

Graduate Survey Report: Class of 2015

Research Report No. 36-16

Office of Institutional Effectiveness and Student Success Initiatives

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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives 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.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success Initiatives must be cited as the source.

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Introduction

Northern Virginia Community College (NOVA) conducts an annual survey of its recent graduates in order to gather information on their experiences at the College. This report contains responses to questions addressing educational goals, current education status, current employment status, and the impact that NOVA had on these areas (see survey instrument in Appendix B). The annual survey also allows graduates to evaluate instruction, college services, and facilities at NOVA; however, those results are presented in a separate report.

In this report, with the exception of Tables 1 and 2, data provided in tables and figures indicate outcomes for respondents to the survey and not for the graduating class as a whole. The totals and percentages provided in the tables are based on the number of respondents who answered that particular question. Survey respondents may not have provided an answer to every question (Appendix A provides complete data tables for all questions on the survey).

In addition to the survey questions developed by NOVA's Office of Institutional Effectiveness and Student Success Initiatives, graduates were asked to complete a separate survey containing nine questions from the State Council for Higher Education in Virginia (SCHEV). The SCHEV survey was designed to gather comparable data from all community college graduates in the Commonwealth of Virginia. To achieve this goal, SCHEV asked all Virginia community colleges to have their graduates respond to these questions. Responses to the SCHEV questions are specifically indicated and interwoven throughout the report.

Graduate Survey Response Rates

Table 1 provides graduate survey response rates from 2010 to 2015. The 2015 Graduate Survey had the highest response rate (19 percent) in recent years. The improved response rate may be due to changes in the way the survey was implemented. Please see survey administration notes on the following page for more information.

Table 1. Graduate Survey Response Rates: 2010 through 2015

	Year				
	2010	2011	2012	2014	2015
Graduates	4,016	5,795	6,926	6,598	6,771
Respondents	404	577	516	871	1,315
Response Rate	10%	10%	7%	13%	19%

Note: The NOVA Graduate Survey was not administered in 2013.

Survey Administration Notes

In 2015, the Graduate Survey was administered twice. The first administration of the 2015 graduate survey was in July 2015 and the second was in November 2015. The second administration was meant as a follow-up, allowing graduates the opportunity to update the College on their educational and occupational status. In the follow-up administration of the survey, graduates were also asked to provide information on how NOVA had impacted their continued education, if they had enrolled at a two- or four-year institution after graduating from NOVA (see Appendix B for the survey instruments).

Respondents were invited to respond in both issuances, so as to allow analysis of how the occupational outcomes of recent graduates changed over time. However, the majority of respondents chose to only respond to the survey once (see Table 2). Across the sections of this report, the underlying group of respondents changes as follows:

- Section 1. Profile of Respondents: includes all respondents
- Section 2. Goals of Respondents: includes all respondents
- Section 3. Employment and Income: includes only those who responded in July 2015.
- Section 4. Education after NOVA: includes only those who responded in November 2015.

Table 2. Respondents to the 2015 Graduate Survey

2015 Graduates		2015 Survey Respondents							
		1st Administration Only (July 2015)		2nd Administration Only (Nov. 2015)		Both		Total	
#	%	#	%	#	%	#	%	#	%
6,771	100.0	800	60.8	183	13.9	332	25.2	1,315	100.0

Section 1. Profile of 2015 Graduate Survey Respondents

Graduates and Respondents

Table 3 presents demographic and student status information on the 2015 graduating class overall (graduates) compared to those 2015 graduates who responded to the survey (respondents). The two groups are fairly similar; however, a few differences deserve mention:

- Graduates who earned a certificate award were underrepresented, accounting for 25 percent of the overall 2015 graduate population in comparison to only 12 percent of survey respondents.
- Female graduates were slightly overrepresented, accounting for 56 percent of the 2015 graduate population but 61 percent of survey respondents.
- Students under the age of 30 were underrepresented, accounting for 71 percent of 2015 graduates but 61 percent of respondents.

Table 3. Graduates and Survey Respondents: Class of 2015

Characteristic		Graduates		Respondents	
		#	%	#	%
Award Type	AA	446	6.1	118	9.0
	AS	4,049	55.6	788	59.9
	AAA/AAS	994	13.6	254	19.3
	Certificate	1,799	24.7	155	11.8
Gender	Male	2,981	44.0	515	39.2
	Female	3,790	56.0	800	60.8
Race	White	2,733	40.4	522	39.7
	Black/African American	1,027	15.2	214	16.3
	Hispanic/Latino	1,333	19.7	262	19.9
	Asian	1,262	18.6	240	18.3
	American Indian/Alaska Native	12	0.2	2	0.2
	Native Hawaiian/Other Pac. Islander	35	0.5	7	0.5
	Not Specified	124	1.8	24	1.8
	Two or More Races	179	2.6	27	2.1
Age	Unknown	66	1.0	17	1.3
	Under 30	4,816	71.1	802	61.0
	30-39	1,203	17.8	266	20.2
	40-49	481	7.1	153	11.6
	50-59	233	3.4	77	5.9
Home Campus	60+	38	0.6	17	1.3
	Alexandria	1,295	19.1	278	21.1
	Annandale	1,950	28.8	350	26.6
	Loudoun	1,080	16.0	213	16.2
	Manassas	886	13.1	159	12.1
	Medical Education	570	8.4	144	11.0
Citizenship Status	Woodbridge	990	14.6	171	13.0
	U.S. Citizen	5,161	76.2	946	71.9
	Not a U.S. Citizen	1,597	23.6	367	27.9
Total	Unknown/Missing	13	0.2	2	0.2
		6,771	100.0	1,315	100.0

Section 2. Goals of Respondents

Stated Goals at NOVA

The majority of respondents (54 percent) indicated that their primary goal while attending NOVA was to transfer to a four-year institution (Figure 1). Attaining an Associate degree or certificate was the second most popular response, accounting for 38 percent of respondents.

The primary goal of respondents was related to the type of degree the respondent attained from NOVA. For example, 62 percent of respondents who had attained an occupational-technical degree (A.A.A., A.A.S., or Certificate) listed attaining an Associate degree or certificate as their primary goal. The majority (70 percent) of respondents who attained a transfer degree (A.A. or A.S.) listed transfer to a four-year degree as their primary goal while attending NOVA.

