

Graduate Survey Report: Class of 2020

Research Report No. 120-20

Office of Institutional Effectiveness and Student Success
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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

Each year, Northern Virginia Community College (NOVA) conducts an online survey of its recent graduates to gather information about their experiences at the College. This report pertains to the 2020 graduating class and contains responses to survey questions that address educational goals, education and employment status, and the effect that NOVA had on these areas (see survey instrument in Appendix B).¹ The survey response rate was 11 percent (see Table 1). The annual survey also allows graduates to evaluate instruction, college services, and facilities at NOVA. The latter results are presented in a separate report: *123-20 Graduate Evaluation of NOVA Instruction, Services, and Facilities: Class of 2020*.

Table 1. Graduate Survey Response Rate: 2020

	Class of 2020
Graduates	6,954
Respondents	761
Response Rate	11%

Responses to the survey questions are disaggregated by the primary credential earned by the graduate. The occupational-technical category includes graduates who earned either an A.A.A. or an A.A.S. degree, while the transfer degree category includes graduates who earned either an A.A., A.S., or an A.F.A. degree. More than one-quarter of respondents graduated with a certificate (28 percent). However, most of those respondents earned a general education certificate, which is awarded automatically to students once they have fulfilled their general education requirements, regardless of whether they are placed into that certificate program. As such, some students may be counted as graduates even though they are still pursuing an associate degree at NOVA. Therefore, the responses of certificate holders are not disaggregated in the body of the report; however, these responses can be found in the data tables in Appendix A.

Section 1. Profile of 2020 Graduate Survey Respondents

Table 2 presents a demographic comparison of the overall 2020 graduating class (“graduates”) and the 2020 graduates who responded to the survey (“respondents”). While these two groups are substantially similar, there are several noteworthy differences (see Table 2):

- **Award Type:** Graduates who earned a certificate—not including the career studies certificate (CSC)—appear to be underrepresented in the survey responses; they accounted for 21 percent of graduates but only 12 percent of respondents. (As noted above, most non-CSC certificate recipients earned a general education certificate that is awarded automatically to students who complete general education requirements.)
- **Gender:** Female graduates were overrepresented in the survey responses; they

¹ The 2020 graduating class refers to students who graduated from NOVA in either Summer 2019, Fall 2019, or Spring 2020.

comprised 52 percent of graduates but 62 percent of respondents. Conversely, male graduates were underrepresented in the survey responses.

- **Race/Ethnicity:** White graduates were slightly overrepresented in the responses (accounting for 33 percent of graduates and 35 percent of respondents), and Hispanic/Latinx graduates were slightly underrepresented (26 percent of graduates and 24 percent of respondents). Additionally, Black/African American graduates were slightly overrepresented in the responses, and Asian graduates were slightly underrepresented.
- **Age Group:** Graduates under the age of 30 accounted for 81 percent of graduates but only 73 percent of respondents and thus were underrepresented in the survey responses.
- **Home Campus:** Graduates whose home campus was Annandale were underrepresented in the survey responses; they comprised 29 percent of graduates but 26 percent of respondents.

Table 2. Graduates and Survey Respondents: Class of 2020

Characteristic		Graduates		Respondents	
		#	%	#	%
Award Type*	A.A.	266	3.8	31	4.1
	A.S.	3,797	54.6	449	59.0
	A.A.A.	12	0.2	3	0.4
	A.A.S.	915	13.2	131	17.2
	A.F.A.	45	0.6	10	1.3
	Certificate	1,424	20.5	91	12.0
	CSC	495	7.1	46	6.0
Gender	Male	3,327	47.8	286	37.6
	Female	3,612	51.9	469	61.6
	Not Specified	15	0.2	6	0.8
Race/Ethnicity	White	2,306	33.2	263	34.6
	Black/African American	1,002	14.4	121	15.9
	Hispanic/Latinx	1,770	25.5	179	23.5
	Asian	1,387	19.9	132	17.3
	American Indian/Alaska Native	14	0.2	1	0.1
	Native Hawaiian/Other Pac. Islander	31	0.4	5	0.7
	Not Specified	38	0.5	4	0.5
	Two or More Races	304	4.4	41	5.4
	Unknown	102	1.5	15	2.0
Age Group	21 or less	3,022	43.5	314	41.3
	22-24	1,567	22.5	122	16.0
	25-29	1,070	15.4	116	15.2
	30-44	991	14.3	141	18.5
	45-59	269	3.9	59	7.8
	60+	35	0.5	9	1.2
Home Campus	Alexandria	1,098	15.8	137	18.0
	Annandale	2,045	29.4	195	25.6
	Loudoun	1,297	18.7	132	17.3
	Manassas	1,084	15.6	112	14.7
	Medical Education	331	4.8	54	7.1
	Woodbridge	1,099	15.8	131	17.2
Total	6,954	100.0	761	100.0	

*Award Type of primary credential earned.

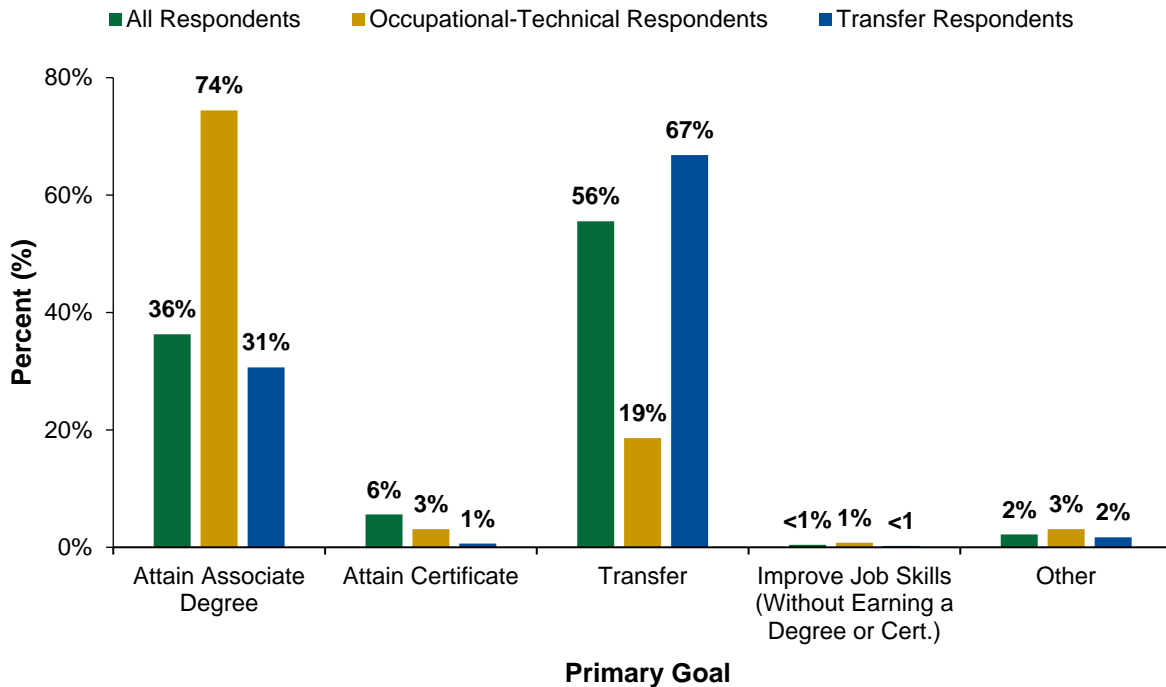
Section 2. Goals of Respondents

Stated Goals at NOVA

Transfer to a four-year institution was the primary goal of about half of all respondents, and attaining an associate degree was the second most popular response (56 percent and 36 percent, respectively). As shown in Figure 1, there were substantially more respondents who sought to either attain a degree from NOVA or transfer to a four-year institution than respondents who did not plan to either earn a degree or transfer.

- Seventy-four percent of respondents who attained an occupational-technical credential (A.A.A. or A.A.S.) listed attaining an associate degree as their primary goal.
- Most respondents who attained a transfer degree (A.A., A.S., A.F.A.) (67 percent) listed transfer to a four-year institution as their primary goal while attending NOVA.

