description
90-100	A- to A	Excellent
80-89	B-, B, B+	Above Average
70-79	C-, C, C+	Average
60-69	D-, D, D+	Below Average
Below 60	F	Failing

Course Outline/Readings:

Incomplete grade:

An Incomplete <u>may</u> be assigned at the instructor's discretion when a student requests it. It is a temporary grade that is assigned when extenuating circumstances lead to missing coursework or an inability to complete all assignments; it may not be used for excessive absences and the majority of the coursework should have been completed before the request is made. The student must agree to complete the requirements in the timeframe specified by the instructor. The faculty member who assigns an Incomplete must file a system report form. If the "I" is not changed to a legitimate letter grade by the end of the following semester, the "I" automatically converts to an "F."

Withdrawal Policy: Fall 2019 withdrawal deadline for full-term classes is Tuesday, November 19, 2019.

Others deadlines are listed below:
First half semester: 10/8/19
Second half semester: 11/19/19
IDS, 7-weeks: 10/7/19
First 10 weeks: 10/22/19

Withdrawing from a course can affect students' academic progress as well as their financial aid. If a student is considering withdrawing, they should first talk to their instructors about their current progress and explore alternatives. If students are on financial aid, talk to that office to understand any consequences. If students decide to withdraw, they must submit a written withdrawal request to the Office of the Registrar by the appropriate deadline. <u>NOTE</u>: *Students are responsible for completing appropriate withdrawal paperwork; instructors do not withdraw students from their classes*. For more information, see this link on the website: https://www.nv.edu/Admissions-and-Aid/Paying-for-College/Financial-Aid/Withdrawing-from-a-class

Blackboard Learn: (*To be completed by instructor with a statement regarding how Blackboard will be used in this class.)*

SAMPLE (you can edit): This course makes <u>extensive/moderate/limited</u> use of Blackboard Learn, the digital teaching and learning platform for Connecticut Community Colleges. A copy of this syllabus, class handouts, and assignments will be posted in Blackboard. Students will need access to the Internet; please feel free to use our open computer labs, our library, and the ACE.

Do not edit: While mobile devices provide convenient access to check in and read information about courses, students should not try to take tests, quizzes, complete assignments, or submit substantive discussion posts in that way because Blackboard Learn is not fully supported on mobile devices at this time. If students have any problem using Blackboard Learn Mobile, they should contact Distance Learning at **203-575-8182** dl@nv.edu.

Do not edit: During off-hours please visit our *Connecticut Community Colleges Online Help Desk* https://cscu.edusupportcenter.com and search *"Blackboard Mobile Learn"* or call **860-723-0221** available 24/7/365. If these resources are not available, please use a desktop/laptop computer for all course viewing and activity. Students and Faculty can access Blackboard Learn through our myCommNet portal http://my.commnet.edu or through our Blackboard Learn App by referring to the help article entitled "*Can I use Blackboard on my Smartphone or Tablet?*" https://cscu.edusupportcenter.com/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=cscu&article_id=1912-1463992, or directly at https://ctccs.blackboard.com.

Tutoring Resources:

The Academic Center for Excellence (ACE), provides tutoring in math, sciences, English and writing, and numerous other subjects. You can learn about the full range of tutoring and other student success services by going to the ACE in E500 Ekstrom Hall, visiting its webpage at https://www.nv.edu/Student-Resources/Academic-Support-Resources/Tutoring-Center-ACE,or by calling (203) 596-8729. The ACE is located on both campuses, Danbury and Waterbury.

<u>Waterbury Campus Hours:</u>

Monday & Tuesday	8 am – 8 pm
Wednesday & Thursday	8 am – 7 pm
Friday	8 am – 4 pm

| Saturday | 12 pm – 4 pm |
| Sunday | 12 pm – 4pm |

Danbury Campus Hours:
The Danbury campus ACE/multipurpose Room is located in D201, and it is open during normal operating hours. Tutoring schedules are arranged by the beginning of each semester.

Library Resources:

On the Waterbury Campus, The Max R. Traurig Library is located on the 4th and 5th floors of the L building. The library has books, journals, databases, research guides, DVDs, and CDs to support the college curriculum, as well as copies of all the textbooks used at NVCC. The online journal databases, ebooks, and streaming videos can be accessed via the library website at http://www.nv.edu/library or through the Library tab in MyCommNet.