Figure 1. Primary Goal of Respondents by Degree Type

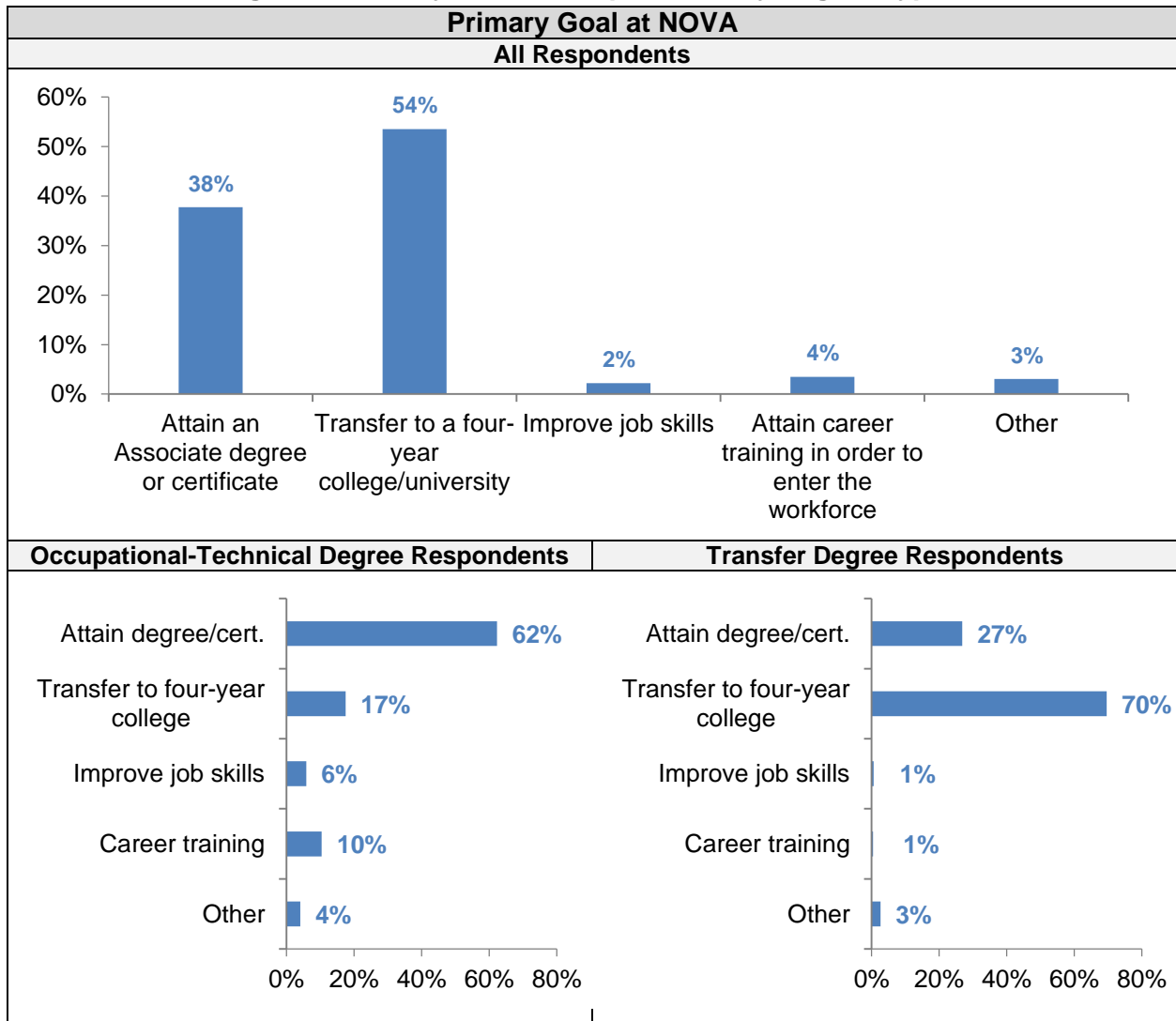
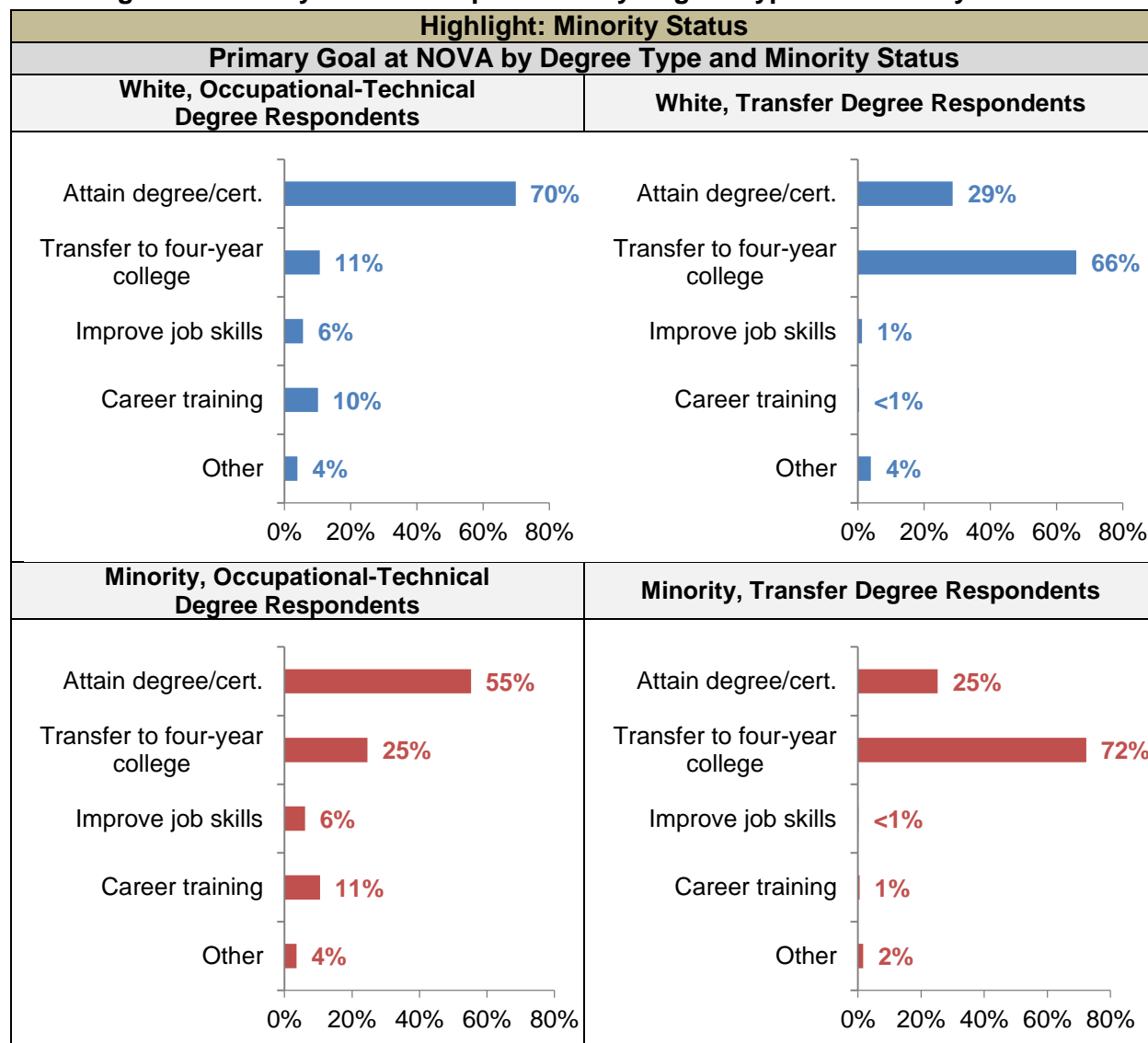


Figure 2 illustrates the primary stated goal of respondents by degree type and minority status. Overall, attaining an Associate degree or certificate was the most commonly listed primary goal of respondents who had earned an occupational-technical degree, regardless of minority status. However, a larger proportion of minority occupational-technical degree earners listed transfer to a four year institution as their primary goal in comparison to their White counterparts (25 percent compared to 11 percent). Among transfer degree earners, 72 percent of minority students listed transfer to a four-year institution as their primary goal, compared to 66 percent of White respondents.

Figure 2. Primary Goal of Respondents by Degree Type and Minority Status



Achievement of Stated Goals

Survey respondents were asked whether their primary goal had changed while attending NOVA and if they had achieved their primary goal. As shown in Figure 3, overall, the majority of respondents (78 percent) indicated that their goal had not changed while attending NOVA; however, occupational-technical degree respondents were more likely to state that their goal had changed (25 percent) compared to transfer degree respondents (21 percent).

Overall, the majority of respondents (95 percent) stated that they had achieved their educational goal (Figure 4, next page). Occupational-technical degree earners were slightly less likely to report that they had achieved their educational goal at NOVA, around 91 percent, compared to 97 percent of transfer degree earners.