Figure 1. Primary Goal of Respondents by Award Type

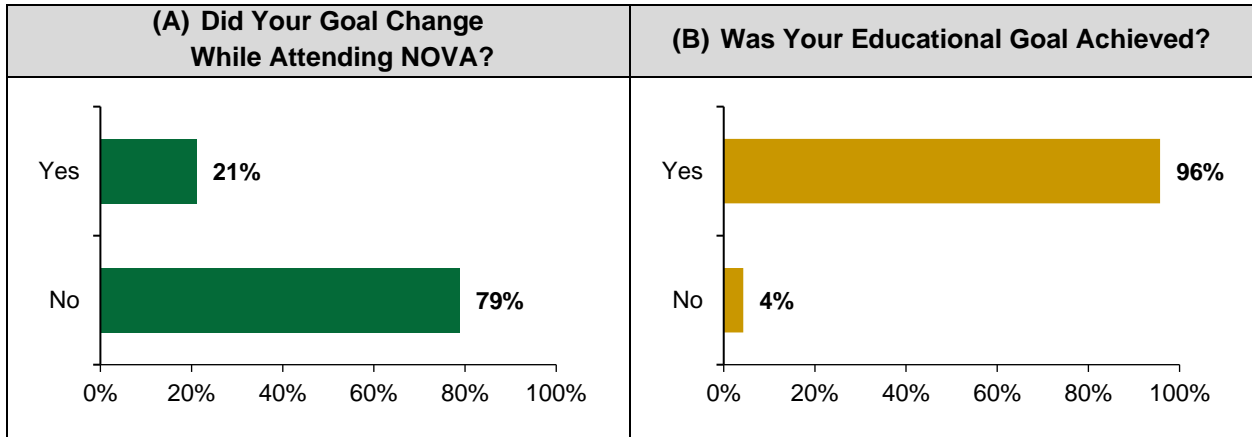


Note: See Table A1. All (733 respondents); Occupational Technical (129 respondents); Transfer (470 respondents).

Changes in and Achievement of Stated Goals

As shown in Figure 2 (next page), most respondents indicated that their goal had not changed while attending NOVA (79 percent) and that they had achieved their educational goal (96 percent). There was little variation between the responses of occupational-technical and transfer respondents. (See Tables A2 and A3 in the Appendix for responses by degree type.)

Figure 2. Goal Changes and Goal Achievement of Respondents



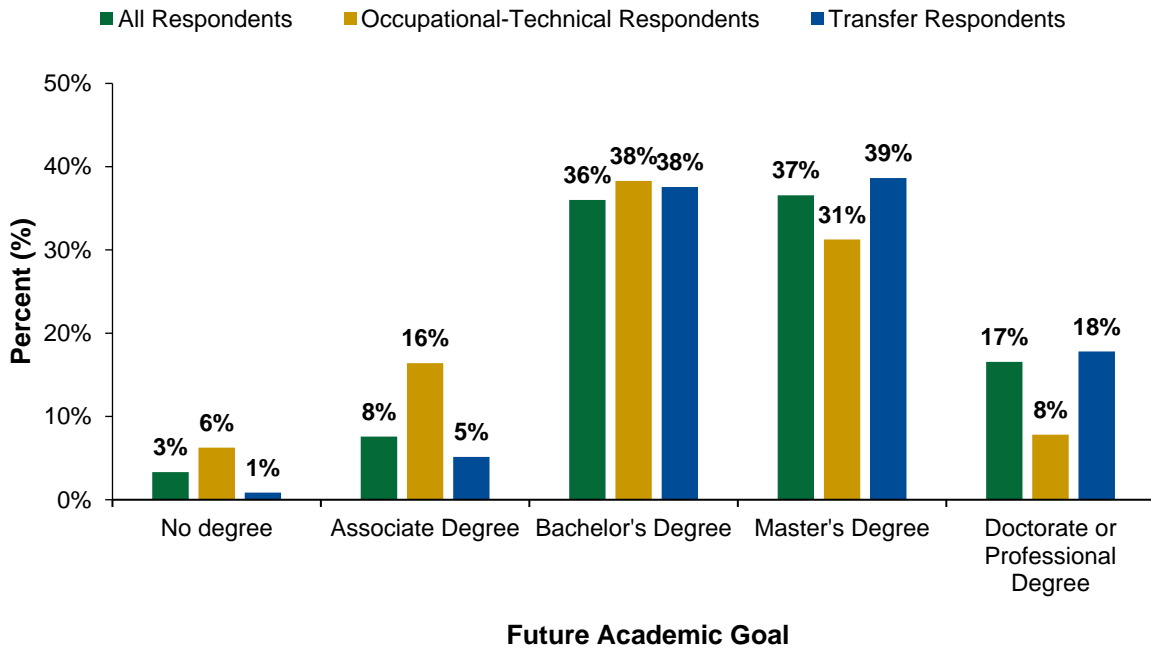
Note: See Tables A2 and A3. Figure 2(A) (733 respondents); Figure 2(B) (725 respondents).

Future Academic Goals

As shown in Figure 3, about one-third of all respondents intended to earn a bachelor’s degree (36 percent). Another 53 percent planned to earn a higher-level degree, such as a master’s (37 percent) or doctorate or other professional degree (17 percent).

- Occupational-technical respondents and transfer respondents were equally likely to plan to earn a bachelor’s degree or higher (38 percent each) (see Table A4 in the Appendix).
- A higher proportion of transfer respondents intended to earn a doctorate or professional degree (18 percent) compared to occupational-technical respondents (8 percent).

Figure 3. Future Academic Goals of Respondents by Award Type



Note: See Table A4. All (725 respondents); Occupational Technical (128 respondents); Transfer (466 respondents).

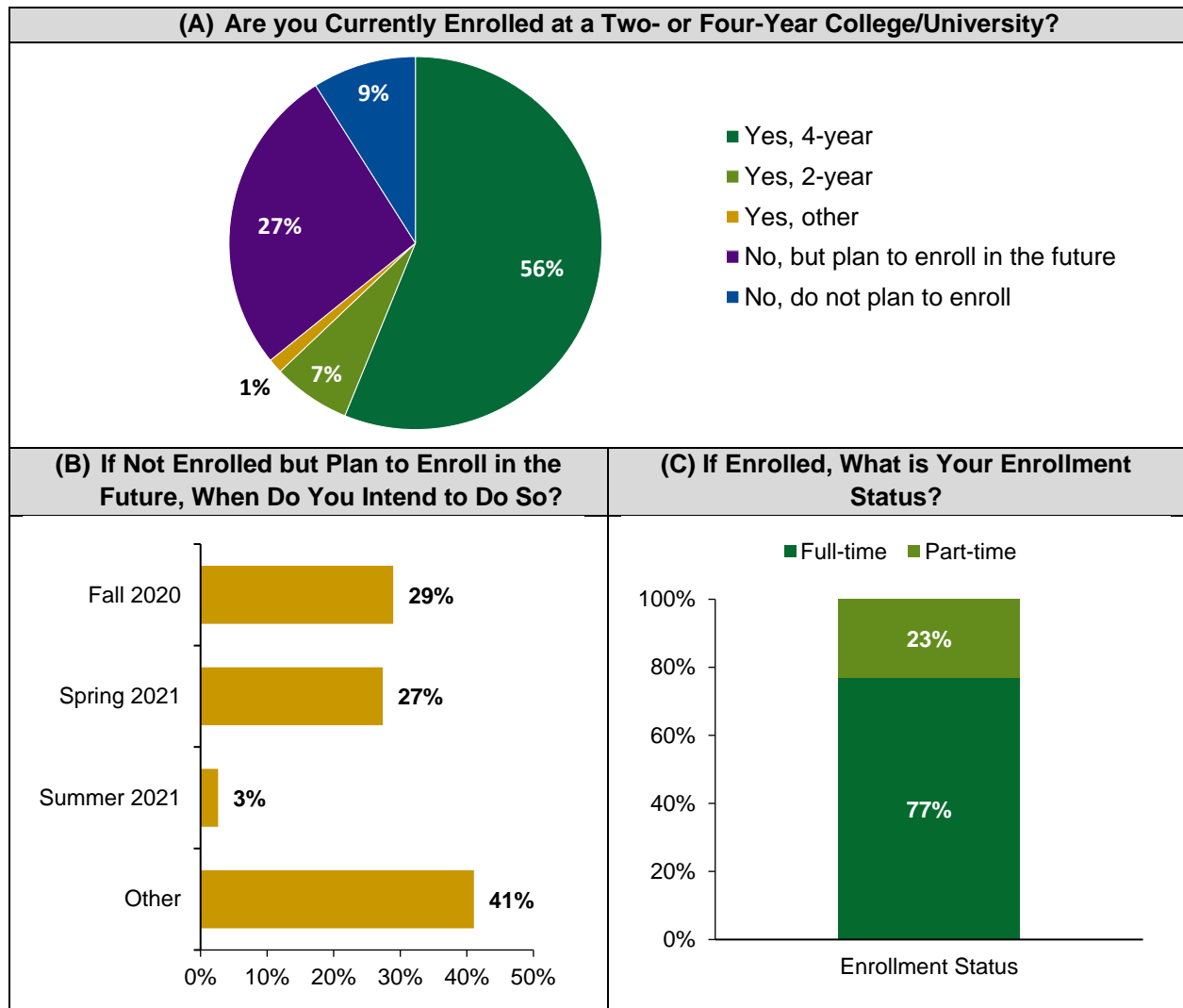
Section 3. Education After NOVA

Current Education Status of Graduate Respondents

Sixty-three percent of survey respondents indicated that they were currently enrolled at a two- or four-year college or university—see Figure 4(A). More than three-quarters of those respondents (77 percent) were attending their institution as full-time students—see Figure 4(C).

More than one-quarter of respondents (27 percent) were not enrolled at a postsecondary institution but had plans to enroll at one in the future; most of those respondents planned to enroll within the next year—see Figure 4(B). Nine percent of respondents were not enrolled at a postsecondary institution and did not plan to enroll at one in the future.

