NOVA | **Northern Virginia Community College**

Framework for Strategic and Annual Planning and Evaluation at Northern Virginia Community College

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

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Introduction

Northern Virginia Community College (NOVA) is deeply committed to the values of access, opportunity, student success, and excellence. To support these values, the College employs strategic planning, as well as ongoing and comprehensive of annual planning and evaluation processes, at all levels of the institution. The goals of annual planning and evaluation are to: establish College-wide goals and expected outcomes that support the institution's mission, vision, and College-wide priorities; create and implement useful measures to evaluate said outcomes; assess the extent College goals and expected outcomes are achieved; and then based on the results, continuously seek evidence-based improvement at all levels of the institution.

In This Document

This document outlines NOVA's framework and process for annual planning and evaluation activities. As these activities occur across multiple levels of the College, this document shows how annual planning and evaluation at each level of the institution supports College-level goals, targets, and strategic priorities.

- **Section I: Strategic Planning**

- **Section II: College-Wide Annual Planning and Evaluation**
  This section presents information on the annual planning and evaluation process for the College, including NOVA Annual Goals, and unit- and subunit-level goals.

- **Section III: Annual Planning and Evaluation of Administrative and Campus Units**
  This section presents information regarding the annual planning and evaluation process for Administrative Support Services and Campus Academic and Student Support Services.

- **Section IV: Annual Planning and Evaluation of Instructional Programs**
  This section presents information regarding the annual planning and evaluation process for Instructional Programs, as well as General Education.

NOVA's Annual Planning and Evaluation Framework

NOVA's mission, vision, and strategic plan serve as the framework for all planning and evaluation activities across the College. NOVA's strategic planning process is guided by the Virginia Community College System's (VCCS) strategic planning process. The current VCCS, adopted its current strategic plan is *Complete 2021: A Six-Year Plan for Virginia's 23 Community Colleges* in 2015.[1] NOVA's resulting strategic plan, *Strategic Plan 2017-2023: Pathway to the American Dream*[2], outlines the following mission, vision, and strategic priorities.

Mission	Vision	Strategic Priorities
Committed to the values of access, opportunity, student success, and excellence, NOVA's mission is to deliver world-class, in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.	NOVA's vision is to be a learning-centered organization that promotes student success.	NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals: **Goal 1.** Every Student Succeeds **Goal 2.** Every Program Achieves **Goal 3.** Every Community Prospers

NOVA's Planning and Evaluation Framework

Figure 1, on the following page, provides an organizational overview of NOVA's planning and evaluation framework, including: strategic planning; College-wide annual planning and evaluation; and the annual planning and evaluation of administrative units, campus units, and instructional programs.

As shown in this figure, the College President and the Administrative Council set College-wide goals in support of NOVA's mission, vision, and strategic plan. Administrative and campus units/subunits and instructional programs identify expected outcomes based on their purpose and role at NOVA. Expected outcomes are aligned with NOVA's mission and College-wide goals and are evaluated annually. Each of these annual planning and evaluation processes are described in more detail in subsequent sections.

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[1] (2014). *Complete 2021: A Six-Year Plan for Virginia's Community Colleges.* Virginia Community College System. https://www.vccs.edu/wp-content/uploads/2019/05/Complete-2021-Strategic-Plan-for-Inclusion-in-Grant-Proposals-10-19-2015.pdf
[2] (2017). *Pathway to the American Dream.* NOVA Strategic Plan 2017-2023. Northern Virginia Community College. https://www.nvcc.edu/about/mission/strategic-plan2017-2023.pdf

Figure 1. NOVA's Planning and Evaluation Framework: Strategic and Annual Planning

Legend:
- **Strategic Planning**
- **Annual Planning**
- **Evaluation**

VCCS Mission → **Virginia Community College System Complete 2021 Plan for Virginia's 23 Community Colleges**

NOVA Mission and Vision → **NOVA Strategic Plan 2017-2023: Pathway to the American Dream**

NOVA Strategic Objectives

NOVA Strategic Goals: Every Student Succeeds Every Program Achieves Every Community Prospers

NOVA's Student Success Metrics

Budget Planning ↔ **NOVA Annual Goals (President and Administrative Council)** ← **Chancellor's Annual Goals**

Unit-Level Annual Goals (Vice Presidents and Provosts)

Subunit-Level Expected Outcomes (Assoc. Vice Presidents, Deans, Directors, and Coordinators)

Annual College-Wide Planning

Instructional Programs Annual Planning and Evaluation

Administrative and Campus Units and Subunits Annual Planning and Evaluation

Annual Planning and Evaluation Reports & Institutional Effectiveness Audits

Strategic planning is a critical component of the annual planning and evaluation cycle. This section describes how NOVA engages in strategic planning every five years and how this process subsequently informs annual planning and evaluation activities across the College.

Strategic Planning at NOVA

The strategic planning process occurs every five years. The process typically begins with a scheduled strategic planning retreat, which is attended by the College President, the NOVA Board, and members of the Administrative Council (which includes College Vice Presidents and Campus Provosts). Other stakeholder groups may also attend the strategic planning retreat, including representatives of the College Senate; College standing committees; mid-level administrators; faculty, staff, and student representatives; and regional experts. During the strategic planning retreat, attendees review the NOVA Mission statement and current Strategic Plan and reflect on and propose ways the College can continue to effectively carry out its stated mission and vision.

After the retreat, College-wide committees are formed to further develop the primary strategic priorities. In 2016-2017, NOVA hired Keeling & Associates (K&A) to help the College to develop its current Strategic Plan, *2017-2023: Pathway to the American Dream*. For this Plan, more than 250 members of the NOVA community (both internal and external) helped to identify and articulate primary strategic priorities for the College.

Lastly, the NOVA Board reviews formal proposed changes to the Mission and Strategic Plan, recommends revisions, which are incorporated into the new strategic plan. The NOVA Board reviewed and endorsed the most recent strategic plan, *2017-2023 Pathway to the American Dream*, in September 2017.

NOVA's Student Success Metrics

NOVA selects student success metrics to support NOVA's Mission, the nature of the students it serves, and the kinds of programs it offers. Since its establishment, NOVA has demonstrated a commitment to evaluating student success outcomes and making data-driven improvements in support of student achievement. To this end, NOVA identifies a number of student success metrics during the strategic planning process that complement existing measures of student achievement that the College has always measured.