Figure 3. Goal Changes of Respondents by Degree Type

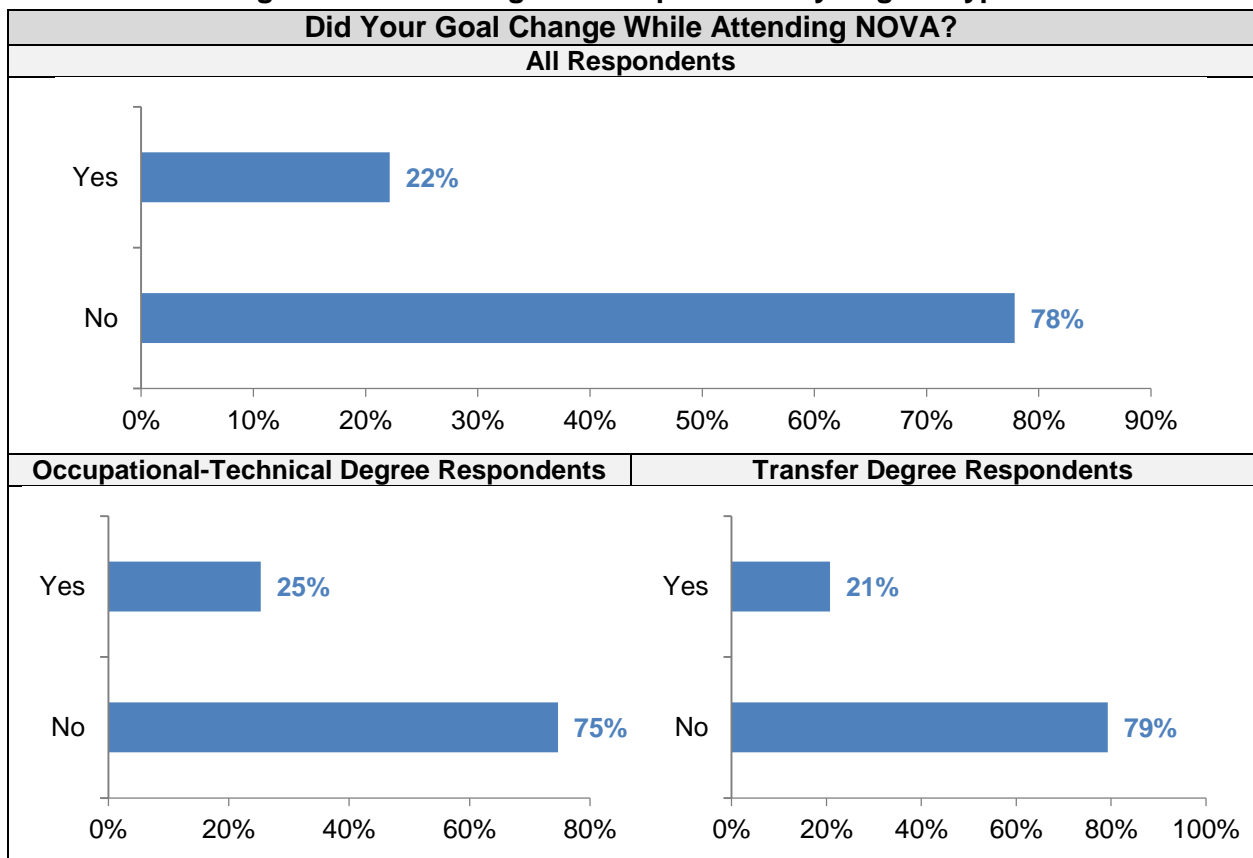
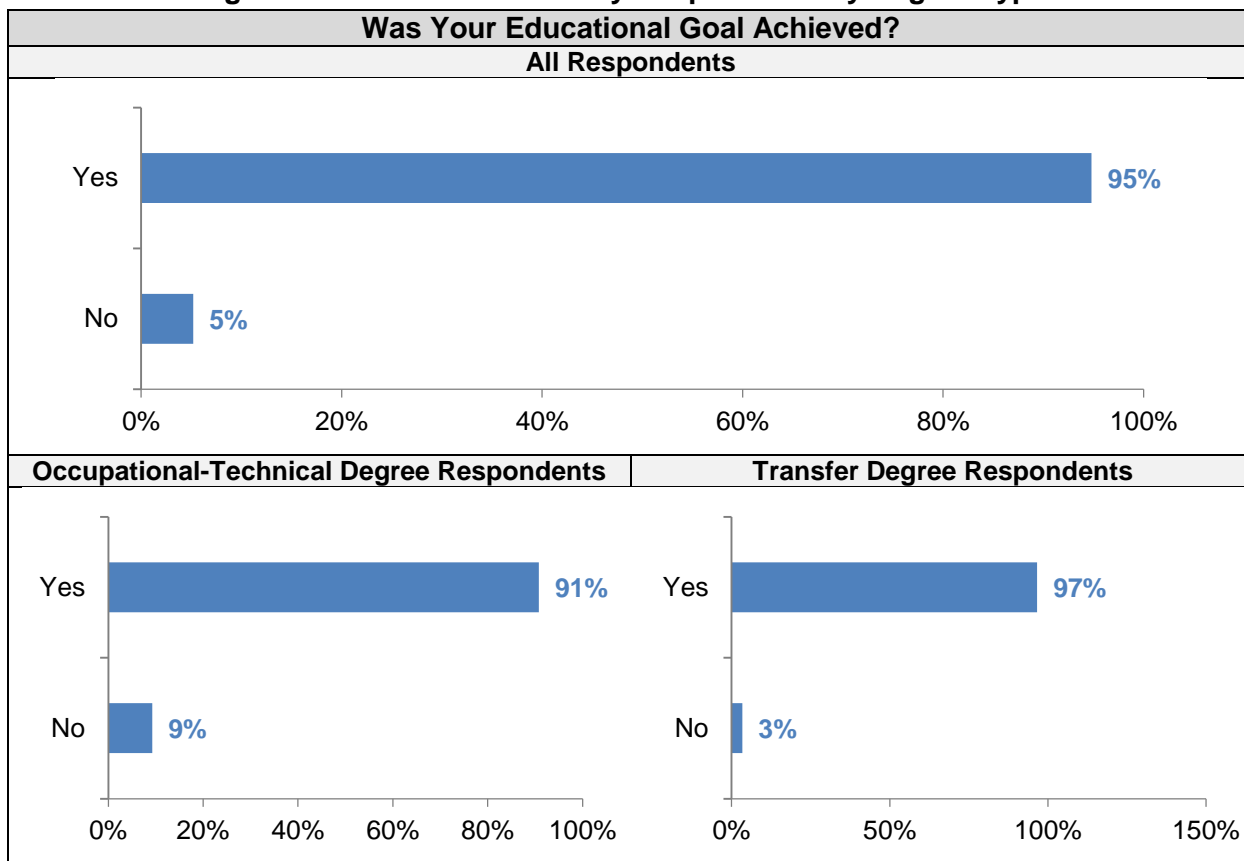


Figure 4. Goal Achievement by Respondents by Degree Type



Future Academic Goals

Respondents were asked to indicate their future academic goals in terms of the highest degree they planned to earn (see Figure 5, next page). Overall, about 34 percent of respondents intended to earn a Bachelor’s degree and another 51 percent planned to earn a higher level degree such as a master’s (36 percent), or doctorate or other professional degree (15 percent).

Around 81 percent of respondents who had earned an occupational-technical degree had plans to continue on to earn a higher level degree. In comparison, a higher proportion of respondents who had earned a transfer degree had plans to continue on to earn a higher level degree (88 percent). Around 15-16 percent of respondents in both degree-type groups had plans to earn a doctorate or other professional degree.

Figure 5. Future Academic Goals of Respondents by Degree Type

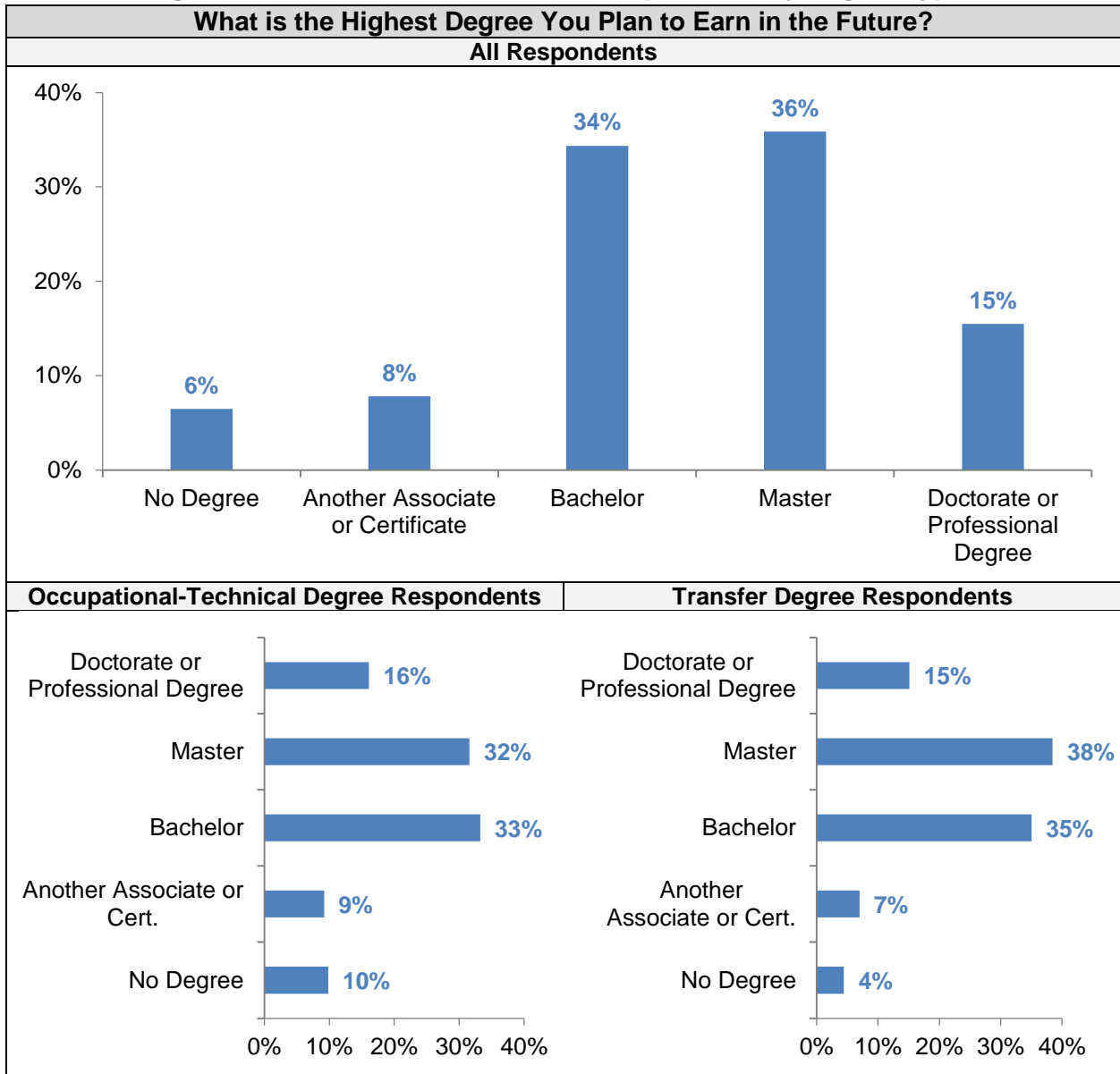
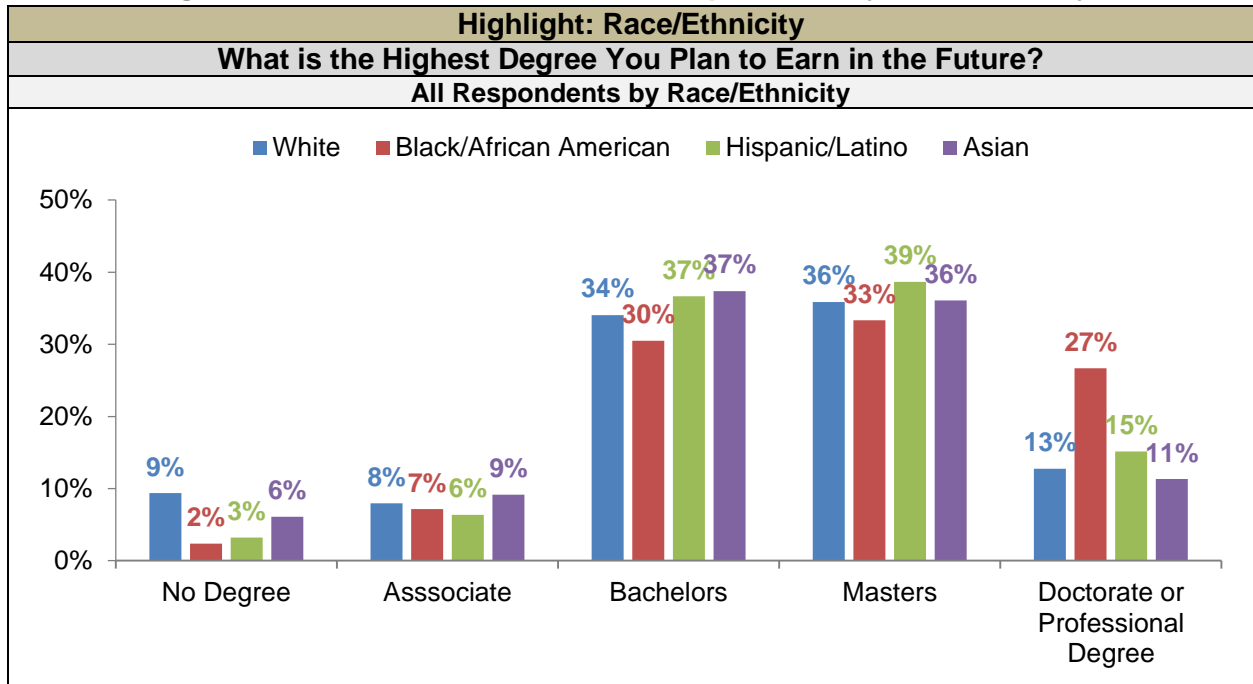