Waterbury Campus Hours:

Monday - Thursday	8 am – 8 pm
Friday	8 am – 4:30 pm
Saturday & Sunday	10 am – 2 pm

Library Circulation Desk: (203) 575-8024
Reference Desk: (203) 575-8244
Text Us! (203) 951-8189
Email: library@nv.edu

Danbury Campus Hours:
For the Danbury Campus, librarians work with faculty to schedule in-class instruction. Textbooks and ESL readers are available at the Multipurpose Room, D-201. Students can make appointments with librarians for research assistance via the library's website.

Dean of Academic Affairs:

Dr. Lisa Dresdner
Kinney Hall – K719
ldresdner@nv.edu
203-575-8004

NVCC Absences and Attendance Guidelines:

- The Faculty expects that each student will exercise personal responsibility regarding class attendance.
- All students are expected to attend every class session of each course for which they are registered.
- Students are responsible for all that transpires in class whether or not they are in attendance, even if absences are the result of late registration or add/drop activity at the beginning of a term as permitted by college policy.
- The Faculty defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Distance Learning courses will use criteria established by the Instructor.
- When presence counts towards a class participation grade, excessive absence or lateness may, at the discretion of the instructor, lower a student's course grade.

- Instructors will maintain class participation records.

Here are some suggestions for other comments you may find relevant and may want to include:
If extenuating circumstances arise at any point during the semester, please contact me as soon as possible. We will discuss what action to take concerning your work.

Remember that you are responsible for what goes on in a class you have missed, and you should find out what went on in your absence. To that end, you may want to write down several of your peers' phone numbers and e-mail addresses.

Class Cancellations:

If a class is cancelled or delayed because of weather or other unforeseen event, instructors may plan for a qualified substitute instructor or plan <u>make-up assignments</u> for any class time missed. Faculty can plan for make-up assignments through a variety of ways including, but not limited to, the use of reading days, extended class time, or online/additional class assignments. **Cancellation or delay of classes due to inclement weather is made only by the President of the College. To learn about these cancellations or delays promptly, please sign-up for MyCommNetAlert for immediate notifications.**

Students with Special Needs-ADA:

Students who may require academic adjustments on the basis of a disability are encouraged to contact the Counselor for Students with Disabilities. Contact Terry Latella in K519B or call 203-596-8608 in Waterbury and 203-437-9699 in Danbury) at the beginning of each semester.

After providing documentation and completing the disability disclosure process, students are then encouraged to meet with their instructor(s) <u>within the first two weeks of the semester</u> to discuss any adjustments approved by the appropriate disabilities contact and to complete the Adjustments Agreement Form. <u>Adjustments are not retroactive.</u> Instructors, in conjunction with appropriate college personnel, will provide assistance and/or adjustments only to those students who have completed the disability disclosure and academic adjustments process.

Academic Misconduct:

At NVCC we expect the highest standards of academic honesty. Academic misconduct is prohibited in accordance with the Board of Regents *Student Code of Conduct* (Part D. Prohibited Conduct, 1. academic misconduct). This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. <u>Academic misconduct extends to any student who aids in another's student's cheating</u>. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

The first offense of academic misconduct may result in a grade of "F" or "0" for the assignment and/or failure in the course at the discretion of the instructor. (Please see the Student Handbook on the College website link for more information: https://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf.) Any subsequent instances of academic misconduct will require the student to meet with the Dean of Academic Affairs. The Dean, in collaboration with the instructor, will determine the consequence for the subsequent instances of academic misconduct. In addition, as academic misconduct is a

violation of the Student Code of Conduct, referral will be made to the Dean of Student Services and addressed as appropriate.

A student may not obtain a transcript notation of "W" in a course if there exists substantial reason to believe the student has engaged in academic misconduct in the course. A transcript notation of "W" will only be permitted for such students when the final resolution results in finding the student did not commit academic misconduct in the course.

Official Student Email:
NVCC students are given an official student email address, which is the primary way to receive any communications from the college. It is students' responsibility to check this e-mail for all communications from their instructors and the college. Emails will no longer be sent to personal email accounts; however, students can easily forward their college e-mail to their personal e-mail. Visit nv.edu/email for details on setting up an account or for help, call or visit IT: 203-575-8092 or nv.edu/IT. NVCC gives free access to web applications of Microsoft Word, Excel, PowerPoint and OneNote.

Student & Faculty Communication and Processes:
Good communication between students and their instructors can make a big difference in academic experiences. If a student has a question or problem with the course or an assignment, they should always try to talk to their instructor first.

It is the College's policy to provide a mechanism and process whereby a student may formally appeal faculty decisions. When a student uses the appeals procedure, all parties should endeavor to resolve the dispute amicably at the earliest possible stage.