Key Student Performance Indicators (KPIs)

During the most recent strategic planning process, the College identified Key Student Performance Indicators (KPIs). KPIs highlight the importance of student success at NOVA and give special prominence to indicators that measure important milestones in student progress and academic goal completion. The KPIs include metrics the College has evaluated since inception and are part of NOVA's student achievement criteria—such as retention and graduation—but also include more specific success metrics that allow the College to dive deeper into student success trends that align with College goals and strategic priorities.

Student Achievement Criteria

In support of the Key Performance indicators, NOVA identified eight student achievement criteria and related goals and outcomes in 2018. Senior leadership identified these student achievement criteria and related goals after consultation with College stakeholders, including the Office of Institutional Effectiveness and Student Success and members of the Achieving the Dream Core Team.

The eight student achievement criteria are as follows: 1) college readiness; 2) enrollment; 3) course success; 4) retention; 5) graduation; 6) transfer; 7) job placement; and 8) licensing exam pass rates. For each measure, NOVA sets a College-wide threshold of acceptability as well as an achievement goal. The threshold of acceptability is the minimum level below which each measure should not fall. The achievement goal demonstrates NOVA's commitment to and goals for improvement relative to each criterion. The College reports the most recent five years of data against its thresholds and achievement goals in an annual evaluation report.[3]

Regular Evaluation of Student Success Metrics

NOVA documents and publishes annual progress reports on the student success metrics described above, which are available to the public and can be found on the Office of Institutional Research webpage. In addition, the College creates data dashboards in order to provide easy access to select student success data. The data dashboards are regularly updated as new data become available and serve as one way in which NOVA disseminates student achievement data to senior leadership, key frontline staff, and the public. College administrators, faculty, and staff use these data to make College-wide, data-driven improvements, as well as improvements in individual services and academic programs, in support of NOVA's Mission, Vision, and Strategic Priorities.

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[3] (2020). *Student Achievement Criteria at NOVA: Comprehensive Evaluation Report 2020.* Report 29-20. Office of Institutional Effectiveness and Student Success, Northern Virginia Community College.

Section II. College-Wide Annual Planning and Evaluation

This section provides an overview of the College-wide annual planning and evaluation processes. College-wide annual planning and evaluation occur at all levels of the institution. College-wide annual goals support the College's Mission, Vision, and Strategic Priorities. Unit-level and subunit-level expected outcomes support NOVA's College-wide annual goals, as well as the Mission, Vision, and Strategic Priorities of the College. These processes are undertaken with a focus on continuous institutional improvement.

The College President and Administrative Council regularly evaluate outcomes on NOVA's student success metrics to determine whether NOVA is making significant progress towards its goals. This process also serves to identify areas for additional improvement. The review of student success metrics helps to inform College-wide planning and decision-making, as well as provides a basis for budgetary decisions and resource allocations.

Annual Goals

NOVA Annual Goals

At the beginning of each fiscal year, the President and Administrative Council review the College's progress on executing its Strategic Plan, including results from NOVA's student success metrics. Student success metrics include the KPIs from the Strategic Plan, in addition to the College's eight student achievement criteria (see Section 1). The President and Administrative Council also review the implementation of action plans related to NOVA's Strategic Priorities. Based on this review, the President and Administrative Council determine NOVA's effectiveness in achieving its Strategic Goals and Objectives and evaluate how well the College has implemented action plans. Strategic Plan Goals, Objectives, and action plans are amended as needed in continuous support of NOVA's mission and vision.

After this review and the related discussions with the Administrative Council, the College President identifies NOVA Annual Goals for the fiscal year. NOVA Annual Goals include College priorities for the upcoming year as well as any revised Strategic Plan Objectives. These goals are shared with the VCCS Chancellor to ensure alignment with VCCS goals as well as the College's Mission, Vision, and Strategic Plan.

Unit-Level Annual Goals

The President shares the final NOVA Annual Goals with the Administrative Council. Based on these goals, each member of the Administrative Council develops unit-level annual goals for their respective units. Unit-level annual goals support NOVA's Annual Goals, as well as the College's Mission, Vision, and Strategic Plan.

At the beginning of the academic year, the President shares NOVA's Annual Goals in the form of revised Strategic Plan Objectives. These Strategic Plan Objectives are mapped to VCCS and NOVA priorities. For select objectives (as identified by the President), each Administrative Council member develops between one and three individual goals per objective. These unit-level performance goals support the achievement of one or more of the NOVA Annual Goals for

the upcoming year and are directly associated with the scope and responsibility of the Administrative Council member's role.
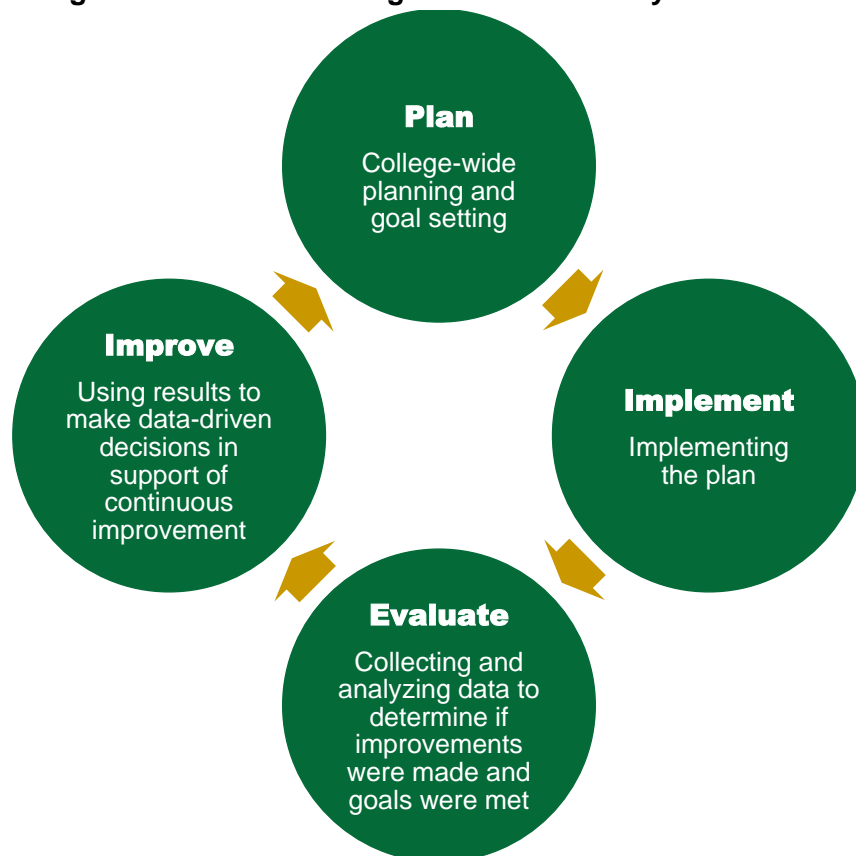
Sub-Unit Level Annual Goals

Once NOVA Annual Goals and Unit-Level Annual Goals are created, sub-units review their expected outcomes and update them as needed. Sub-unit expected outcomes support both Unit-Level Annual Goals and NOVA priorities, as well as office operations.