Figure 6 (next page) highlights the academic goals of respondents by race/ethnicity. Aspirations to earn a Bachelor’s degree ranged from 30 percent of Black respondents to 37 percent of Asian and Hispanic respondents. Aspirations to earn a master’s degree ranged from 33 percent of Black respondents to 39 percent of Hispanic respondents. The most marked difference in future academic goals appeared in plans to earn a doctorate or other professional degree. While 27 percent of Black respondents indicated plans to earn a doctorate degree, a much smaller percentage of other racial/ethnic groups reported the same plan: 15 percent of Hispanic respondents, 13 percent of White respondents and 11 percent of Asian respondents.

Figure 6. Future Academic Goals of Respondents by Race/Ethnicity

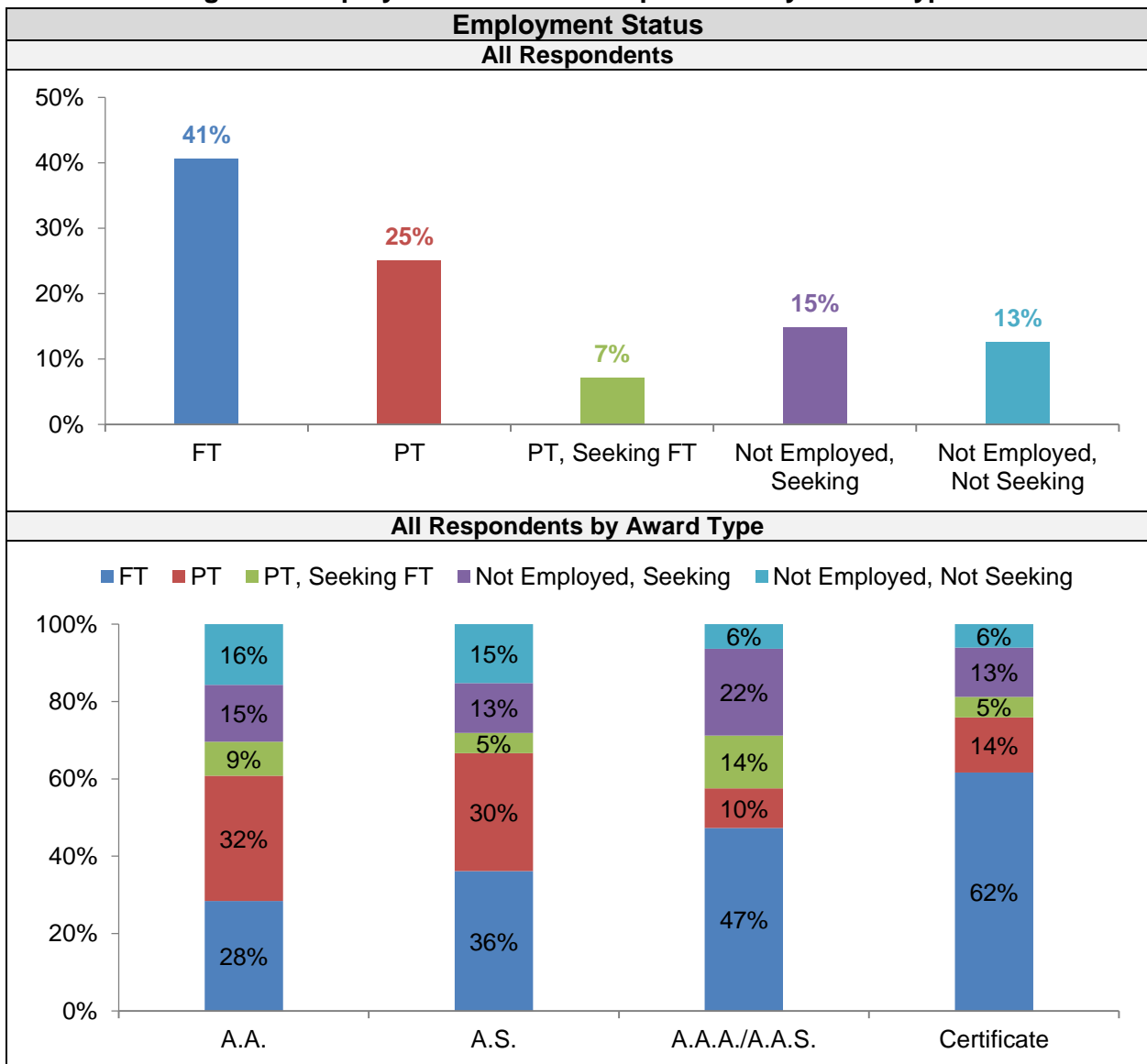


Section 3. Employment and Income

Overall, 73 percent of respondents were employed: 41 percent were employed full-time, 25 percent were employed part-time, and 7 percent were employed part-time but seeking full-time employment. Around 15 percent of respondents were unemployed and seeking employment. Around 13 percent of respondents were unemployed and not seeking employment.

Respondents who earned a certificate from NOVA had the highest proportion of respondents working full-time (62 percent). Respondents who earned an A.A. award had the smallest proportion of respondents working full-time (28 percent); these students were more likely to be working part-time (32 percent).