Figure 4. Educational Status of Respondents

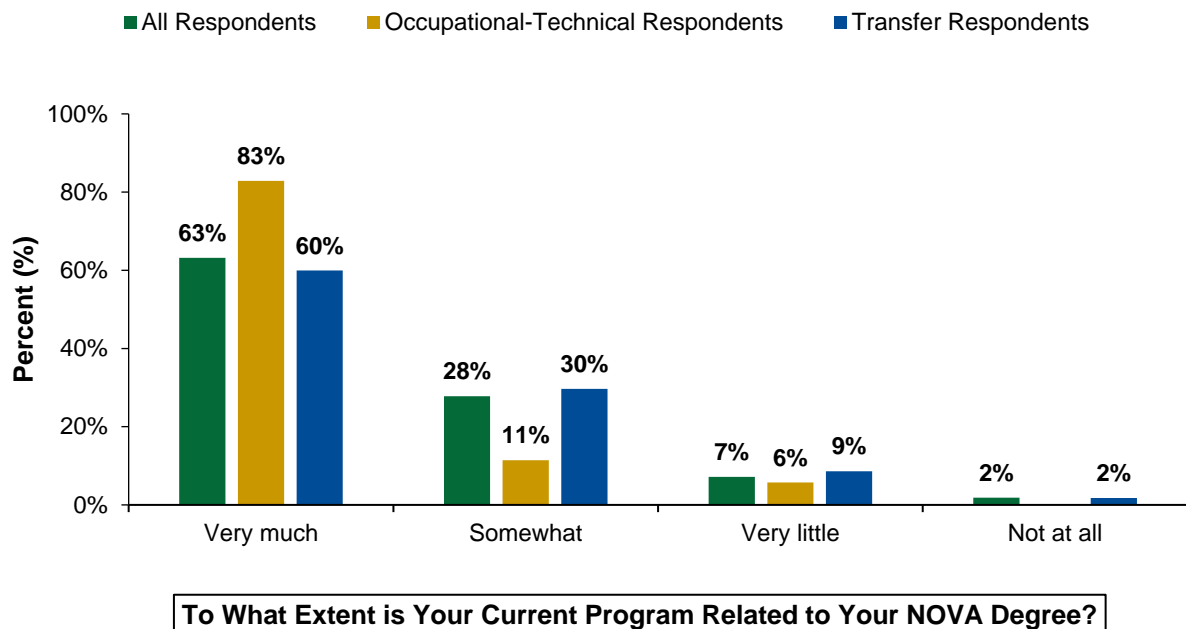


Note: See Table A5. Figure 4(A) (712 respondents); Figure 4(B) (190 respondents); Figure 4(C) (432 respondents).

Preparation for Continued Studies

Most respondents who were enrolled at a postsecondary institution indicated that their major at that institution was “very much” related to what they had majored in at NOVA. However, responses varied by award type earned at NOVA; the proportion of occupational-technical degree earners who indicated this (83 percent) was at least 20 percentage points higher than for all respondents (63 percent) and for transfer respondents (60 percent) (see Figure 5).

Figure 5. Relevance of NOVA Credential to Respondent’s Current Educational Program by Award Type



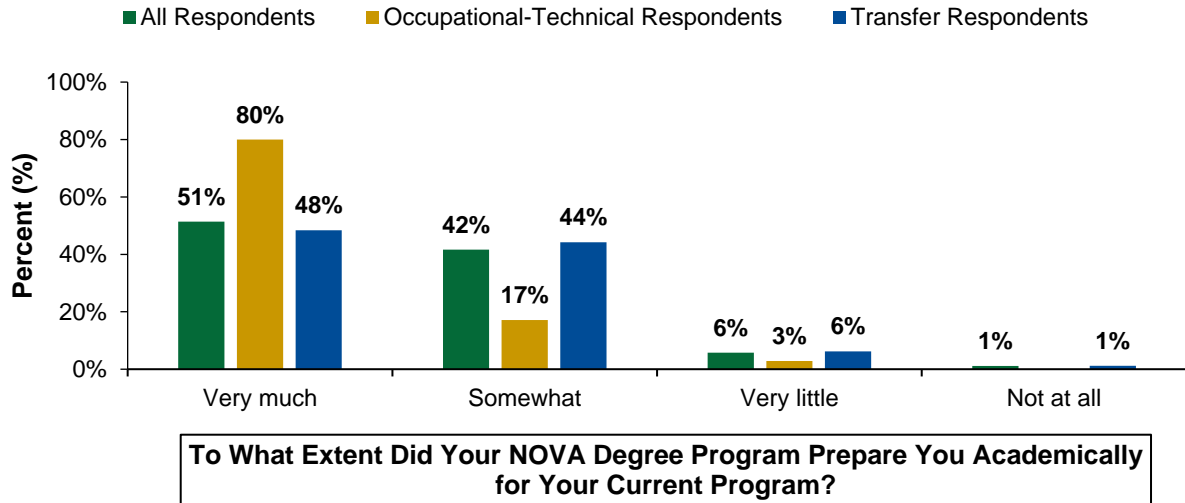
Note: See Table A6. All (432 respondents); Occupational Technical (35 respondents); Transfer (337 respondents).

Respondents were asked to indicate the extent to which they felt that their NOVA degree had prepared them academically for their current program (see Figure 6 on the next page).

- Most respondents (51 percent) felt that NOVA had “very much” prepared them for their current program, while 42 percent felt that NOVA had “somewhat” prepared them. Here, too, survey results varied depending on the credential that the respondents had earned from NOVA. The share of occupational-technical degree earners who indicated this (80 percent) was 29 percentage points larger than for all respondents (51 percent) and 32 percentage points larger than for transfer respondents (48 percent).

Given that occupational-technical respondents were more likely to be in a program that was “very much” related to their NOVA degree, it is perhaps unsurprising that this group of respondents also felt that their NOVA degree had better-prepared them for their new educational program.

Figure 6. Preparation NOVA Credential Offered to Respondent’s Current Educational Program by Award Type

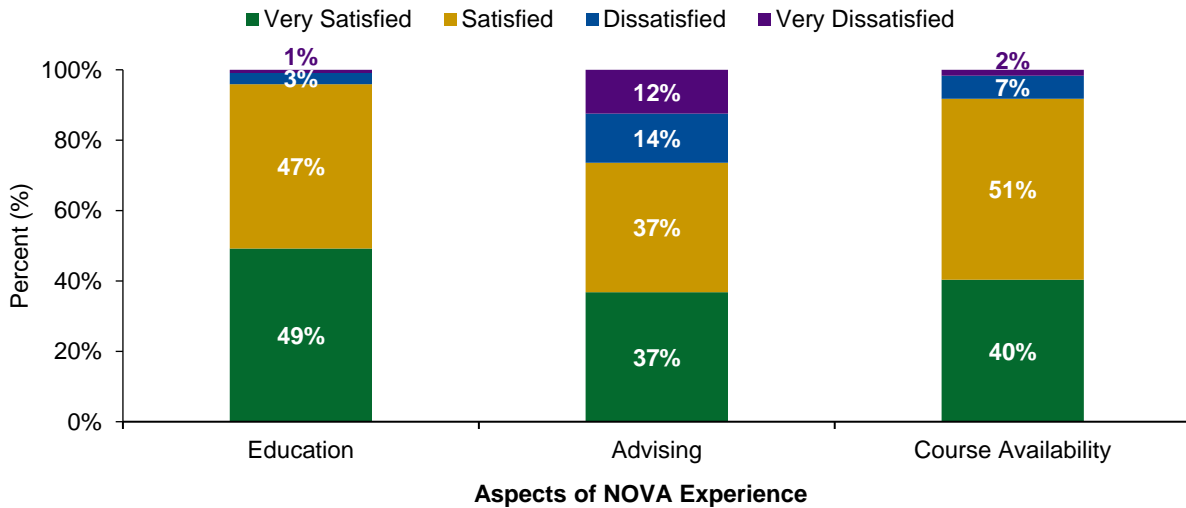


Note: See Table A7. All (432 respondents); Occupational Technical (35 respondents); Transfer (337 respondents).

Figure 7 indicates the respondents’ levels of satisfaction with various aspects of their NOVA experience, including education, advising, and course availability.

- Almost all respondents were either “very satisfied” or “satisfied” with their NOVA education (96 percent).
- Approximately 92 percent of respondents were either “very satisfied” or “satisfied” with course availability at NOVA.
- Comparatively, respondents were less satisfied with advising at NOVA; only 74 percent indicated that they were either “very satisfied” or “satisfied” with NOVA’s advising.