A Continuous Cycle of Annual Planning and Evaluation

College-wide planning is the first stage of NOVA's cyclical annual planning and evaluation cycle. Once NOVA Annual Goals are set by the President, as well as Unit-Level Annual Goals by Administrative Council members, and aligned with subunit-level expected outcomes, the College begins the process of implementing action plans. Data are then collected and analyzed to evaluate the effectiveness of the action plans and progress toward stated goals and expected outcomes. Finally, results from data collection are used to reevaluate goals and priorities for the next year and create new action in order to seek continuous improvement. This continuous cycle of annual planning and evaluation is shown in Figure 2, below.

Figure 2. Annual Planning and Evaluation Cycle at NOVA

Plan
College-wide planning and goal setting

Implement
Implementing the plan

Evaluate
Collecting and analyzing data to determine if improvements were made and goals were met

Improve
Using results to make data-driven decisions in support of continuous improvement

Aligning the Budget to Annual Planning and Evaluation

A key component of College-wide annual planning and evaluation activities is aligning strategic priorities to the NOVA budget. Prior to the upcoming annual planning and evaluation cycle (from July to August), the College President establishes budget priorities for the upcoming year (see Figure 3, below). Discussions are held at Administrative Council meetings and budget decisions regarding annual expenditures are decided. Administrative Council reviews results from the annual planning efforts to guide the development of the budget, establish budget assumptions, project enrollments, and forecast revenues and expenses. The Administrative Council identifies the priorities to be funded in the long-term plan and focuses resource planning for the College by analyzing trends and projections.

Figure 3. Annual Budget Planning and Evaluation Cycle

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                          │    Planning     │
                          │  July to August │
                          └─────────────────┘
  ┌──────────────────┐                         ┌──────────────────┐
  │ Budget Advisory  │                         │ Annual Priorities│
  │ Committee        │                         │ Budget Decisions │
  │ Recommendations  │                         └──────────────────┘
  └──────────────────┘
      ┌─────────────────┐        ┌──────────────────┐
      │   Evaluation    │        │  Implementation  │
      │   May to June   │        │  August to April │
      └─────────────────┘        └──────────────────┘
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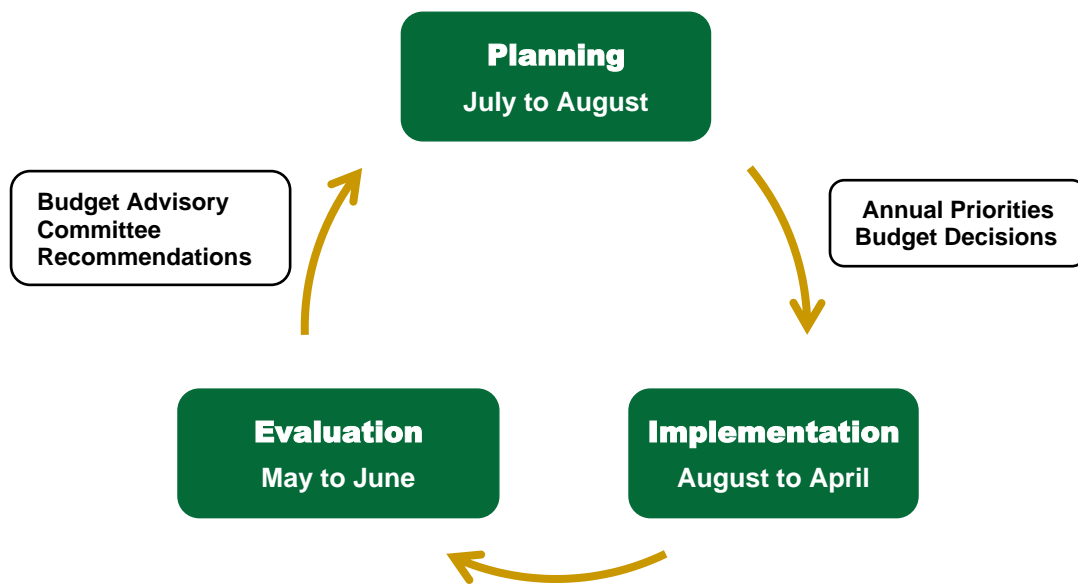
The Budget Advisory Committee at NOVA, appointed annually by the President, considers recommendations from the Budget Director on the methodology for allocation of resources on the basis of institutional priorities set forth in institutional planning documents, including NOVA's Strategic Plan, College-wide Annual Goals, technologies and facilities plans, and budget guidelines. The Committee's recommendations are submitted to the Budget Director who forwards them with recommended actions to the Vice President of Finance.

College planning priorities for the year are implemented by all associated units and educational programs. Implementation of plans occurs during the academic year from August to April. During May and June, evaluation data is gathered by the College units/programs. *Annual Planning and Evaluation Reports for Administrative and Campus Units* are finalized in the summer, and *Annual Planning and Evaluation Reports for Instructional Programs* are completed in the early fall. New action plans are created for the upcoming academic year based on the evaluation of data, annual priorities, and budget decisions.

## Section III. Annual Planning and Evaluation of Administrative Units and Campus Units

This section describes the annual planning and evaluation process for Administrative Support Service Units (referred to as "administrative units") at NOVA, as well as Academic and Student Support Service Units (referred to as "campus units"). Administrative units evaluate College support services to determine if units operate effectively and efficiently in support of the Mission, Vision, and Strategic Priorities of the College. Campus units ensure college academic and student support services are effective and provide quality services to support student success.

Organizational Structure for Administrative Units

Administrative units and their subunits at NOVA provide operational and logistical support to the College. They are divided into the following six offices or units: Academic Affairs led by the Chief Academic Officer and Finance and Administration; Institutional Effectiveness and Student Success; Instructional and Information Technology; Strategic Partnerships and Workforce Innovation; and Student Services, each led by a vice president. The related administrative subunits are led by associate vice presidents, directors, and coordinators (see Figure A1 in Appendix A).

The annual planning and evaluation organizational structure for NOVA's administrative units is displayed in Figure 4, below.