Figure 7. Employment Status of Respondents by Award Type

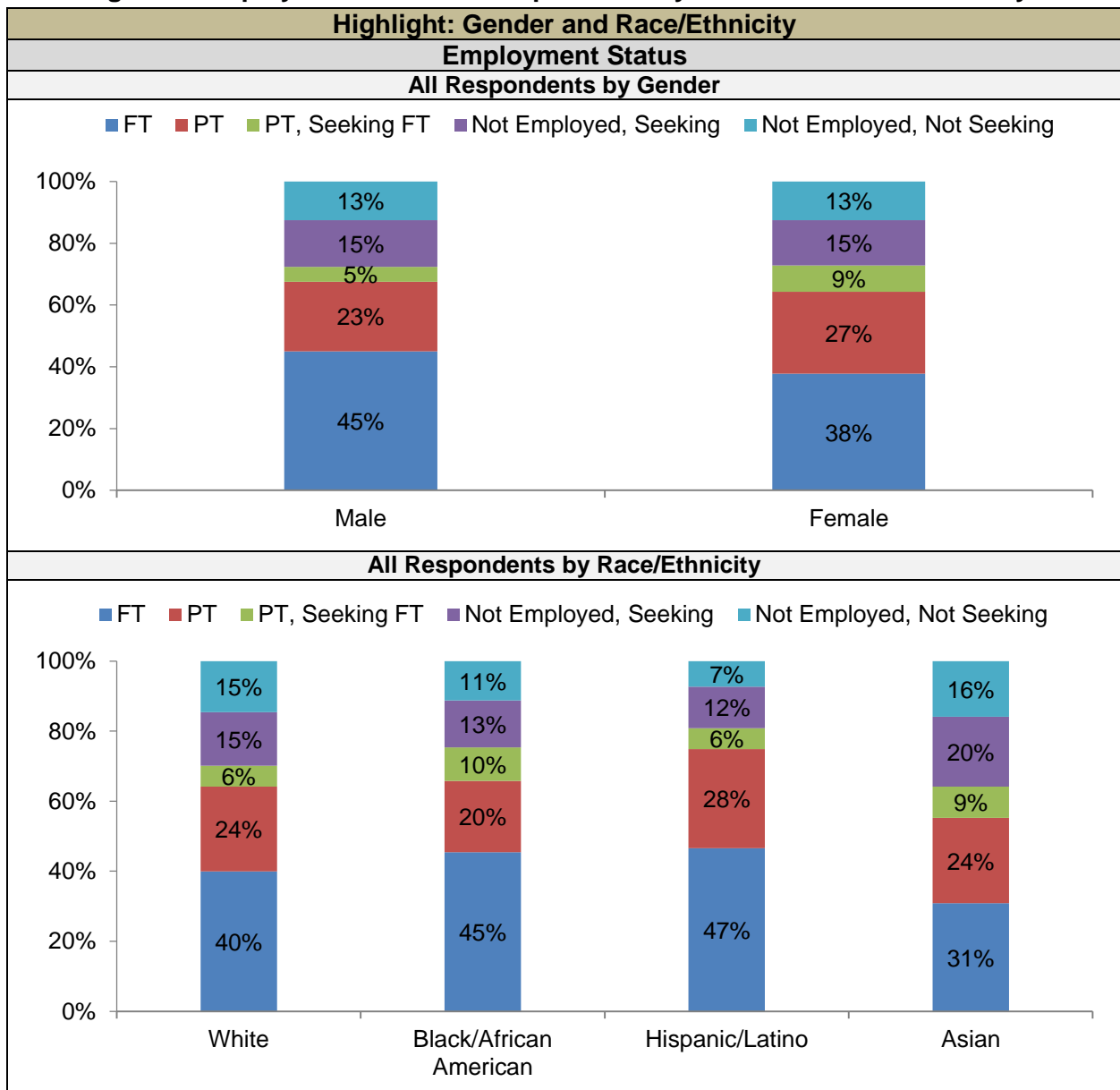


Note: SCHEV mandated question

A similar proportion of male and female respondents indicated that they were employed (73-74 percent). However, a higher proportion of males were employed full-time (45 percent) compared females (38 percent). A higher percentage of female respondents were working part-time or were working part-time but seeking full-time employment.

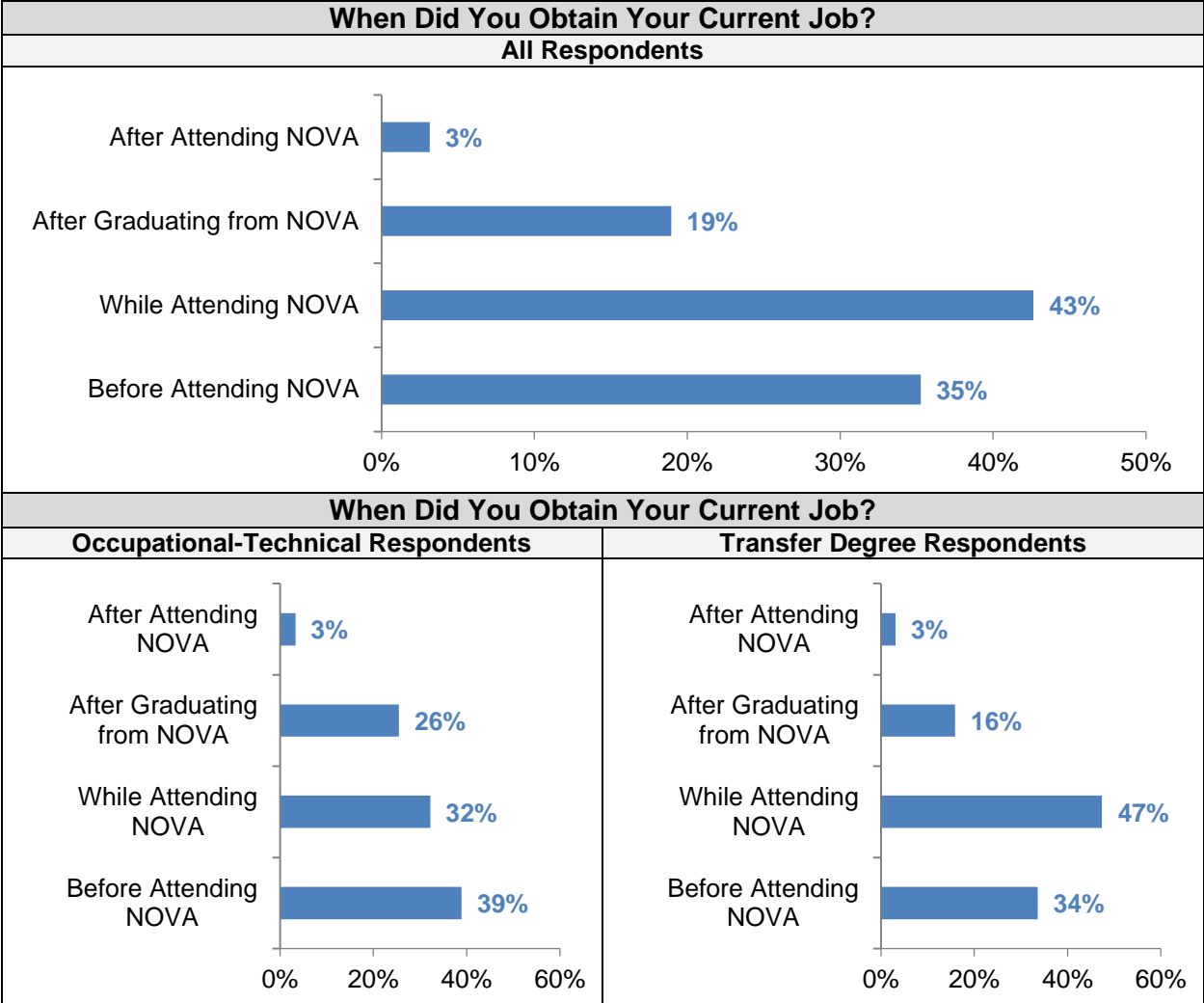
Hispanic respondents had the highest proportion of respondents who were employed (81 percent), followed by Black respondents (75 percent), White respondents (70 percent) and Asian respondents (64 percent). Hispanic respondents were the most likely to be employed full-time (47 percent), while Asian respondents were the least likely to be employed full-time (31 percent).

Figure 8. Employment Status of Respondents by Gender and Race/Ethnicity



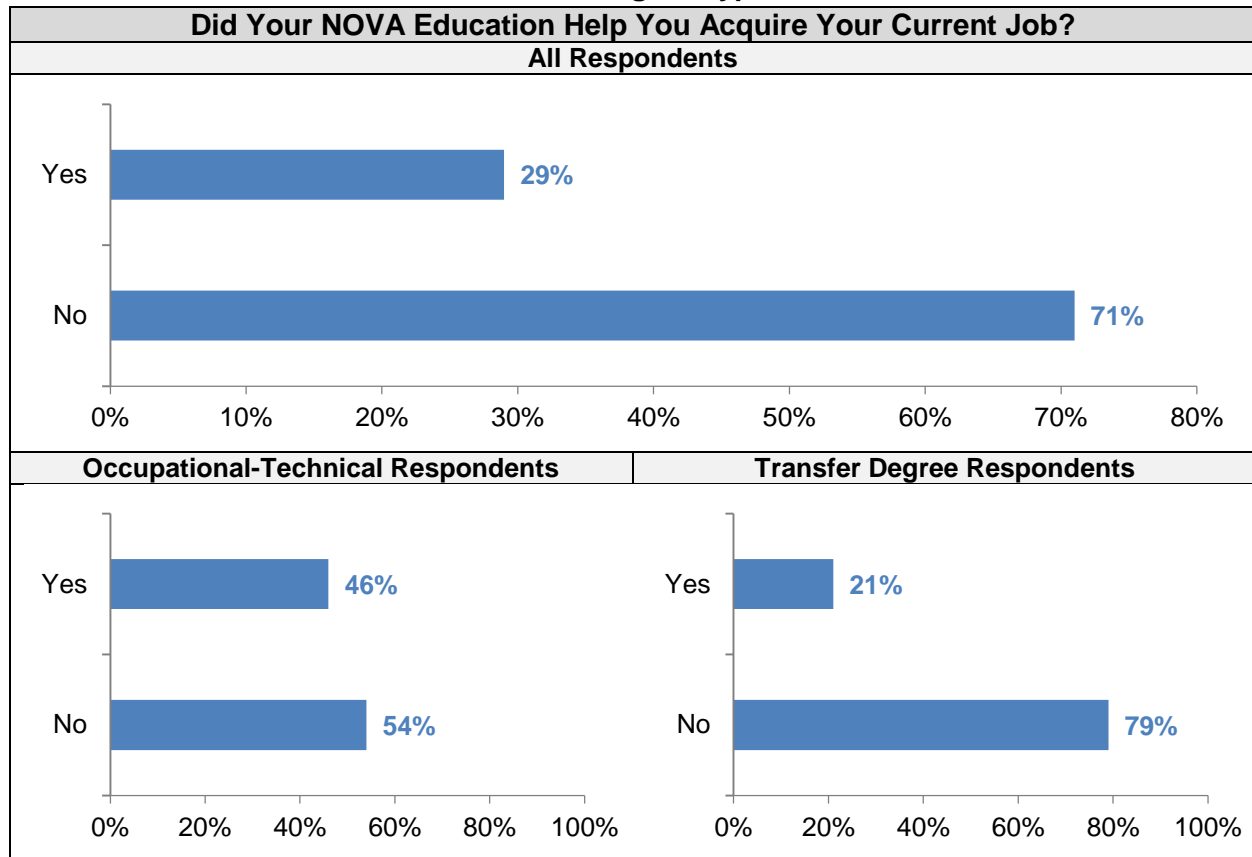
Respondents who indicated that they were employed at the time of the survey were asked a series of questions concerning how their job relates to their educational achievements at NOVA. Respondents were asked when they obtained their job and if their NOVA education had helped them acquire the position they currently held. The majority of respondents (78 percent) either obtained their job before attending NOVA (35 percent) or while attending NOVA (43 percent). However, variation in responses existed between occupational-technical degree respondents and transfer degree respondents; in particular, occupational-technical respondents were more likely than transfer degree respondents to have attained their job after graduating from NOVA (26 vs. 16 percent).