Figure 7. Level of Satisfaction with NOVA Education, Advising, and Course Availability

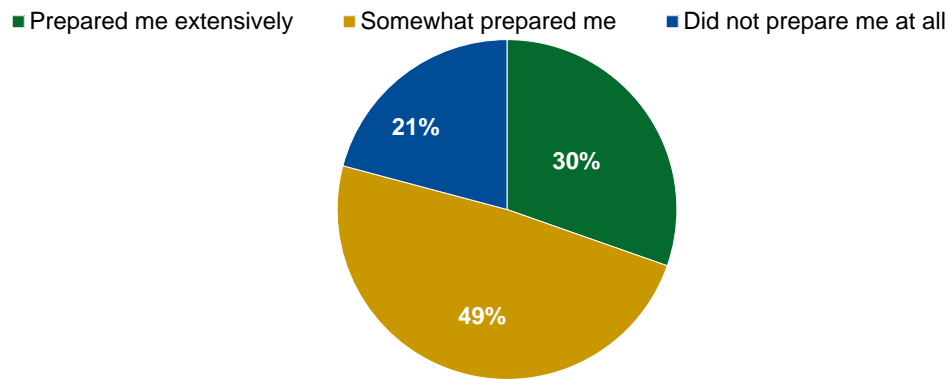


Note: See Table A8. Education (561 respondents); Advising (473 respondents); Course availability (535 respondents)

Figure 8 indicates the extent to which respondents felt that their NOVA education prepared them for citizenship.

- Seventy-nine percent of respondents felt that their NOVA education had “extensively” or “somewhat” prepared them for citizenship by providing them with knowledge of both their community and the political process.
- Less than one-quarter of respondents (21 percent) felt that their NOVA education had “not at all” prepared them for citizenship.

Figure 8. Extent to Which Respondents Felt Their NOVA Education Prepared Them for Citizenship

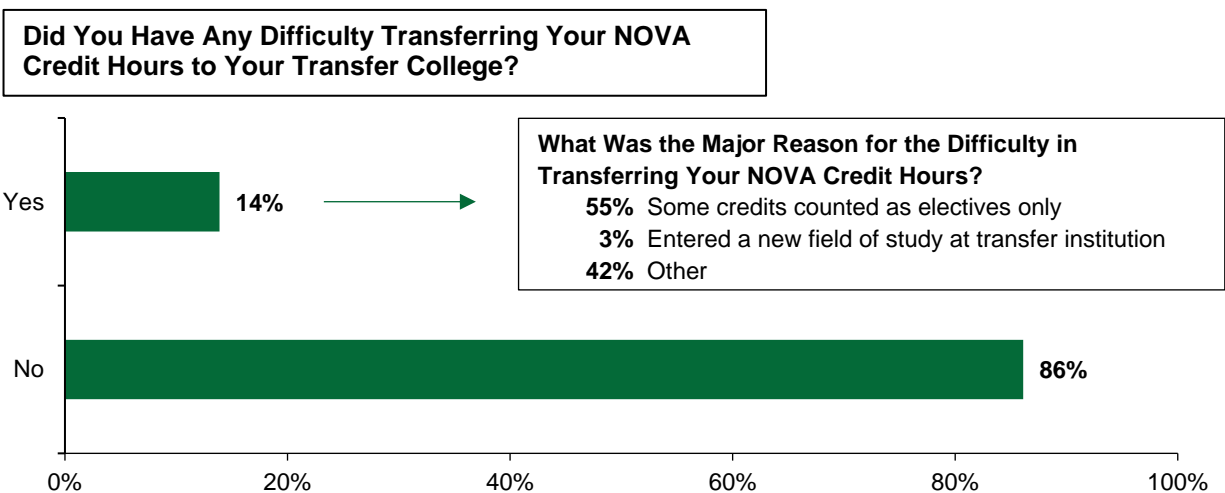


Note: See Table A9. 609 respondents.

Difficulties with Transferring Credits

As shown in Figure 9, most respondents indicated that they did not experience any difficulties transferring their NOVA credit hours to their transfer institution. For the 14 percent who experienced such difficulties, most said that some credits transferred as elective credits only (55 percent of respondents who reported experiencing difficulties indicated this).

Figure 9. Ease with Which Respondents Were Able to Transfer NOVA Credit Hours



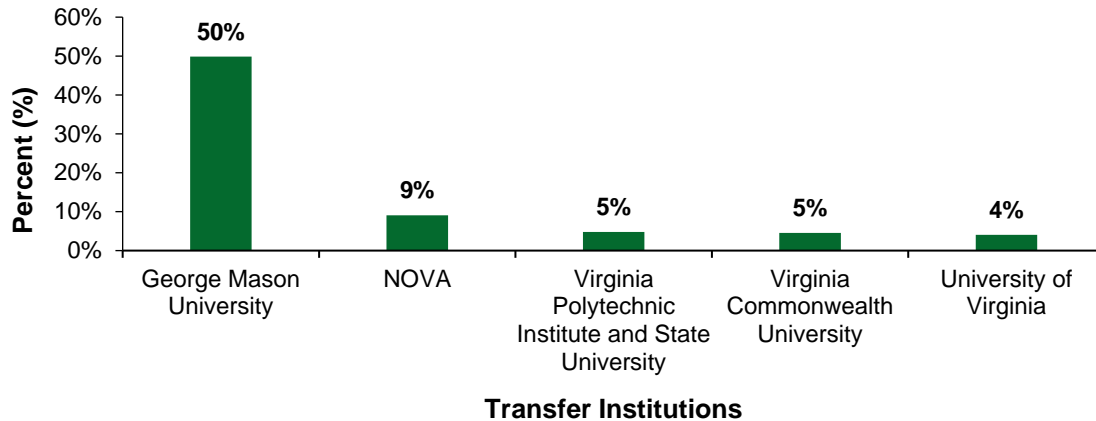
Note: See Table A10. 432 respondents.

Colleges Attended by NOVA Graduates

Figure 10 lists the top 5 transfer institutions that respondents attended.

- Half of respondents who were currently enrolled at a postsecondary institution indicated that they had transferred to George Mason University.

Figure 10. Top 5 Transfer Institutions Attended by Respondents

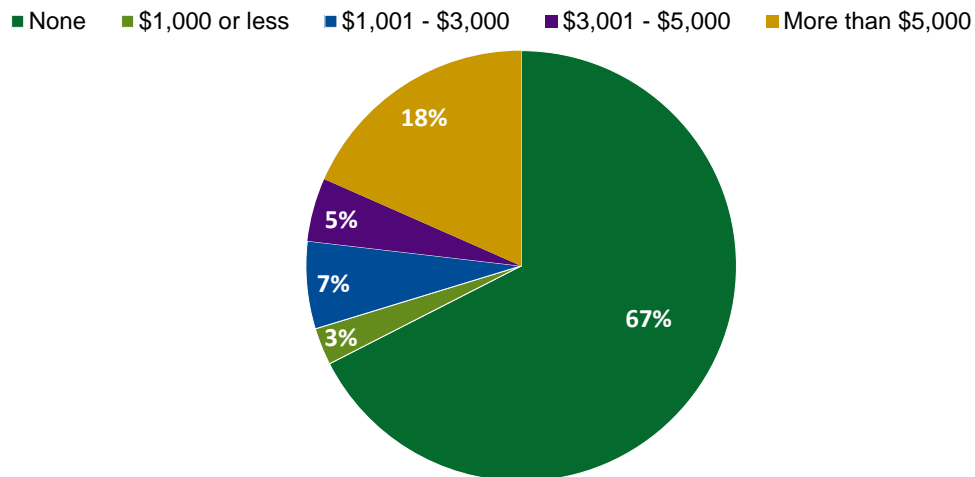


Note: See Table A11. 419 respondents.

Figure 11 illustrates the proportion of respondents who borrowed money in order to finance their NOVA education.

- Most respondents (67 percent) indicated that they did not borrow any money to finance their NOVA education.
- However, many respondents (18 percent) indicated that they borrowed more than \$5,000.

Figure 11. Amount of Money Borrowed by Respondents to Finance Their NOVA Education



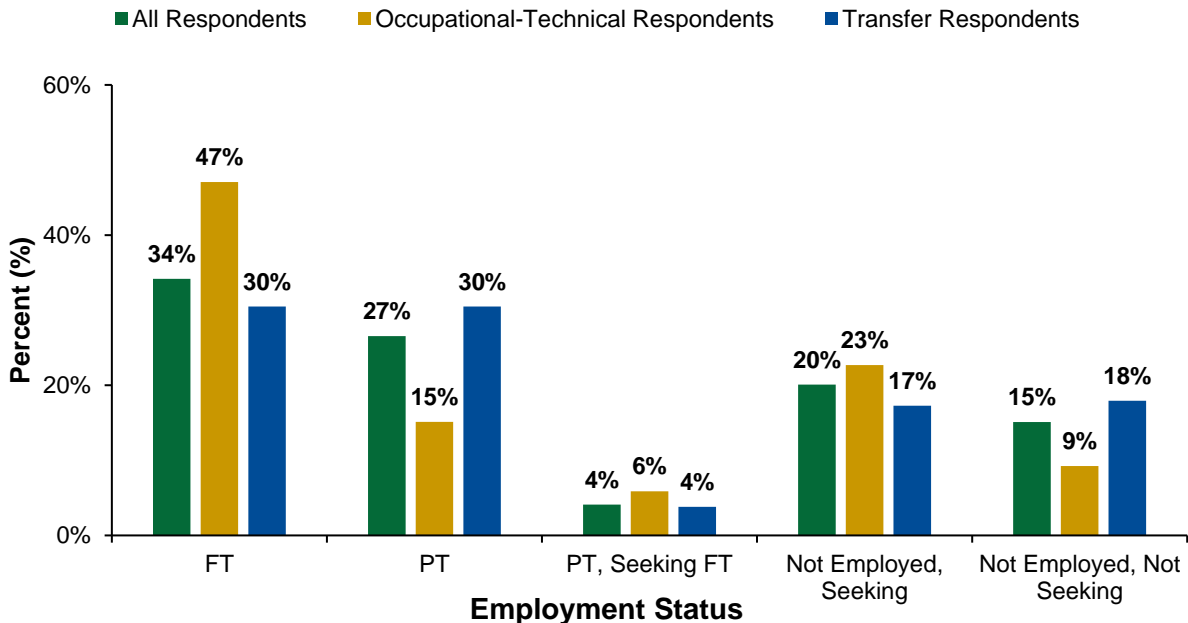
Note: See Table A12. 609 respondents.