Figure 4. Annual Planning and Evaluation Framework for Administrative Units at NOVA
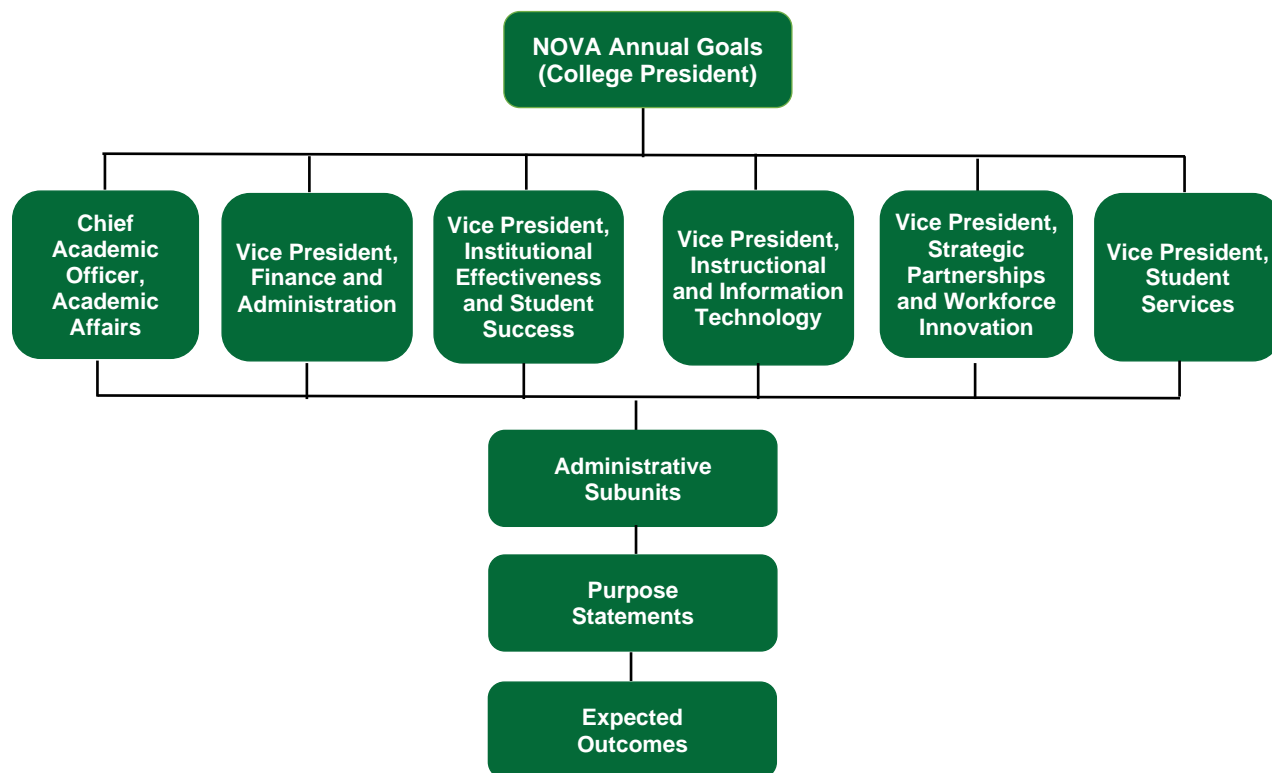
Organizational Structure for Campus Units

Campus units provide academic and student services that directly support faculty and students regarding their educational programs, supplementary student learning, and co-curricular college experience. Campus units are divided into four large units: Provost Offices; Academic Divisions; Learning Technology and Resources; and Student Services. Campus units are led by provosts and have multiple subunits (see Figure B1 in Appendix B).

The annual planning and evaluation organizational structure for NOVA's campus units is displayed in Figure 5, below.

Figure 5. Annual Planning and Evaluation Framework for Campus Units at NOVA

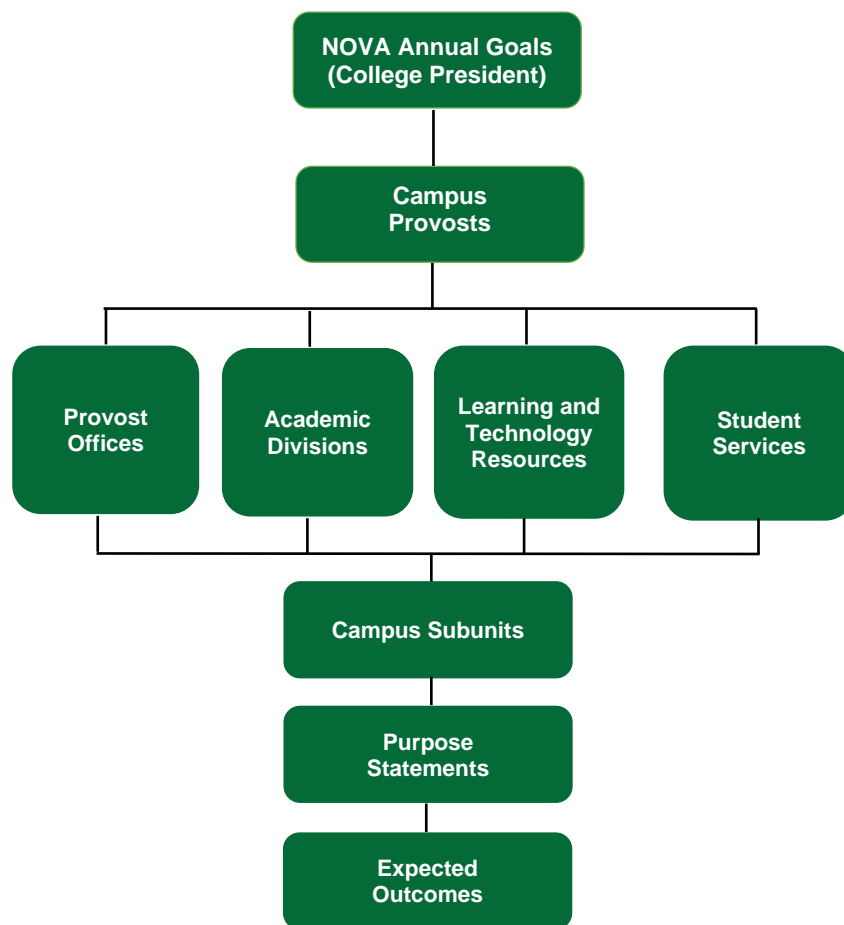## Annual Cycle of Planning and Evaluation for Administrative and Campus Units

Administrative and campus units engage in a cyclical process of annual planning and evaluation, similar to what occurs College-wide. As illustrated in Figure 6, below, the cycle begins systematically each academic year in the same manner. Research-based evaluation results from the previous year's assessments are used to plan for and seek improvements to institutional quality and effectiveness and student success in the upcoming academic year.