Figure 9. Time at which Employed Respondents Attained Their Job by Degree Type



The minority of respondents (29 percent) indicated that their NOVA education helped them acquire the position they held at the time of the survey (Figure 10, next page). Occupational-technical degree respondents were far more likely than transfer degree respondents to state that their NOVA education had helped them attain their job (46 percent compared to 21 percent).

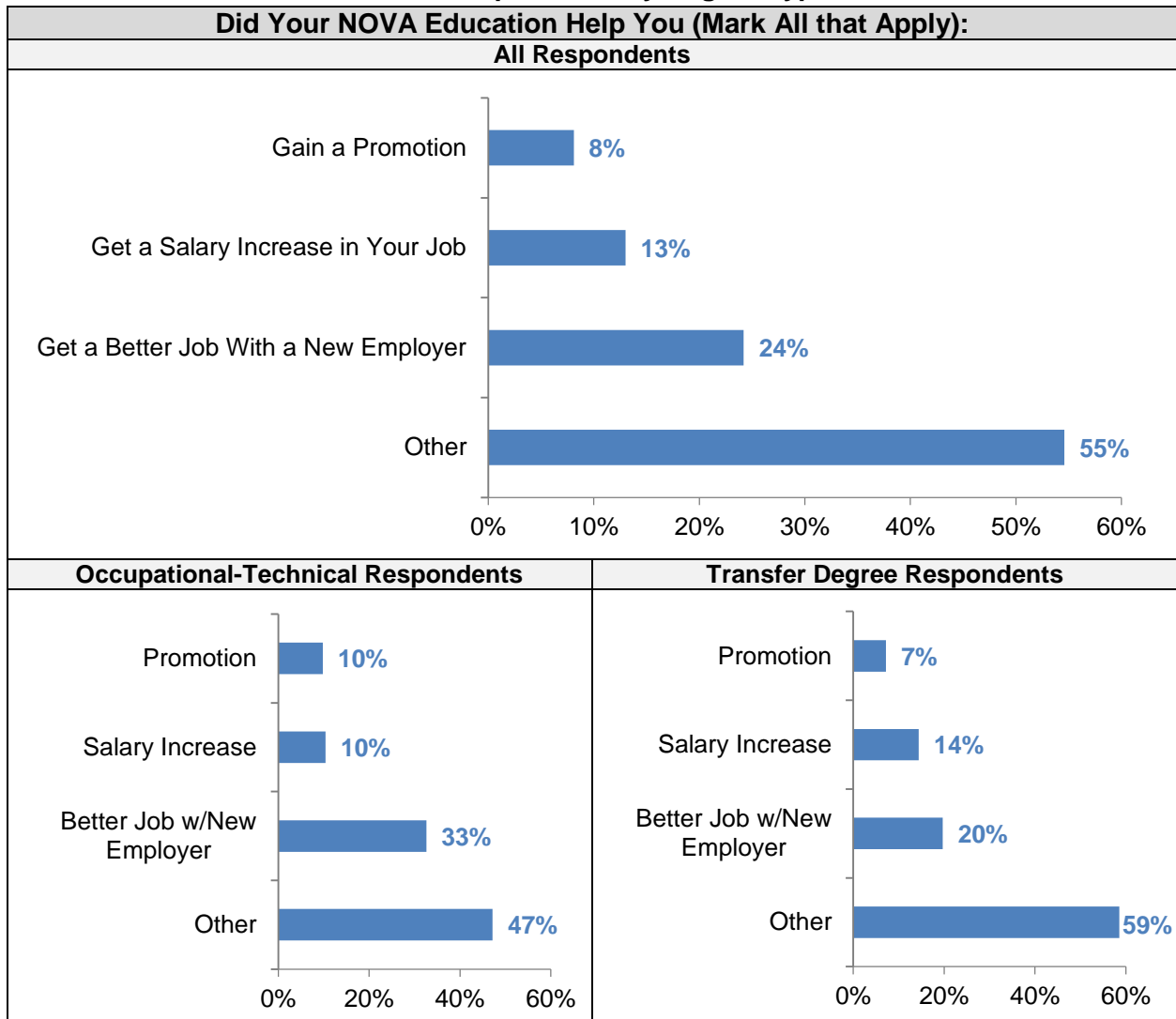
Figure 10. Effect of NOVA Education on Employment Opportunities of Respondents by Degree Type



Respondents were also 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 (Figure 11, next page). While, overall, 24 percent of respondents indicated that their NOVA education had assisted them in obtaining a new job, most respondents (55 percent) indicated that their NOVA education had assisted them through some other factor not listed in the survey. Comments expounding the “other” category, often mentioned the benefit of increasing qualifications and experience through education or the benefit of allowing the respondent to earn a license or sit for certification exams.

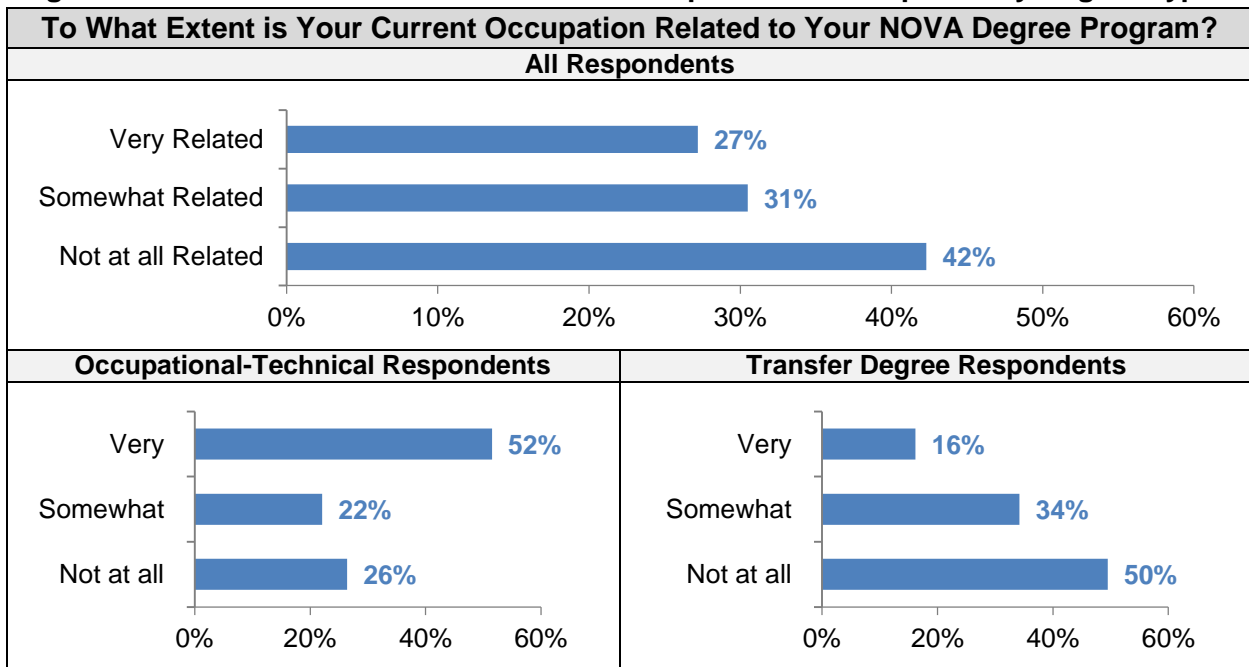
Compared to transfer degree respondents, a higher proportion of occupational-technical degree respondents indicated that their NOVA education had helped them secure a better job with a new employer (33 percent compared to 20 percent).

Figure 11. Effect of NOVA Education on Career Advancement of Respondents by Degree Type



Respondents were asked to what extent their occupation at the time of the survey was related to their NOVA degree. About 42 percent of respondents indicated that their occupation was not at all related to their NOVA degree program while 31 percent felt that their occupation was somewhat related to their NOVA degree program. However, results varied largely by the degree type earned by respondents. While 52 percent of occupational-technical degree respondents indicated that their NOVA degree was very much related to their occupation, 16 percent of transfer degree respondents indicated the same.

Figure 12. Relevance of NOVA Education to Respondents Occupation by Degree Type



Note: SCHEV mandated question

Sixty-three percent of respondents felt that their NOVA degree program had either extensively prepared them for their job (20 percent) or had somewhat prepared them for their job (43 percent). While 42 percent of occupational-technical degree earners felt that their NOVA education had extensively prepared them for their job, only 11 percent of transfer degree respondents felt the same (Figure 13).