A student has the right to appeal any decision of a full-time or adjunct faculty member, staff member, program director, clinical coordinator or employee of the college. An academic appeal is defined as an allegation by a student that an employee of the college has violated federal or state laws and regulations, college or department policies, accreditation standards or the faculty member's own stated policy relating to the student's assignment of grades or other academic evaluation. The Student Academic Appeals Process and forms are available beginning on page 36 of the Student Handbook:
https://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf

Student Handbook:
Please see the *Student Handbook* on the College website (found under Student Resources) for more information on these and other policies and procedures such as all Code of Conduct violations, cell phone use in class, children on campus, smoking policy, and more.
https://nv.edu/portals/0/documents/studentservices/studenthandbook.pdf

NVCC Smoke-Free Campus Policy:
Section 19a-342 of the General Statues of Connecticut prohibits smoking in any building or portion of a building owned or leased by the state. Smoking is also prohibited in any vehicles owned or leased by the state or any political subdivision thereof (this policy does not apply to personal vehicles). *Smoking shall also be prohibited in all outdoor areas of Naugatuck Valley Community College campus property, including but not limited to parking lots, paths, fields, and sports/recreational areas.* See page 43 of the Student Handbook.

Continuing Notice of Nondiscrimination:

Naugatuck Valley Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, disability, including but not limited to present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity or expression or genetic information in treatment or employment at the College, in admission or access to the College, or in any other aspect of its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record. The College is required by Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II), Title IX of the Education Amendments of 1972 (Title IX), the Age Discrimination Act of 1975 (Age Act), and their respective implementing regulations at 28 C.F.R. Part 35 and 34 C.F.R. Parts 100, 104, 106 and 110, not to discriminate on the basis of race, color, or national origin (Title VI); disability (Section 504/Title II); sex (Title IX); or age (Age Act). Inquiries concerning the application of each of the aforementioned statutes and their implementing regulations to the College may be referred to the U.S. Department of Education, Office for Civil Rights, at (617) 289-0111 or 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, or to the applicable College Coordinators who are located at Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, Connecticut 06708: Kimberly Carolina, Director of Human Resources/Section 504/Title II/ADA/Age Act Coordinator, Room K704b, 203-575-8056; Sarah Gager, Dean of Student Services/Deputy Section 504/Title II/ADA/Age Act Coordinator (Students), Room K509a, 203-575-8086; Robert Divjak, Director of Facilities/Deputy Section 504/Title II/ADA Coordinator (Facilities), Room C216, 203-575-8235; Jacquie Swanson, Associate Director of Human Resources/Title IX Coordinator, Room K704, 203-575-8043 (Rev 3/18/19).

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Appendix B: Academic Assessment Alliance Workshops and Outcomes, 1-6

Academic Assessment Alliance Workshop One:
Outcomes Review and Rubric Construction
Upon completion of this workshop, participants will be able to demonstrate the following knowledge and abilities:
1. Map course level learning outcomes to programmatic or competency outcomes.
2. Evaluate programmatic or competency outcomes based on the following criteria: brevity, clarity, focus, diction, significance to student learning/program completion, appropriateness, measurable, and actionable.
3. Select outcomes for assessment based on evaluation.
4. Draft a rubric for scoring selected outcomes.

Academic Assessment Alliance Workshop Two:
Designing Assessments to Measure Outcomes
Upon completion of this workshop, participants will be able to demonstrate the following knowledge and abilities:
1. Recognize the value of effective assignment design to ensure valid outcomes assessment.
2. Establish criteria for designing assignments mapped to learning outcomes.
3. Provide evaluative and constructive feedback on the design of existing course assignments.
4. Revise course assignments in response to peer feedback and established criteria for effectiveness.

Academic Assessment Alliance Workshop Three:
Developing an Artifact Sampling Plan
Upon completion of this workshop, participants will be able to demonstrate the following knowledge and abilities:
1. Identify courses and sections for sampling.
2. Identify demographic information necessary for effective assessment.
3. Identify numbers of students per section of each course needed for a valid sample.
4. Define weighted averaging, mean, median, and mode.
5. Identify faculty needed for sampling and scoring.
6. Communicate effectively with faculty submitters and scorers.

Academic Assessment Alliance Workshop Four:
Using Watermark's Aqua for Scoring and Calibration
Upon completion of this workshop, participants will be able to demonstrate the following knowledge and abilities:
1. Identify the features of Aqua assessment software.
2. Explain how Aqua facilitates completion of an assessment plan.
3. Use Aqua to score a student artifact using a rubric.
4. Calibrate scores through group discussion.
5. Recognize the value of calibration as a means to ensure inter-rater reliability.