Section 4. Employment

Slightly more than three-fifths of all respondents were employed (65 percent): 34 percent were employed full-time, 27 percent were employed part-time, and 4 percent were employed part-time but seeking full-time employment. Thirty-five percent of respondents were unemployed (see Figure 12).

- Respondents who earned an occupational-technical degree from NOVA were the highest proportion of respondents working full-time (47 percent), with less than one-fifth of occupational-technical degree respondents working part-time (15 percent).
- Equal percentages of respondents who earned a transfer degree were working either full-time or part-time (30 percent each).

Figure 12. Employment Status of Respondents by Award Type



Note: See Table A13. All (682 respondents); Occupational Technical (119 respondents); Transfer (446 respondents).

Outcomes of Employed Respondents

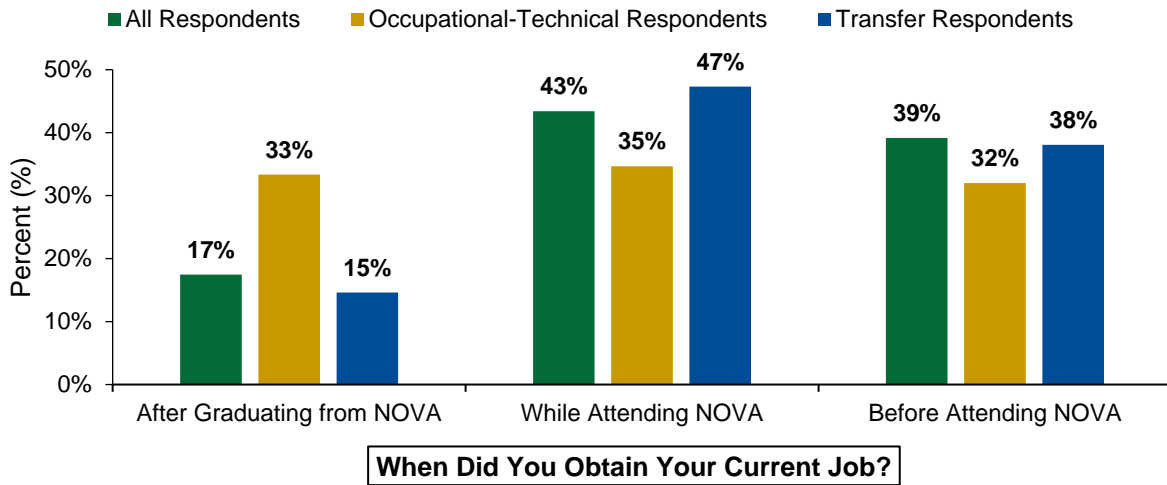
Respondents who indicated that they were employed at the time of the survey were asked a series of questions concerning how their job relates to their educational achievements at NOVA (see Figures 13 through 18 on the following pages).

- Typically, occupational-technical degree holders responded to these questions more favorably than other respondents. This is perhaps unsurprising because occupational-technical degrees are designed to prepare graduates to either enter or advance in the workplace, unlike transfer degrees, which are designed to provide students with a pathway to a bachelor's degree.

Respondents were asked when they obtained their job (see Figure 13).

- Most respondents (83 percent) indicated that they obtained their job either while attending NOVA (43 percent) or before attending NOVA (39 percent).
- Occupational-technical respondents were more likely than transfer respondents to have obtained their job after graduating from NOVA (33 percent compared to 15 percent).

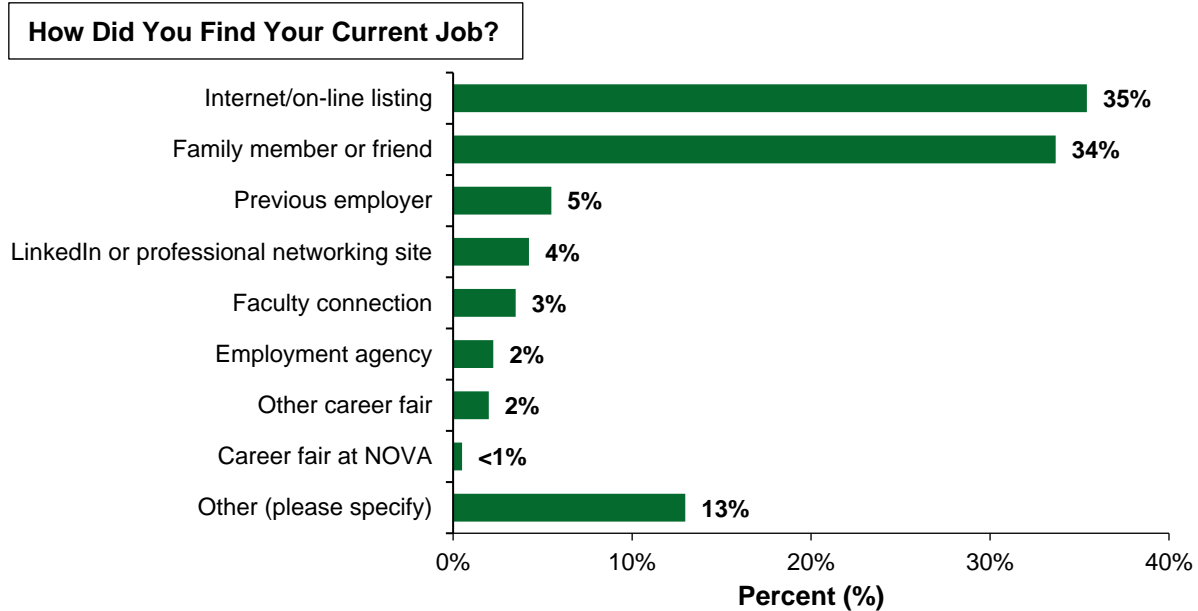
Figure 13. Time at Which Employed Respondents Obtained Their Job by Award Type



Note: See Table A14. All (401 respondents); Occupational Technical (75 respondents); Transfer (260 respondents).

As shown in Figure 14, respondents most often indicated that they found their current job by viewing online job listings (35 percent) or through family members or friends (34 percent).

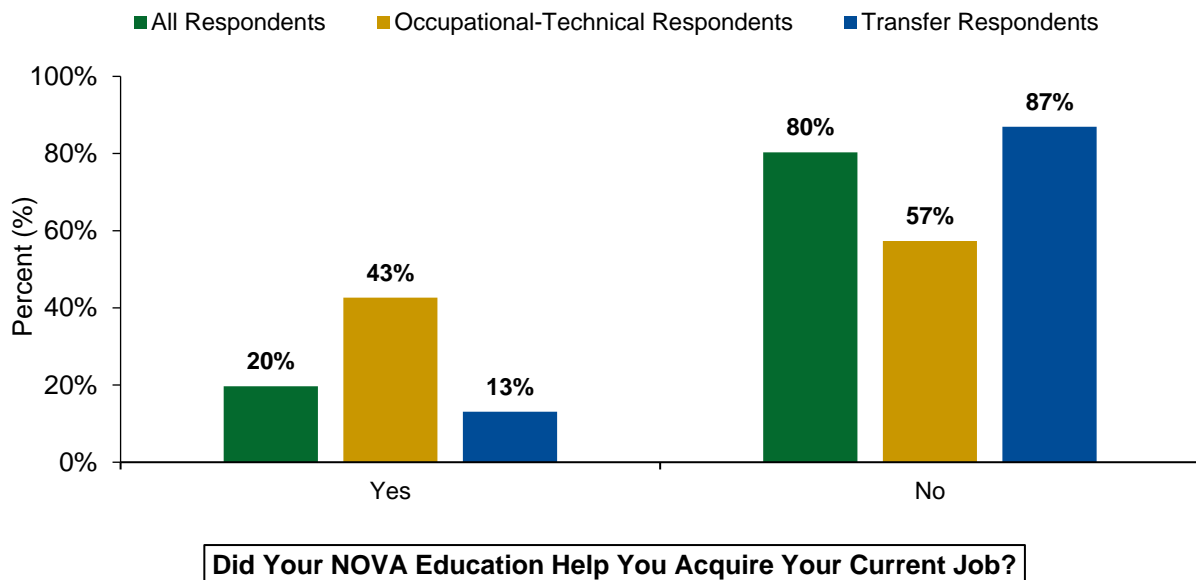
Figure 14. Platforms Used by Respondents to Find Employment



Note: See Table A15. 401 respondents.