Figure 13. Extent with which a NOVA Education Prepared Respondents for the Workforce

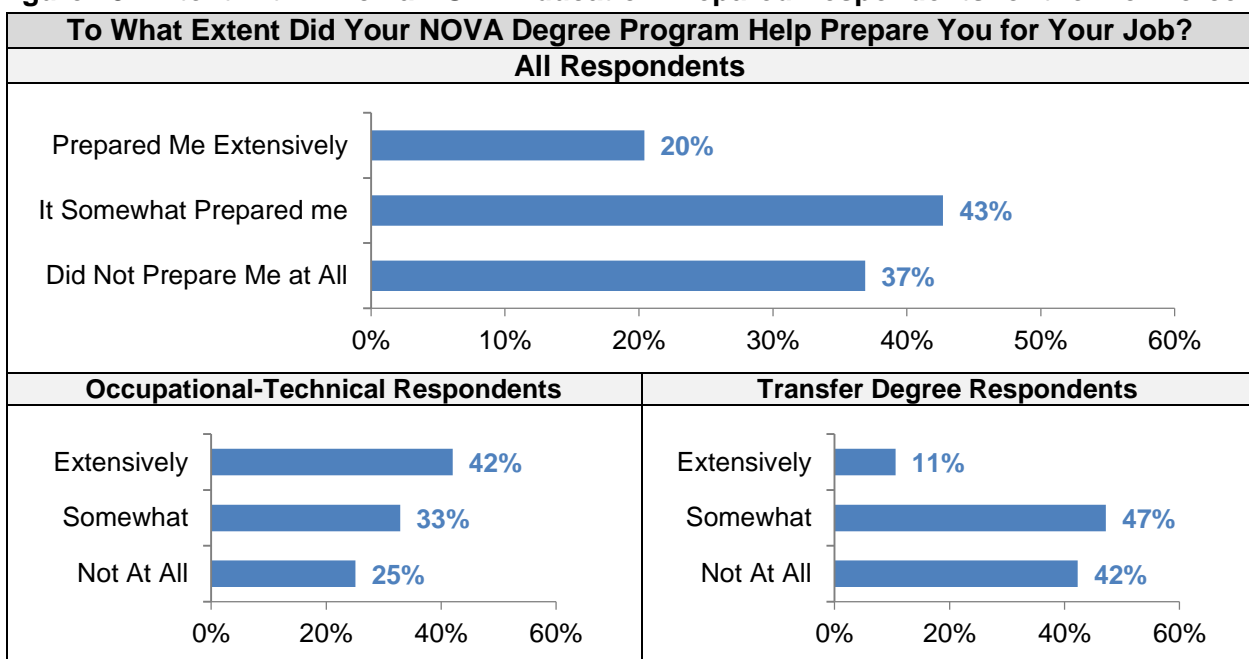
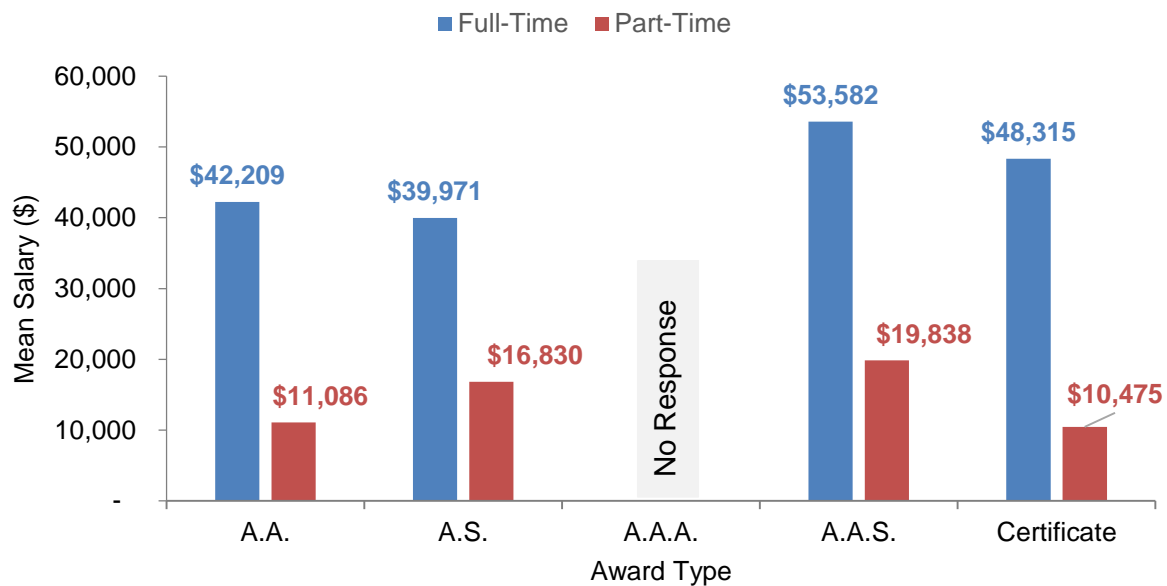


Figure 14 presents the mean salary of respondents by award and employment type. However the response rate to this question was very low and varied greatly across degree types (please see Table A.15 in Appendix A for more detail before interpreting this figure). Among full-time workers, respondents who had earned either an occupational-technical degree (A.A.S.) or certificate had higher mean salaries than respondents who had earned transfer degrees. A.A.S. degree earners had the highest mean salary (\$53,582), followed by certificate earners (\$48,315), A.A. degree earners (\$42,209), and A.S. degree earners (\$39,971).

Respondents who were working part-time exhibited a slightly different trend. While A.A.S. degree earners also had the highest part-time mean salary (\$19,838), respondents who had earned a certificate had the lowest mean salary (\$10,475).

Figure 14. Mean Salary of Respondents by Award Type and Employment Type



Section 4. Education after NOVA

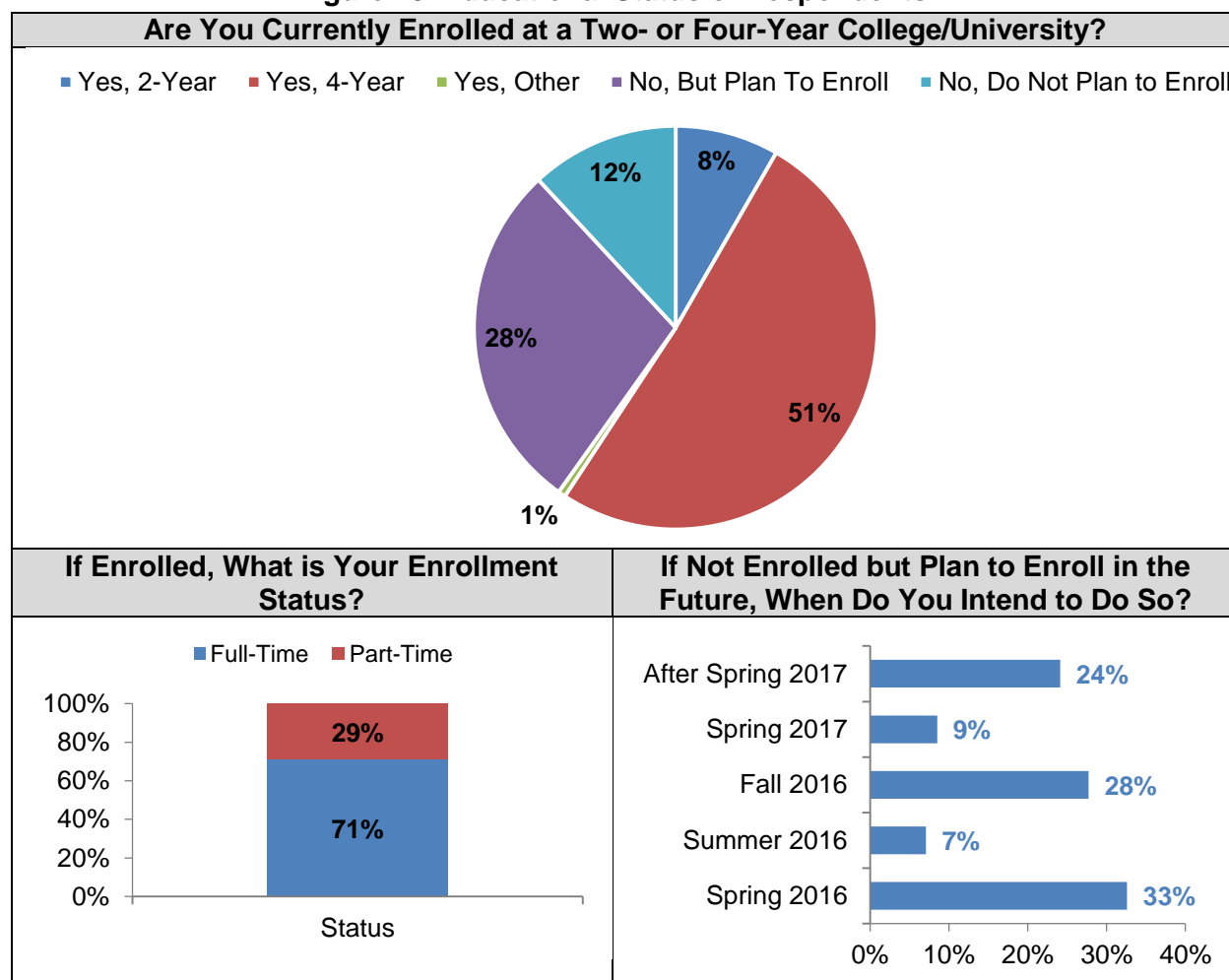
Current Education Status of Graduate Respondents

The majority of respondents (88 percent) were either already enrolled at a post-secondary institution or had plans to enroll at such an institution in the future. Fifty-nine percent of survey respondents indicated that they were enrolled at a two- or four-year college or university: 51 percent were enrolled at four-year institution while 8 percent were enrolled at a two-year institution. Twelve percent of respondents were not enrolled at a post-secondary institution and did not plan to enroll at one in the future.