Academic Assessment Alliance Workshop Five:
Running a Calibration Session for Faculty Scorers
Upon completion of this workshop, participants will be able to demonstrate the following knowledge and abilities:
1. Provide scoring instructions to faculty scorers.
2. Define key terms in assessment rubric.
3. Score student artifacts using assessment rubric.
4. Reach consensus with other scorers on application of assessment rubric to student artifacts.
5. Recognize the value of calibration as a means to ensure inter-rater reliability.

Academic Assessment Alliance Workshop Six:
Writing the Assessment Report
Upon completion of this workshop, participants will be able to demonstrate the following knowledge and abilities:
1. Identify resources available for data analysis.
2. Complete an assessment report.
3. Plan professional development activities based on assessment data.

Appendix C: Spring 2018 CCSSE Data on Advising/ Additional Questions that Relate to Advising

Did you meet with your academic advisor about selecting classes for this semester?
- ☐ (66%) Yes
- ☐ (34%) No

Did you meet with another NVCC instructor or staff member, including a CAPSS advisor about selecting classes for this semester?
- ☐ (34%) Yes
- ☐ (66%) No

			Did you meet with another NVCC instructor or staff member, including a CAPSS advisor about selecting classes for this semester?		Total
			Yes	No	
Did you meet with your academic advisor about selecting classes for this semester?	Yes	Count	150	229	379
		%	40%	60%	100%
	No	Count	43	153	196
		%	22%	78%	100%
Total		Count	193	382	575
		%	34%	66%	100%

Students who did not meet with any advisor, instructor, or staff member: 153/575 = **27%**
Students who meet with someone at NVCC about selecting classes: 100 - 27 = **73%**

How many times have you met with someone (in person or online) for advising per semester?
- ☐ (70%) 1-2 times
- ☐ (15%) 3-4 times
- ☐ (2%) 5-6 times
- ☐ (2%) More than 6 times
  - ○ (12%) No Response

Have you set up an academic plan so you know what courses you should take for your major?
Who helped you set up the academic plan (check all that apply)?
- ☐ (59%) Faculty Advisor
- ☐ (6%) Other faculty
- ☐ (9%) CAPPS Advisor
- ☐ (11%) Friend/Family Member
- ☐ (7%) Other NVCC staff member
- ☐ (9%) Other? _____

If you met with an advisor, instructor, or staff member, what did you discuss? Check all that apply.

- ☐ (34%) Career planning
- ☐ (67%) Course scheduling for the following semester
- ☐ (25%) Long term (multiple semesters) course scheduling
- ☐ (24%) Transfer plans
- ☐ (14%) Work/Life conflicts
- ☐ (13%) Study skills
- ☐ (24%) Current academic performance/issues

Related CCSSE 2018 Standard Questions

4. In your experiences at this college during the current academic year, about how often have you done each of the following?
4l. Talked about career plans with an instructor or advisor

- ☐ (23%) Never
- ☐ (43%) Sometimes
- ☐ (21%) Often
- ☐ (12%) Very often

12.1 How often have you used the following services during the current academic year?
a. Academic advising/planning

- ☐ (14%) Never
- ☐ (26%) 1 time
- ☐ (48%) 2-4 times
- ☐ (12%) 5 or more times

    1 or more times: 86%
    2 or more times: 60%
b. Career counseling
- ☐ (65%) Never
- ☐ (16%) 1 time
- ☐ (16%) 2-4 times
- ☐ (3%) 5 or more times

g. Financial aid advising

- ☐ (41%) Never
- ☐ (19%) 1 time
- ☐ (28%) 2-4 times
- ☐ (13%) 5 or more times

j. Transfer advising/planning
- ☐ (65%) Never
- ☐ (18%) 1 time
- ☐ (13%) 2-4 times
- ☐ (4%) 5 or more times

12.2 How satisfied are you with the services?

a. Academic advising/planning
- ☐ (9%, 52) Not at all
- ☐ (43%, 257) Somewhat
- ☐ (37%, 221) Very
- ☐ (12%, 72) N.A.