**Figure 6. NOVA's Annual Planning and Evaluation Process
for Administrative and Campus Units**

Expected Outcomes

NOVA defines two types of expected outcomes for administrative and campus subunits: learning outcomes and operational outcomes. Learning outcomes are the knowledge, skills, abilities, and attitudes gained as a result of completing an academic support or student service experience. Operational outcomes relate to the quality and/or efficiency of a subunit's support services. Administrative expected outcomes are primarily operational. Campus expected outcomes include both operational and learning outcomes.

Expected outcomes for the administrative and campus subunits are developed by a subunit lead, who is an expert in their respective area and appointed by the vice president or provost overseeing the unit. Typically, a subunit lead will work with other subunit College staff to determine and draft the proposed expected outcomes. Once the subunit lead drafts a set of expected outcomes, the outcomes are reviewed by the respective vice president or dean and

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provost for the subunit. After discussions and revisions have occurred at the subunit level, the subunit submits its expected outcomes to the Office of Planning and Evaluation (OPE) for review. OPE monitors and supports administrative and campus units' planning and evaluation activities at NOVA. The OPE staff review the expected outcomes to ensure that each expected outcome: 1) focuses on a specific learning or operational outcome that is central to the subunit; 2) uses an action verb; 3) addresses a service area relevant to supporting student success; 4) is observable and measurable; and 5) is attainable and time-based. OPE staff provide feedback to subunits about their expected outcomes, and the subunits work to incorporate the feedback into the final expected outcomes.

Once the expected outcomes are finalized, they are inserted into a Strategic Plan Map. Using the map, units/subunits indicate how their outcomes align with the College's Mission and Strategic Plan Objectives. The Strategic Plan Map requires the subunit to formulate an initial plan to measure their outcomes, designate targets, determine acceptable thresholds, and provide a justification for the thresholds. The Strategic Plan Map is reviewed and approved by OPE and, once finalized, published on the College's website. Students, faculty, administrators, and the public can access the expected outcomes of administrative and campus units in the respective documents, which are updated and published each year on the Office of Planning and Evaluation website.

Timeline for Annual Planning and Evaluation

Administrative and campus subunits review their expected outcomes annually to ensure accuracy and relevancy. Based on the review, revisions to expected outcomes are made each year as needed. When an administrative or campus subunit revises expected outcomes, the subunit follows the same process described above.

Each unit has a Point of Contact (POC) who oversees and manages the evaluation process of the unit throughout the academic year. POCs disseminate information to subunit leads and collect the *Annual Planning and Evaluation Report (APER) for Administrative and Campus Units* (due mid-July) from subunit leads. APERs document the evaluation results and analyses from the previous year. POCs work with the subunit leads and the unit's Vice President and Provosts on evaluation reports. Each year, administrative and campus subunits report on the results of the evaluation measures in the *APER.* Based on an analysis of results from the evaluations, subunits determine areas where improvements are needed and create action plans for the upcoming evaluation cycle.

Administrative and campus units follow the timeline set forth for the annual planning and evaluation reporting process, which is presented in Table 1 on the following page.

Term	Action	Task
July to August	Plan	Review expected outcomes. Align expected outcomes with measures and set targets and acceptable thresholds.
Fall and Spring	Implement	Collect data
		Analyze data
June to July	Evaluate	Use results create action plans for improvement
		Submit report to the OIESS
Start New Cycle	Improve Plan	Reassess for continuous improvement

Regular Evaluation of Administrative and Campus Units

NOVA publishes the *Annual Planning and Evaluation Reports for Administrative Units and Campus Units* on the Office of Planning and Evaluation webpage. The reports document the planning and evaluation processes. Administrative subunits report on their expected outcomes; the measures used to evaluate them; the extent intended results were achieved; and actions planned to improve outcomes for future years in the *Annual Planning and Evaluation Report for Administrative Units.* Campus subunits report on their expected outcomes; the measures used to evaluate them; the extent intended results were achieved; and actions planned to improve outcomes for future years in the *Annual Planning and Evaluation Report for Campus Units.*

Institutional Effectiveness Audits of Administrative Units and Campus Units

In addition to the compiled *Annual Planning and Evaluation Reports*, the College engages in an annual *Institutional Effectiveness Audit of Administrative Units and Campus Units* to identify areas of improvement for future annual planning and evaluation cycles. The Office of Planning and Evaluation is the responsible office for the Administrative Units and Campus Units audits, which are described below.

- *Administrative Units: The Institutional Effectiveness Audit of Administrative Units* provides data on the *Annual Planning and Evaluation Reports for Administrative Units.* The report summarizes recent improvements that have been made in the reporting and analysis of administrative units. It also describes and analyzes the submission and quality of reporting, the extent thresholds and targets were met, and how results were used to improve services delivered by administrative units.

- *Campus Units: The Institutional Effectiveness Audit of Campus Units* describes and analyzes the submission and quality of reporting the *Annual Planning and Evaluation Reports for Campus Units.* The report summarizes recent improvements that have been made in the reporting and analysis of campus units. It also describes and analyzes the submission and quality of reporting, the extent thresholds and targets were met, and how results were used to improve services delivered by campus units. The audit also provides a summary of the improvements made in recent reporting and analysis of evaluation reports.

This section describes the annual planning and evaluation process for educational programs (referred to as "instructional programs") at NOVA. The focus of annual planning and evaluation for instructional programs is to improve student learning and program effectiveness.

Organizational Structure for Instructional Programs

Instructional programs are organized at NOVA by Academic Pathways, which were implemented in AY 2018-2019. Pathways are educational program and discipline groupings that provide systematic, ongoing academic oversight of similar areas of study College-wide. There are 13 Academic Pathways that each contain multiple educational programs and disciplines. Each Pathway has a Pathway Council which is comprised of full-time teaching faculty in the programs and disciplines with oversight by a Pathway Dean. This oversight includes the assessment of student learning. The annual planning and evaluation organizational structure for instructional programs at NOVA is shown in Figure 7, below.