Figure 15 presents the effect of the respondents' NOVA education on their employment opportunities. Most transfer respondents (87 percent) indicated that their NOVA education had not helped them to acquire their job. Similarly, most occupational-technical respondents (57 percent) indicated that their NOVA education had not helped them to acquire their job. This result may be explained, in part, as follows. As discussed above, transfer respondents were more likely than occupational-technical respondents to be currently enrolled at a postsecondary institution (70 percent compared to 27 percent—see Table A5); transfer respondents were also more likely to be working part-time (31 percent compared to 15 percent—see Table A13). These results suggest that the responding transfer students may have prioritized completing their postsecondary work over attaining a job related to their degree.

Figure 15. Effect of NOVA Education on Employment Opportunities of Respondents by Award Type

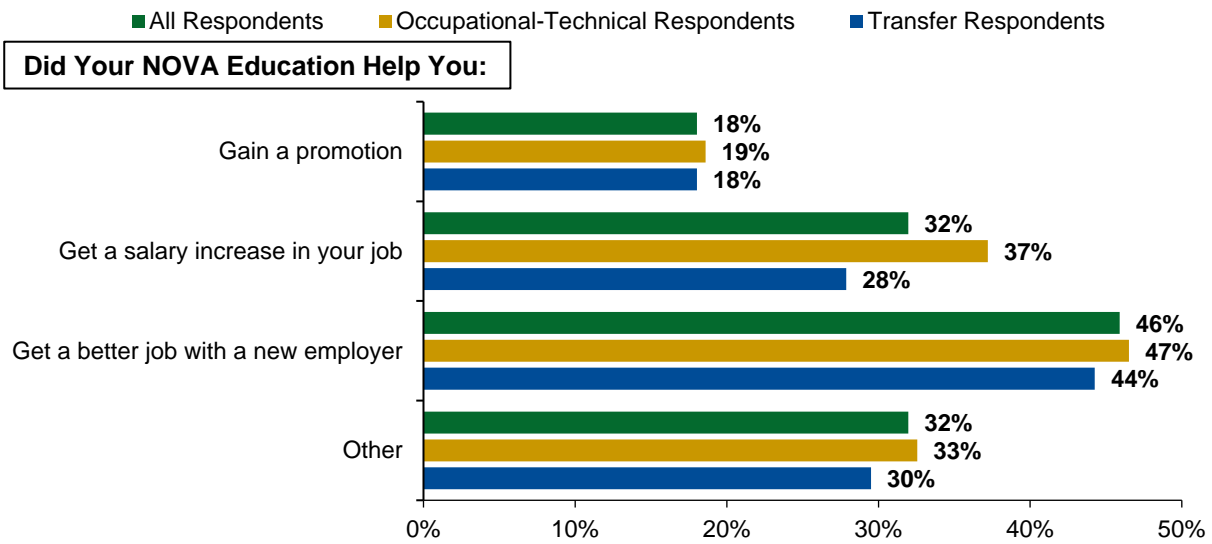


Note: See Table A16. All (401 respondents); Occupational Technical (75 respondents); Transfer (260 respondents).

Respondents were asked if their NOVA education had advanced their career by means such as gaining a promotion at work, gaining a salary increase, or obtaining an entirely new and better job with a new employer (see Figure 16 on the next page). Relatively few employed respondents (n=122) answered this survey question, so the results should be interpreted with caution.

- Overall, the most highly selected response to the question was get a better job with a new employer (46 percent).
- Compared to transfer degree respondents, a higher proportion of occupational-technical respondents indicated that their NOVA education had helped them to get a salary increase in their job (37 percent compared to 28 percent).

Figure 16. Effect of NOVA Education on Career Advancement of Respondents by Award Type

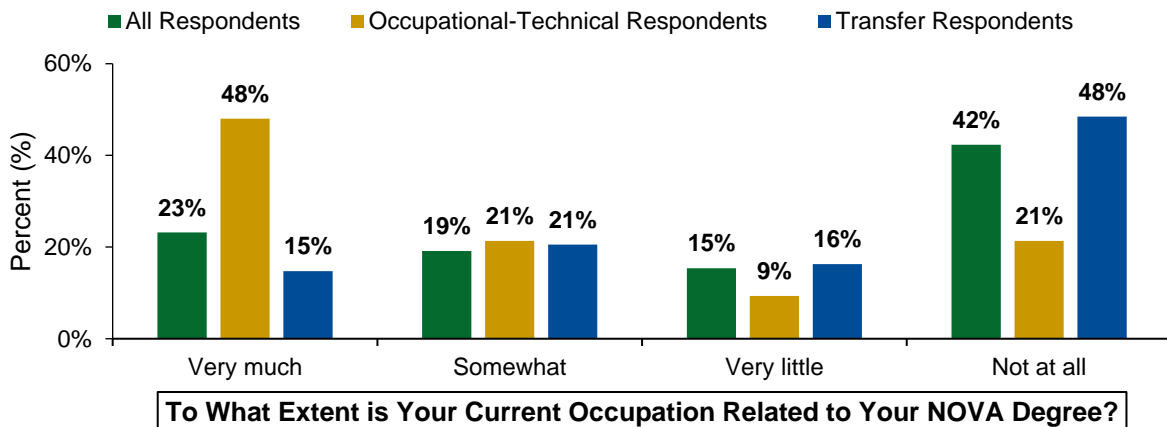


Note: Figures do not total 100 percent because respondents were allowed to select all responses that applied. See Table A17. All (122 respondents); Occupational Technical (43 respondents); Transfer (61 respondents).

In terms of the perceived relevance of the respondents' NOVA education to their occupation, the survey results varied largely by the credential type that the respondents earned (see Figure 17).

- Almost one-quarter of all employed respondents (23 percent) indicated that their NOVA degree program was “very much” related to their current occupation.
- Many respondents (42 percent) indicated that their NOVA credential was “not at all” related to their current occupation.
- Forty-eight percent of occupational-technical respondents indicated that their NOVA degree was “very much” related to their current occupation, compared to 15 percent of transfer degree respondents.

Figure 17. Relevance of NOVA Education to Respondents' Occupation by Award Type

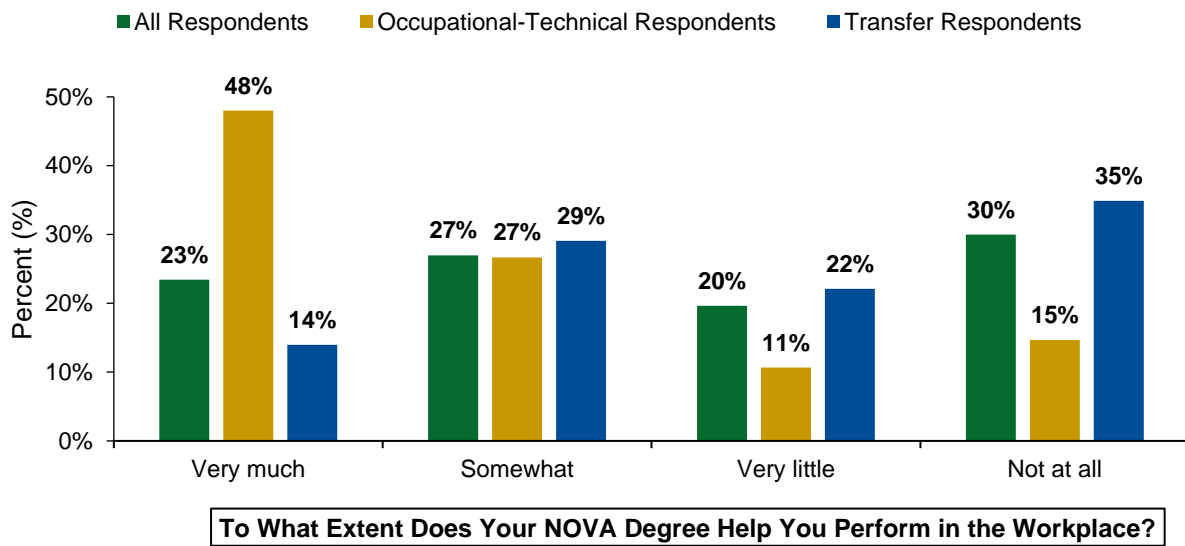


Note: See Table A18. All (397 respondents); Occupational Technical (75 respondents); Transfer (258 respondents).

Figure 18 indicates the extent to which respondents said that their NOVA education prepared them to perform in the workforce. These results varied substantially by respondent type.