Somewhat/Very: 80%

b. Career counseling
- ☐ (8%, 47) Not at all
- ☐ (21%, 124) Somewhat
- ☐ (14%, 83) Very
- ☐ (57%, 334) N.A.

g. Financial aid advising
- ☐ (12%, 67) Not at all
- ☐ (24%, 140) Somewhat
- ☐ (29%, 167) Very
- ☐ (35%, 204) N.A.

j. Transfer advising/planning
- ☐ (9%, 53) Not at all
- ☐ (18%, 101) Somewhat
- ☐ (16%, 91) Very
- ☐ (57%, 323) N.A.

12.3 How important are the services to you at this college?

a. Academic advising/planning
- ☐ (7%) Not at all
- ☐ (24%) Somewhat
- ☐ (68%) Very

b. Career counseling
- ☐ (26%) Not at all
- ☐ (25%) Somewhat
- ☐ (49%) Very

g. Financial aid advising
- ☐ (20%) Not at all
- ☐ (16%) Somewhat
- ☐ (63%) Very

j. Transfer advising/planning
- ☐ (28%) Not at all
- ☐ (25%) Somewhat
- ☐ (48%) Very

20. Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).
- ☐ (38%) No
- ☐ (43%) Yes
- ☐ (19%) I'm still in my first academic term; I have not yet developed an academic plan

Appendix D: Annual Student Advising Experience Survey

NVCC is interested in learning about your academic advising experiences. We want to hear your honest feedback about how we are doing and whether or not we are meeting your expectations. Your anonymous responses will be used to improve advising services. This survey should take less than 5 minutes to complete. Your answers will be collected anonymously. No student identification data will be connected to your responses.

1. What is your gender?

Male
Female
I choose not to respond.
Other (please specify):

2. What is your cultural/racial background? Check all that apply.

African American/Black
Hispanic American/Latino
Native American
Asian American
Caucasian/White
I choose not to respond.
Other (please specify):

3. Spring 2019 was my _____ semester at NVCC.

1st
2nd
3rd
4th
5th
6th
7th
8th or more

4. What is your current overall GPA?

1.49 or less
1.5 – 1.99
2.0 - 2.49
2.5 – 2.99
3.0 – 3.49
3.5 – 4.0
I do not know my overall GPA.

5. My major program of study is:

6. Did you receive academic advising services at NVCC this academic year? Check all that apply.

Yes, I received advising from my assigned faculty advisor.
Yes, I received advising from an advisor in CAPSS (K520).
Yes, I received advising from the Danbury Administrative Office.
Yes, I received advising as a new/transfer student registering for classes at the college for the first time.
No, I did not receive advising.

7. How many times did you meet with an advisor during this academic year?

5 or more times
2-4 times
1 time
Never

8. How satisfied are you with your academic advising/planning?

Very satisfied
Somewhat satisfied
Not at all satisfied
N/A

9. How important is academic advising/planning to you?

Very important
Somewhat important
Not at all important

10. Please comment on your answer above.

11. How was your advising conducted? Check all boxes that apply.

In-person
By e-mail
Telephone
Group advising

12. On average, how much time did you spend speaking with an advisor in each session?

Less than 15 minutes
15- 30 minutes
31- 45 minutes

46-60 minutes
More than 1 hour
I only communicated via email

13. Why did you seek out advising services? Check all boxes that apply.

To register as a first semester student
To plan my program of study/classes
To determine/change my major
To request course substitutions
Registration issues (release hold, pre-requisite waiver, etc.)
To drop or add courses
As part of my First Year Experience requirements
To explore career options
Other non-academic issues (personal problems, life issues, etc.)
Questions regarding transfering to another institution
Degree evaluation or graduation planning
Planning or questions regarding application to an Allied Health program (nursing, PTA, Rad-Tech, Respiratory)
Other (please specify):

14. I was able to identify my assigned advisor using:

Mycommnet.edu
DegreeWorks
First Year Experience class
Faculty member/classroom instructor
Email from advisor
Advisor/Counselor in CAPSS office (K520)
The Danbury Administrative Office
I could not identify my assigned advisor.
I did not try to identify my assigned advisor.

15. If you received any other academic advice, please select all areas that advised you this semester:

FYE Instructor
Other Classroom Instructor
Academic Division Director or Program Coordinator
Other staff or faculty

16. An advisor was available when I needed assistance:

All of the time
Most of the time
Some of the time

Never
I did not try to meet with an advisor.

17. I was enrolled in the _____ Semester. Check all boxes that apply.

Fall 2018
Winter 2018
Spring 2019

18. Before the end of my first academic term at NVCC, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

Yes
No
No, and I have not yet finished my first term at this college.