Figure 7. Organizational Structure of Academic Pathways at NOVA
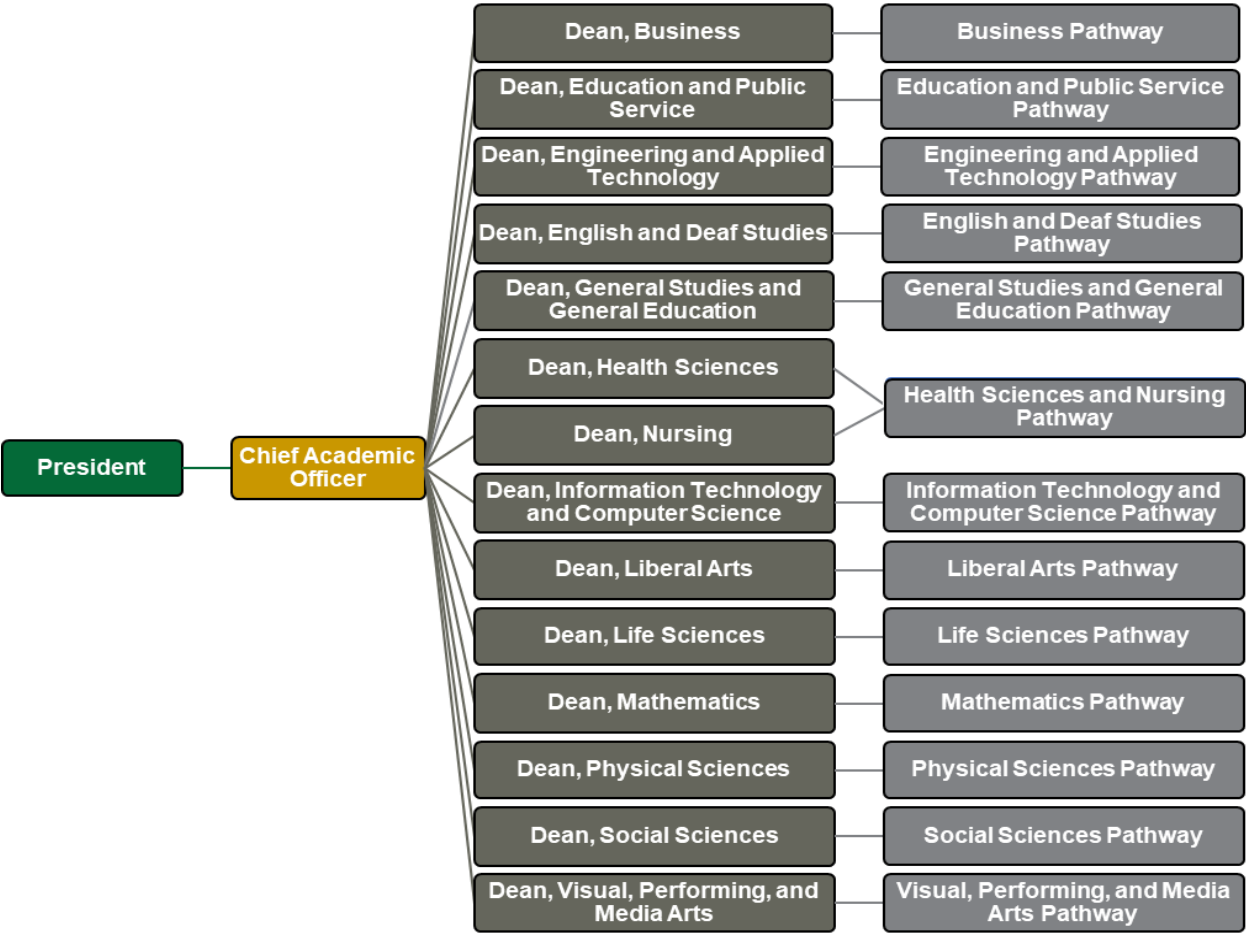
Annual Cycle of Planning and Evaluation for Instructional Programs

As part of the annual planning and evaluation processes for instructional programs at NOVA, student learning outcomes (SLOs) are assessed and documented. Each year, program faculty are required to assess three student learning outcomes, one core learning outcome (CLO), and at least two program goals related to graduation and program placement. The faculty determine which SLOs they will assess each year, and create and maintain a schedule of SLO assessments, with the goal of assessing each SLO two to three times in a ten-year period. In documenting the effectiveness of NOVA's degree- or certificate-granting programs and select career studies certificates, special emphasis is placed on the design and improvement of educational experiences to enhance student learning and improve student learning outcomes.

Student Learning Outcomes

Student learning outcomes (SLOs) are developed by full-time teaching faculty who are experts in their respective disciplines. Typically, a subcommittee of faculty and the Pathway Dean will discuss and draft program SLOs and determine the main knowledge, skills, and abilities that graduates of the program should have. Once the subcommittee has drafted a set of SLOs, the SLOs are distributed to all program faculty and the Pathway Dean to review and discuss.

After discussions and revisions have taken place at the program level, the program submits its SLOs to the Office of Academic Assessment for review. This office is a unit within the College's Office of Institutional Effectiveness and Student Success and is dedicated to supporting programs' assessment activities (see Table 3). The office staff review the program's SLOs and insert the SLOs into the SLO Checklist which is used to ensure that each SLO: 1) focuses on students and what they will be able to do; 2) uses an action verb; 3) asks students to apply what they have learned by producing something; 4) addresses a student competency rather than content coverage; and 5) contains a knowledge, skill, or attitude/value that is observable and measurable. The Office of Academic Assessment staff provide feedback. Once finalized, programs create their curriculum map, and both documents (program SLOs and curriculum maps) are published on the NOVA website. Programs review their SLOs annually to ensure that they continue to be accurate and relevant. The SLO revision process follows the same steps outlined above.

Core Learning Outcomes

Planning and evaluating student progress on general education competencies is conducted on six Core Learning Outcomes (CLOs) which were established by the State Council of Higher Education for Virginia (SCHEV) and the Virginia Community College System (VCCS). The six CLOs are: civic engagement, critical thinking, quantitative literacy, professional readiness, scientific literacy, and written communication. There is a College-wide CLO assessment schedule, and every degree program and discipline chooses from one of the two scheduled CLOs to assess each year in the Spring semester. Regular planning and evaluation of CLOs allows NOVA to monitor the success of its curriculum and educational programs and fosters ongoing efforts to improve programs, educational offerings, and student learning. Table 2, on the following page, presents the institutional cycle for CLO assessment at NOVA.