- Half of respondents (50 percent) indicated that their NOVA credential either “very much” helped or “somewhat” helped them to perform in the workplace.
- A substantial group of respondents, nearly one-third (30 percent), indicated that their NOVA credential did “not at all” help them to perform in the workplace.
- Forty-eight percent of occupational-technical respondents indicated that their NOVA credential “very much” helped them to perform in the workplace; in contrast, 14 percent of transfer degree respondents indicated this.

Figure 18. Extent to Which a NOVA Education Prepared Respondents to Perform in the Workforce by Award Type



Note: See Table A19. All (397 respondents); Occupational Technical (75 respondents); Transfer (258 respondents).

Appendix A. Data Tables

Table A1. Primary Goal of Respondents by Award Type

Primary Goal at NOVA by Award Type	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Attain an associate Degree	26	19.4	96	74.4	144	30.6	266	36.3
Attain a certificate	34	25.4	4	3.1	3	0.6	41	5.6
Transfer to a four-year college/university	69	51.5	24	18.6	314	66.8	407	55.5
Improve job skills (without earning a degree or certificate)	1	0.7	1	0.8	1	0.2	3	0.4
Other	4	3.0	4	3.1	8	1.7	16	2.2
Total	134	100.0	129	100.0	470	100.0	733	100.0

Table A2. Goal Changes of Respondents by Award Type

Did Your Goal Change While Attending NOVA?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Yes	108	80.6	95	73.6	375	79.8	578	78.9
No	26	19.4	34	26.4	95	20.2	155	21.1
Total	134	100.0	129	100.0	470	100.0	733	100.0

Table A3. Goal Achievement of Respondents by Award Type

Was Your Educational Goal Achieved?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Yes	114	87.0	121	94.5	459	98.5	694	95.7
No	17	13.0	7	5.5	7	1.5	31	4.3
Total	131	100.0	128	100.0	466	100.0	725	100.0

Table A4. Future Academic Goals of Respondents by Award Type

What is the Highest Degree You Plan to Earn in the Future?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
No Degree	12	9.2	8	6.3	4	0.9	24	3.3
Associate's or Certificate	10	7.6	21	16.4	24	5.2	55	7.6
Bachelor's Degree	37	28.2	49	38.3	175	37.6	261	36.0
Master's Degree	45	34.4	40	31.3	180	38.6	265	36.6
Doctorate or Professional Degree	27	20.6	10	7.8	83	17.8	120	16.6
Total	131	100.0	128	100.0	466	100.0	725	100.0

Table A5. Educational Status of Respondents by Award Type

Are You Currently Enrolled at a Two- or Four-Year College/University?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Yes, four-year college/university	43	33.6	33	26.8	324	70.3	400	56.2
Yes, two-year college	21	16.4	4	3.3	23	5.0	48	6.7
Enrolled at postsecondary institution but it is neither a 2- or 4-year college	5	3.9	1	0.8	3	0.7	9	1.3
No, but I plan to enroll in the future	43	33.6	55	44.7	93	20.2	191	26.8
No, do not intend to enroll in the future	16	12.5	30	24.4	18	3.9	64	9.0
Total	128	100.0	123	100.0	461	100.0	712	100.0

If Enrolled, What is Your Enrollment Status?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Full-time (12 or more credits)	39	65.0	18	51.4	275	81.6	332	76.9
Part-time (<12 credits)	21	35.0	17	48.6	62	18.4	100	23.1
Total	60	100.0	35	100.0	337	100.0	432	100.0

When Do You Intend to Enroll at a Two- or Four-Year College?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Fall 2020	14	33.3	7	12.7	34	36.6	55	28.9
Spring 2021	11	26.2	20	36.4	21	22.6	52	27.4
Summer 2021	2	4.8	1	1.8	2	2.2	5	2.6
Other	15	35.7	27	49.1	36	38.7	78	41.1
Total	42	100.0	55	100.0	93	100.0	190	100.0

Table A6. Relevance of NOVA Credential to Respondent's Current Educational Program by Award Type

To What Extent is Your Current Program Related to Your NOVA Degree?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Very much	42	70.0	29	82.9	202	59.9	273	63.2
Somewhat	16	26.7	4	11.4	100	29.7	120	27.8
Very little	0	0.0	2	5.7	29	8.6	31	7.2
Not at all	2	3.3	0	0.0	6	1.8	8	1.9
Total	60	100.0	35	100.0	337	100.0	432	100.0

Table A7. Preparation NOVA Credential Offered to Respondent's Current Educational Program by Award Type

To What Extent Did Your NOVA Degree Program Prepare You Academically for Your Program?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Very much	31	51.7	28	80.0	163	48.4	222	51.4
Somewhat	25	41.7	6	17.1	149	44.2	180	41.7
Very little	3	5.0	1	2.9	21	6.2	25	5.8
Not at all	1	1.7	0	0.0	4	1.2	5	1.2
Total	60	100.0	35	100.0	337	100.0	432	100.0

Table A8. Level of Satisfaction with NOVA Education, Advising, and Course Availability by Award Type

All Respondents							
Satisfaction Level	Education		Advising		Course Availability		
	#	%	#	%	#	%	
Very satisfied	276	49.2	174	36.8	216	40.4	
Satisfied	262	46.7	174	36.8	275	51.4	
Dissatisfied	18	3.2	66	14.0	35	6.5	
Very dissatisfied	5	0.9	59	12.5	9	1.7	
Total	561	100.0	473	100.0	535	100.0	
Certificates							
Satisfaction Level	Education		Advising		Course Availability		
	#	%	#	%	#	%	
Very satisfied	46	47.4	28	35.9	26	29.5	
Satisfied	47	48.5	33	42.3	55	62.5	
Dissatisfied	3	3.1	10	12.8	6	6.8	
Very dissatisfied	1	1.0	7	9.0	1	1.1	
Total	97	100.0	78	100.0	88	100.0	
Occupational-Technical Degrees							
Satisfaction Level	Education		Advising		Course Availability		
	#	%	#	%	#	%	
Very satisfied	60	60.0	36	43.9	40	42.6	
Satisfied	35	35.0	27	32.9	45	47.9	
Dissatisfied	4	4.0	12	14.6	8	8.5	
Very dissatisfied	1	1.0	7	8.5	1	1.1	
Total	100	100.0	82	100.0	94	100.0	
Transfer Degrees							
Satisfaction Level	Education		Advising		Course Availability		
	#	%	#	%	#	%	
Very satisfied	170	46.7	110	35.1	150	42.5	
Satisfied	180	49.5	114	36.4	175	49.6	
Dissatisfied	11	3.0	44	14.1	21	5.9	
Very dissatisfied	3	0.8	45	14.4	7	2.0	
Total	364	100.0	313	100.0	353	100.0	

Table A9. Extent to Which Respondent Felt Their NOVA Education Prepared Them for Citizenship by Award Type

To What Extent Did Your NOVA Degree Program Prepare You for Responsible Citizenship?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Prepared me extensively	30	29.7	34	31.5	121	30.3	185	30.4
Somewhat prepared me	50	49.5	51	47.2	196	49.0	297	48.8
Did not prepare me at all	21	20.8	23	21.3	83	20.8	127	20.9
Total	101	100.0	108	100.0	400	100.0	609	100.0

Table A10. Ease with Which Respondents Were Able to Transfer NOVA Credit Hours by Award Type

Did You Have Any Difficulty Transferring Your NOVA Credit Hours to Your Transfer College?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Yes	5	8.3	3	8.6	52	15.4	60	13.9
No	55	91.7	32	91.4	285	84.6	372	86.1
Total	60	100.0	35	100.0	337	100.0	432	100.0

What was the Major Reason for the Difficulty in Transferring Your NOVA Credit Hours?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Some credits only transferred electives	4	80.0	2	66.7	27	51.9	33	55.0
New field of study at transfer institution	0	0.0	0	0.0	2	3.8	2	3.3
Other	1	20.0	1	33.3	23	44.2	25	41.7
Total	5	100.0	3	100.0	52	100.0	60	100.0

Table A11. Top 5 Transfer Institutions of Respondents

Institution	Respondents	
	#	%
George Mason University	209	49.9%
NOVA	38	9.1%
Virginia Polytechnic Institute and State University	20	4.8%
Virginia Commonwealth University	19	4.5%
University of Virginia	17	4.1%

Table A12. Amount of Money Borrowed by Respondents to Finance Their NOVA Education by Award Type

Occupational Status	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
None	61	60.4	66	61.1	284	71.0	411	67.5
\$1,000 or less	7	6.9	1	0.9	9	2.3	17	2.8
\$1,001 - \$3,000	6	5.9	7	6.5	27	6.8	40	6.6
\$3,001 - \$5,000	4	4.0	5	4.6	20	5.0	29	4.8
More than \$5,000	23	22.8	29	26.9	60	15.0	112	18.4
Total	101	100.0	108	100.0	400	100.0	609	100.0