19. Additional comments or recommendations:
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Appendix E: Survey to Faculty re: Advising Practice

1. Status at NVCC:
- Full-time [skip logic will send FT faculty to Q2]
- Part-time [skip logic will send PT faculty to Q9]

2. What is your assigned student advising load?
- 0 to 20
- 21-30
- 31-50
- 51 or above

3. What percentage of your advisees have you advised this semester?
- Less than 25%
- 25-50%
- 51-75%
- More than 75%

4. How do you advise the majority of your students?
- One-on-one
- small groups
- Via e-mail
- Via phone

5. Do you use Degree Works when advising students?
- Yes [skip logic to Q6]
- No [skip logic to Q8]

6. Do you set up or use a Student Educational Plan (SEP)?
- Yes
- No

7. Do you use the "Notes" tool?
- Yes
- No

8. What is your biggest challenge in advising students? Do you have any suggestions on how we can help overcome these challenges?

[Comment Box]

[skip logic from Q! for PT, please answer these questions:
9. Do you advise students?
- Yes [skip logic to Q10]
  - No [skip logic to **Thank you for completing this survey]**
10. Do you use Degree Works?
- Yes
- No

Appendix F: New Student Registration (NSR) Survey

Naugatuck Valley Community College

New Student Registration Survey

NVCC is interested in learning about your New Student Registration experience. We want to hear your honest feedback about how we are doing and whether or not we are meeting your expectations. Your anonymous responses will be used to improve the new student registration process.

1. **Please enter the date that you attended a New Student Registration session.**

Date / Time

MM/DD/YYYY

2. **Registering for my New Student Registration session was easy.**

◯ Strongly agree   ◯ Strongly disagree

◯ Agree   ◯ I did not register.

◯ Disagree

3. **The information provided to prepare for the Accuplacer (Placement) Test was helpful.**

◯ Strongly agree   ◯ Strongly disagree

◯ Agree   ◯ N/A

◯ Disagree

4. **When I arrived on campus, signage on where to go was clear and easy to follow.**

◯ Strongly agree

◯ Agree

◯ Disagree

◯ Strongly disagree

5. **I felt prepared for the Accuplacer (Placement) Test.**

◯ Strongly agree   ◯ Strongly disagree

◯ Agree   ◯ I did not take the Accuplacer.

◯ Disagree

6. **The transition from the Testing session to the Advising/Course selection session of the New Student Registration session was clear.**

○ Strongly agree   ○ Strongly disagree

○ Agree   ○ I did not take the Accuplacer.

○ Disagree

7. **After attending the New Student Registration session, I have a clear idea of what is expected of me academically as a student.**

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

8. **I was able to log into my myCommNet account and set-up my college e-mail.**

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

9. **I was able to view my DegreeWorks and Blackboard online.**

○ Strongly agree

○ Agree

○ Disagree

○ Strongly disagree

10. **During advising, I was able to confirm my selected major.**

○ Strongly agree   ○ Strongly disagree

○ Agree   ○ We did not discuss it.

○ Disagree

11. **My advisor explained my Accuplacer (or other test) scores and discussed what courses were most appropriate for me to enroll in.**

( ) Strongly agree

( ) Agree

( ) Disagree

( ) Strongly disagree

12. **My advisor helped me understand my degree requirements and college policies and procedures.**

( ) Strongly agree   ( ) Strongly disagree

( ) Agree   ( ) We did not discuss it.

( ) Disagree

13. **I was able to build a schedule of courses that fit my schedule.**

( ) Strongly agree

( ) Agree

( ) Disagree

( ) Strongly disagree

14. **I was able to register for courses during the New Student Registration session.**

( ) Strongly agree   ( ) Strongly disagree

( ) Agree   ( ) I did not register.

( ) Disagree

15. **My advisor encouraged me to ask questions and to discuss my concerns.**

( ) Strongly agree

( ) Agree

( ) Disagree

( ) Strongly disagree

16. **I learned what campus resources are available to help me be successful in college.**

( ) Strongly agree   ( ) Strongly disagree

( ) Agree   ( ) We did not discuss it.

( ) Disagree

17. **I was provided information on options to fund my education.**

◯ Strongly agree

◯ Agree

◯ Disagree

◯ Strongly disagree

18. **I am satisfied with the New Student Registration session that I attended.**

◯ Strongly agree

◯ Agree

◯ Disagree

◯ Strongly disagree

19. **What could we do to improve the New Student Registration process?**

[ ]

Naugatuck
Valley
Community
College

New Student Registration Survey

20. To enter into a raffle to win a **$100 cash prize**, please enter your college e-mail address below.

[ ]