Table 2. Institutional Cycle for Core Learning Outcomes Assessment at NOVA

CLO	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Civic Engagement		X			X	
Critical Thinking	X			X		
Professional Readiness			X			X
Quantitative Literacy	X			X		
Scientific Literacy			X			X
Written Communication		X			X	

Program Goals

In addition to assessing program-level SLOs and institutional CLOs, programs report on two program goals each year. Program goals are the goals an individual program has related to student success, such as enrollment, course success rates, graduation, and retention. Some programs also identify other important student achievement indicators such as national board exam scores and/or other metrics that provide data on employment and enrichment activities.

Annual Planning and Evaluation Timeline for Instructional Programs

Faculty assess student learning outcomes, core learning outcomes, and program goals each year. All program faculty, both full- and part-time, participate in the program's assessment process and regularly provide feedback to their program to improve this process each year. The SLO Lead for each program summarizes the assessment process, results, analyses, and actions that will be taken to improve student learning in the *Annual Planning and Evaluation Report (APER) for Instructional Programs*. This report is the primary tool for capturing and reporting on the annual planning and assessment process for instructional programs, which aims to seek continuous program improvement. This process follows the timeline set forth for instructional programs' annual planning and evaluation reporting processes, presented in Table 3 on the following page.

The Office of Academic Assessment (OAA) serves as a resource throughout the assessment process and provides assessment support to faculty, programs, and Pathways. Office staff meet with programs and SLO Leads regularly throughout the year to discuss assessments, SLOs, and assessment reports. OAA also oversees the submission, review, and publication of programs' *Annual Planning and Evaluation Report (APER) for Instructional Programs*. Office staff review first draft reports and provide feedback about areas to improve in the report as well as feedback about assessments. Programs revise and submit the revised report to OAA, and office staff review the final drafts and compile them into a report that is published on the website each year. OAA provides feedback to programs, Academic Deans, and Administrative Council based on each year's assessment reports, and uses information gathered from the assessment reporting process to follow up with programs in one-on-one meetings as needed and to make decisions about the topics for trainings and workshops that will be conducted in the following academic year.

**Table 3. Workflow Processes for Annual Planning and Evaluation
of Instructional Programs at NOVA**

Step	Month	Tasks
1	**August**	At the discipline group meeting, faculty discuss student learning outcome (SLO), core learning outcome (CLO), and program goal assessment results from previous semester(s) to determine current actions for improvement and choose SLOs to be assessed in the upcoming academic year.
		Assessment Leads inform Academic Assessment staff which SLOs and CLO are being assessed during the current academic year (a minimum of three different SLOs and one CLO must be assessed per year: two SLOs in Fall and one SLO and one CLO in Spring), how many sections will participate in the assessment activities, and which campuses are involved (all campuses in which a course is offered must participate, including NOVA Online and Dual Enrollment).
2	**End of September**	1. Assessment Leads submit completed drafts of Annual Planning and Evaluation Reports for Instructional Programs to Pathway Dean to review. (Data from OIESS for program goals for the Annual Planning and Evaluation Reports for Instructional Programs are posted online at https://www.nvcc.edu/oiess/college-planning/apers.html).
		2. Pathway Deans review and programs submit completed drafts of Annual Planning and Evaluation Reports for Instructional Programs to Academic Assessment.
3	**October**	Academic Assessment staff review reports, provide overall feedback to the Administrative Council, and give detailed feedback on reports to Assessment Leads and Pathway Deans for revision.
4	**End of November**	1. Assessment Leads revise reports based on detailed feedback and submit final reports to Pathway Deans.
		2. Pathway Deans review reports and programs submit final drafts of Annual Planning and Evaluation Reports for Instructional Programs to Academic Assessment.
5	**December**	Academic Assessment staff review reports, provide overall feedback to the Administrative Council, and compile a final report for the College.
6	**January**	At the discipline group meeting, faculty discuss results from previous semester(s) to determine current actions for improvement and confirm the SLO(s) and CLO to be assessed in the upcoming semester.
7	**Feb**	Academic Assessment staff send feedback to programs and Pathway Deans about reports.
8	**March**	Pathway Deans report faculty development needs to the AVP for Academic Assessment.
9	**April/May**	Assessment Leads collect data from sections that participated in the current academic year's assessments and compile data for the Annual Planning and Evaluation Report for Instructional Programs.

Institutional Effectiveness Audits of Educational Programs and Core Learning

In addition to the compiled *Annual Planning and Evaluation Reports for Instructional Programs*, the College engages in annual *Institutional Effectiveness Audits* to identify areas of improvement for future annual planning and evaluation cycles. The Office of Academic Assessment evaluates the individual reports using a rubric and conducts the *Institutional Effectiveness Audits of Educational Programs and CLOs,* which are described below.

Instructional Programs

The Institutional Effectiveness Audit of Educational Programs provides comparative data on the past five years of instructional program assessment reports. The reports describe and analyze the assessment results provided to the Office of Academic Assessment by NOVA's Instructional Programs, including select certificates. It is divided into six sections:

1. An overview of the annual planning and evaluation cycle.
2. Process improvements implemented by the Office of Institutional Effectiveness and Student Success in analyzing the *Annual Planning and Evaluation Reports (APERs).*
3. Submission rates for the *Annual Planning and Evaluation Reports (APERs).*
4. Quality of reporting as evidenced by College-wide rubric scores (as explained above).
5. An analysis of the number and kinds of actions implemented to improve student learning and/or quality of services.
6. An overall comparison of the current year's results to previous years.

Core Leaning Competency

The Institutional Effectiveness Audits of Core Learning Competencies report on the two institutional core learning competencies (CLOs) assessed each academic year. The reports describe and analyze the assessment results provided to the Office of Academic Assessment by NOVA's educational programs, select certificates, and disciplines without degrees. It is divided into five sections:

1. Submission and Quality of Reporting
2. Operationalization of Core Learning in Course Embedded Assessment
3. Methods Used to Assess Core Competencies
4. Student Achievement on Core Learning Competency
5. Recommendations for Improving Core Learning Outcomes

Figure A1, below, presents a full list of administrative units and subunits at NOVA.