Table A13. Employment Status of Respondents by Award Type

Occupational Status	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Full-time (35+ hrs/wk)	41	35.0	56	47.1	136	30.5	233	34.2
Part-time (<35 hrs/wk)	27	23.1	18	15.1	136	30.5	181	26.5
Part-time, seeking full-time	4	3.4	7	5.9	17	3.8	28	4.1
Not employed, actively seeking	33	28.2	27	22.7	77	17.3	137	20.1
Not employed, not actively seeking	12	10.3	11	9.2	80	17.9	103	15.1
Total	117	100.0	119	100.0	446	100.0	682	100.0

Table A14. Time at which Employed Respondents Attained Their Job by Award Type

When Did You Get Your Current Job?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
After Graduating from NOVA	7	10.6	25	33.3	38	14.6	70	17.5
While Attending NOVA	25	37.9	26	34.7	123	47.3	174	43.4
Before Attending NOVA	34	51.5	24	32.0	99	38.1	157	39.2
Total	66	100.0	75	100.0	260	100.0	401	100.0

Table A15. Platforms Used by Respondents to Find Employment by Award Type

How Did You Find Your Current Job?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Career fair at NOVA	1	1.5	1	1.3	0	0.0	2	0.5
Employment agency	1	1.5	3	4.0	5	1.9	9	2.2
Faculty connection	3	4.5	3	4.0	8	3.1	14	3.5
Family member or friend	21	31.8	23	30.7	91	35.0	135	33.7
Internet/on-line listing	25	37.9	16	21.3	101	38.8	142	35.4
LinkedIn/professional networking site	2	3.0	3	4.0	12	4.6	17	4.2
Other	8	12.1	18	24.0	26	10.0	52	13.0
Other Career Fair	2	3.0	3	4.0	3	1.2	8	2.0
Previous employer	3	4.5	5	6.7	14	5.4	22	5.5
Total	66	100.0	75	100.0	260	100.0	401	100.0

Table A16. Effect of NOVA Education on Employment Opportunities of Respondents by Award Type

Did Your NOVA Education Help You Acquire Your Current Job?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Yes	13	19.7	32	42.7	34	13.1	79	19.7
No	53	80.3	43	57.3	226	86.9	322	80.3
Total	66	100.0	75	100.0	260	100.0	401	100.0

Table A17. Effect of NOVA Education on Career Advancement of Respondents by Award Type

Did Your NOVA Education Help You? (Mark All That Apply):	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Gain a promotion	3	16.7	8	18.6	11	18.0	22	18.0
Get a salary increase in your job	6	33.3	16	37.2	17	27.9	39	32.0
Get a better job with a new employer	9	50.0	20	46.5	27	44.3	56	45.9
Other	7	38.9	14	32.6	18	29.5	39	32.0
Total	18	100.0	43	100.0	61	100.0	122	100.0

Note: Total based on number of respondents. Respondents may have selected more than one response; therefore, responses will exceed respondents.

Table A18. Relevance of NOVA Education to Respondents' Occupation by Award Type

To What Extent Is Your Current Occupation Related to Your NOVA Degree?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Very much	18	28.1	36	48.0	38	14.7	92	23.2
Somewhat	7	10.9	16	21.3	53	20.5	76	19.1
Very little	12	18.8	7	9.3	42	16.3	61	15.4
Not at all	27	42.2	16	21.3	125	48.4	168	42.3
Total	64	100.0	75	100.0	258	100.0	397	100.0

Table A19. Extent with Which a NOVA Education Prepared Respondents to Perform in the Workplace by Award Type

To What Extent Does Your NOVA Degree Help You Perform in the Workplace?	Certificate		Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%	#	%
Very much	21	32.8	36	48.0	36	14.0	93	23.4
Somewhat	12	18.8	20	26.7	75	29.1	107	27.0
Very little	13	20.3	8	10.7	57	22.1	78	19.6
Not at all	18	28.1	11	14.7	90	34.9	119	30.0
Total	64	100.0	75	100.0	258	100.0	397	100.0

Appendix B. Survey Instrument: 2020 Graduate Survey

Please answer all of the questions in this short survey. For each question, choose or write-in the answer that best describes your situation. This survey is for internal research purposes only, and all respondents' identities will be kept confidential.

Thank you in advance for taking the survey.

Educational Goals

What was your primary educational goal upon entering NOVA?

- Attain an Associate degree
- Attain a certificate
- Transfer to a four-year college/university
- Improve job skills (without earning a degree or certificate)
- Other (please explain) _____

While attending NOVA, did your primary goal ever change?

- Yes
- No

What did your goal change to?

- Attain an Associate degree
- Attain a certificate
- Transfer to a four-year college/university
- Improve job skills (without earning a degree or certificate)
- Other (please explain) _____

Did you achieve your educational goal at NOVA?

- Yes
- No

What is the HIGHEST degree you plan to earn in the future?

- No degree
- Associate degree
- Bachelor's degree
- Master's degree
- Doctorate or professional degree

Educational Status

Are you currently enrolled at a postsecondary institution?

- Yes, I am currently enrolled at a two-year college
- Yes, I am currently enrolled at a four-year college/university
- I am enrolled at a postsecondary institution, but it is neither a two- or four-year college
- No, but I plan to enroll at one in the future

- No, I am not currently enrolled at a postsecondary institution and do not intend to enroll in the future

What is your current educational status?

- Full-time student (taking 12 or more credits)
- Part-time student (taking fewer than 12 credits)

To what extent did your NOVA degree program prepare you academically for your present college studies?

- Very much
- Somewhat
- Very little
- Not at all

To what extent is your current program related to your NOVA degree?

- Very much
- Somewhat
- Very little
- Not at all

What is the name of the college/university you attend? _____

What is your present major or field of study? _____

Did you have any difficulty transferring your NOVA credit hours to your transfer college?

- Yes
- No (or not applicable)

What was the major reason for the difficulty in transferring your NOVA credit hours?

- Some credits were transferred as electives only
- Entirely new field of study at transfer institution
- Other _____

When do you intend to enroll at a two- or four-year college?

- Fall 2019
- Spring 2020
- Summer 2020
- Fall 2020
- Spring 2021
- Summer 2021
- Other (please specify) _____

Current Employment Status

Which of the following choices best describes your current occupational status?

- Full-time (35 or more hours per week)
- Part-time (fewer than 35 hours per week)
- Part-time, but seeking full-time employment
- Not currently employed, but actively seeking employment
- Not currently employed and not actively seeking employment

What is your job title? _____

Please provide the name and address of your employer (street address, city, state, and zip code). _____

When did you get your current job?

- Before attending NOVA
- While attending NOVA
- After graduating from NOVA

How did you find your current job?

- Internet/on-line listing
- Career fair at NOVA
- Other career fair
- Family member or friend
- Faculty connection
- Previous employer
- LinkedIn or professional networking site
- Employment agency
- Other _____

Did your NOVA education help you acquire your current job?

- Yes
- No

How did your NOVA education help you obtain your current job? _____

Did your NOVA education help you (mark all that apply):

- Gain a promotion
- Get a salary increase in your job
- Get a better job with a new employer
- Other _____
- Not Applicable

To what extent is your current occupation related to your NOVA degree?

- Very much

- Somewhat
- Very little
- Not at all

To what extent does your NOVA degree help you perform in the workplace?

- Very much
- Somewhat
- Very little
- Not at all

What type of employee are you?

▼ Hourly wage employee ... Salaried employee
--

What is your annual salary? _____

What is your hourly wage? _____

Assessment of College Instruction

OVERALL, to what extent were you satisfied with each of these aspects of your NOVA degree program?

	Very satisfied	Satisfied	N/A	Dissatisfied	Very dissatisfied
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considering your OVERALL experience, rate your educational proficiency gained at NOVA in each of the skill areas listed below.

	Excellent	Good	Average	Below average	Poor	No basis to judge
Writing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding fundamental scientific concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical knowledge in your area of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperating with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating other points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of many cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your OVERALL experience at NOVA, please rate the quality of the faculty and instruction at NOVA in each of the areas listed below.

	Excellent	Good	Average	Below average	Poor	No basis to judge
Quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness of grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty concern for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty teaching ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment of College Services and Facilities

Please rate the performance of the College services and facilities below.

	Excellent	Good	Average	Below average	Poor	No basis to judge
Career & educational planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course & program advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading & Writing lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOVA Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintenance & custodial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science labs & equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs & facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical access to facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did your NOVA degree program prepare you for responsible citizenship (e.g., better informed about your community and the political process)?

- Prepared me extensively
- Somewhat prepared me

- Did not prepare me at all

How much money in student loans did you borrow to pay for tuition, books, and other educational expenses before you graduated from NOVA?

- None
- \$1,000 or less
- \$1,001 - \$3,000
- \$3,001 - \$5,000
- More than \$5,000

Comments

In a few words, please tell us what was best about your NOVA education, what your major problems were, and how the College can improve in the future. Please limit your responses to 250 words for each question.

What was best about your NOVA education?

What were the major problems, if any, in your NOVA experience?

How can NOVA improve its instruction and 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