Figure A1. Administrative Units and Subunits at NOVA

President's Office

College Government Affairs and Community Relations
Educational Foundation
Human Resources

Academic Affairs

Center for Excellence in Teaching and Learning (CETL)
College Catalog
Curriculum Development
Dual Enrollment
Honors
International Education
NOVA Online

Finance and Administration

Administrative Support
Budget
Business Services and Financial Services
Controller
Emergency Management
Facilities Planning and Support
NOVA Police

Institutional Effectiveness and Student Success

Academic Assessment
Institutional Research
Planning and Evaluation
Student Success

Instructional and Information Technology

Office of the Vice President
College Information Systems
Information Technology Support Services
Instructional Technology
Library Technical Services

Strategic Partnerships and Workforce Innovation

Grants and Sponsored Programs
Marketing and Communication
Workforce

Student Services

Adult Career Pathways
Advising
Call Center
College Records
Disability Support Services
Engagement and Retention
Enrollment Management
Financial Aid
Financial Stability Program
Military and Veteran Affairs
NOVACares
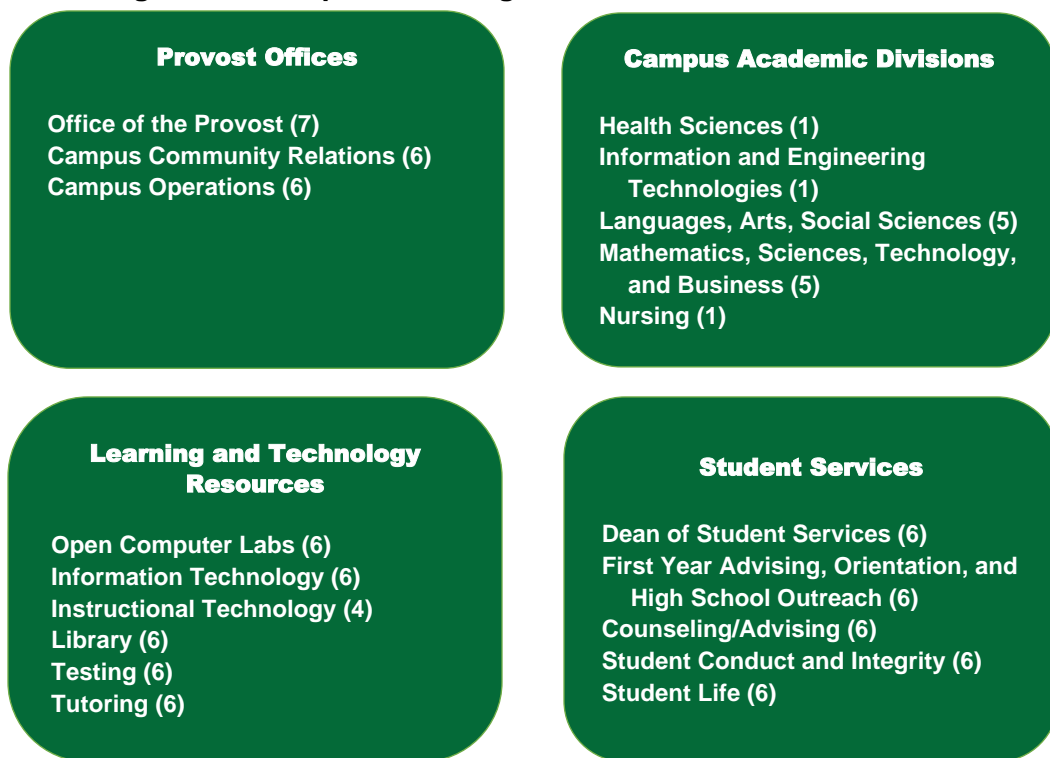**Pathway to the Baccalaureate**
Student Life

Appendix B. List of Campus Units and Subunits

Figure B1, below, presents a full list of campus units and subunits at NOVA.

In some cases, subunits at each campus align slightly differently according to the needs and structure of that campus. The number of campuses assessing each subunit's expected outcomes is listed in parenthesis next to the subunit. Some subunits are only assessed by one campus. For example, the Medical Education Campus does not assess Liberal Arts & Social Sciences (LASS) or Math, Science, Technology, & Business (MSTB) like the other 5 main campuses, but they do assess the Academic Divisions represented on their campus: Health Sciences and Nursing.

Figure B1. Campus Units Organizational Structure at NOVA

Provost Offices

Office of the Provost (7)
Campus Community Relations (6)
Campus Operations (6)

Campus Academic Divisions

Health Sciences (1)
Information and Engineering
    Technologies (1)
Languages, Arts, Social Sciences (5)
Mathematics, Sciences, Technology,
    and Business (5)
Nursing (1)

Learning and Technology Resources

Open Computer Labs (6)
Information Technology (6)
Instructional Technology (4)
Library (6)
Testing (6)
Tutoring (6)

Student Services

Dean of Student Services (6)
First Year Advising, Orientation, and
    High School Outreach (6)
Counseling/Advising (6)
Student Conduct and Integrity (6)
Student Life (6)

Note: Information Technology at Alexandria Campus reports to the Provost Office's Director of Campus Operation; Tutoring at Alexandria Campus reports to Student Engagement; Testing at Annandale reports to Student Services

PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023

THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES

To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve,** and **Every Community to Prosper.**

To advance the completion agenda described above, thereby promoting students' success and enhancing their social mobility, ensuring that programs achieve, and producing an educated citizenry for the 21st Century, the following goals and objectives are adopted:

GOAL 1: Every Student Succeeds

- **Objective 1:** Develop a College-wide approach to advising that ensures all students are advised and have access to support throughout their time at NOVA
- **Objective 2:** Implement VIP-PASS System as the foundational technology based on NOVA Informed Pathways for student self-advising, assignment and coordination of advisors, and course registration

GOAL 2: Every Program Achieves

- **Objective 3:** Develop comprehensive, fully integrated Informed Pathways for every program to ensure seamless transitions from high school and other entry points to NOVA, and from NOVA to four-year transfer institutions or the workforce
- **Objective 4:** Develop effective processes and protocols for programmatic College-wide collective decisions that include consistent, accountable leadership and oversight of each academic program with designated "owners," active advisory committees, clear student learning outcomes and assessments, and program reviews in all modalities of instruction
- **Objective 5:** Align NOVA's organizational structures, position descriptions, and expectations for accountability with its overarching mission to support student engagement, learning, success and institutional effectiveness

GOAL 3: Every Community Prospers

- **Objective 6:** Enhance the prosperity of every community in Northern Virginia by refocusing and prioritizing NOVA's workforce development efforts
- **Objective 7:** Further develop NOVA's IT and Cybersecurity programs to support regional job demand and position NOVA as the leading IT community college in the nation
- **Objective 8:** Re-envision workforce strategies and integrate workforce development into a NOVA core focus
- **Objective 9:** Plan to expand the breadth and reach of NOVA's healthcare and biotechnology programs, and prioritize future programs to support regional economic development goals

NOVA

Northern Virginia Community College

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