For those respondents who indicated they were enrolled at a post-secondary institution, 71 percent indicated that they were attending the institution as full-time students.

A sizable proportion of respondents (28 percent) who were not enrolled at a post-secondary institution had plans to enroll in the future. About 68 percent of these students planned to enroll in the year 2016 and 33 percent planned to enroll in the year 2017.

Figure 15. Educational Status of Respondents

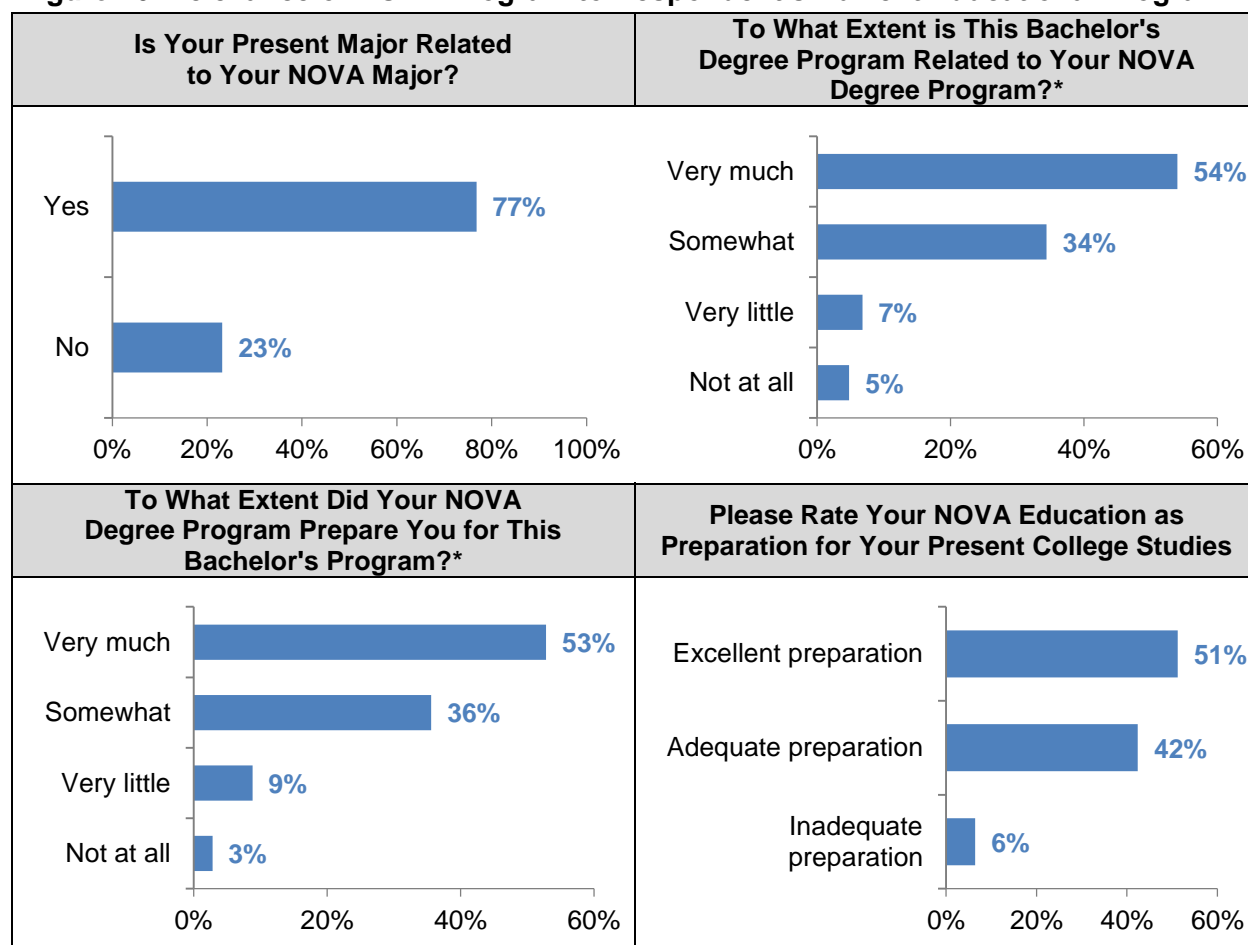


NOVA Preparation for Continued Studies

The majority of respondents who were enrolled at a post-secondary institution indicated that their major at the transfer institution was related to what they had majored in at NOVA (77 percent). When asked to detail the level of relevance, most respondents (54 percent) indicated that their new program was 'very much' related to their NOVA degree program and 34 percent of respondents indicated that their new program was 'somewhat' related to their NOVA degree program. About 12 percent of respondents indicated that their new program was not related to what they had studied at NOVA: 'very little' (7 percent) and 'not at all' (5 percent).

Respondents were also asked to indicate the extent to which they felt their NOVA degree program had prepared them for their bachelor's program and to rate their NOVA education as related to preparation for their present college studies. The majority of respondents (53 percent) felt that NOVA had 'very much' prepared them for their bachelor's program, and 51 percent felt that NOVA had offered them 'excellent' preparation for their current college studies. A further 42 percent felt that NOVA had offered them 'adequate' preparation.

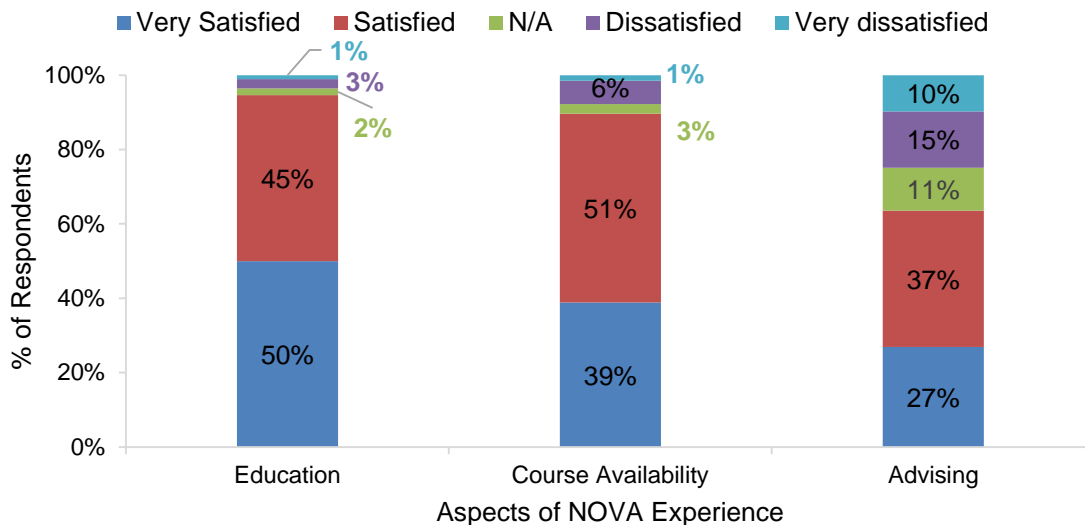
Figure 16. Relevance of NOVA Program to Respondent's Current Educational Program



* Note: SCHEV mandated question

Figure 17 indicates the level with which respondents were satisfied with various aspects of their NOVA experience (education, course availability and advising). Almost all respondents were either very or somewhat satisfied with their NOVA education (95 percent). Around 90 percent of respondents were very or somewhat satisfied with course availability at NOVA. Comparatively, respondents were less often satisfied with advising at NOVA as only 64 percent of respondents indicated that they were very or somewhat satisfied with NOVA’s advising.

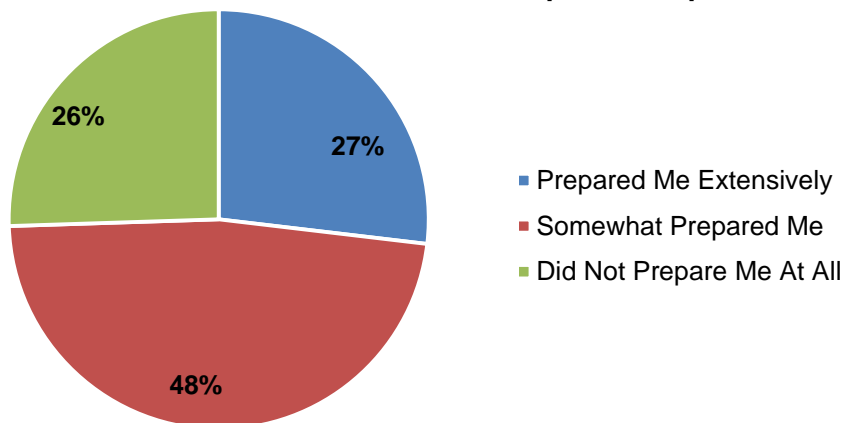
Figure 17. Level of Satisfaction with NOVA Education, Course Availability and Advising



Note: SCHEV mandated question.

As indicated in Figure 18, three-quarters of respondents felt that their NOVA education had extensively or somewhat prepared them for citizenship (knowledge of their community and the political process). Around one quarter of respondents felt that their NOVA education had not at all prepared them for citizenship.

Figure 18. Extent with which NOVA Education Prepared Respondent for Citizenship

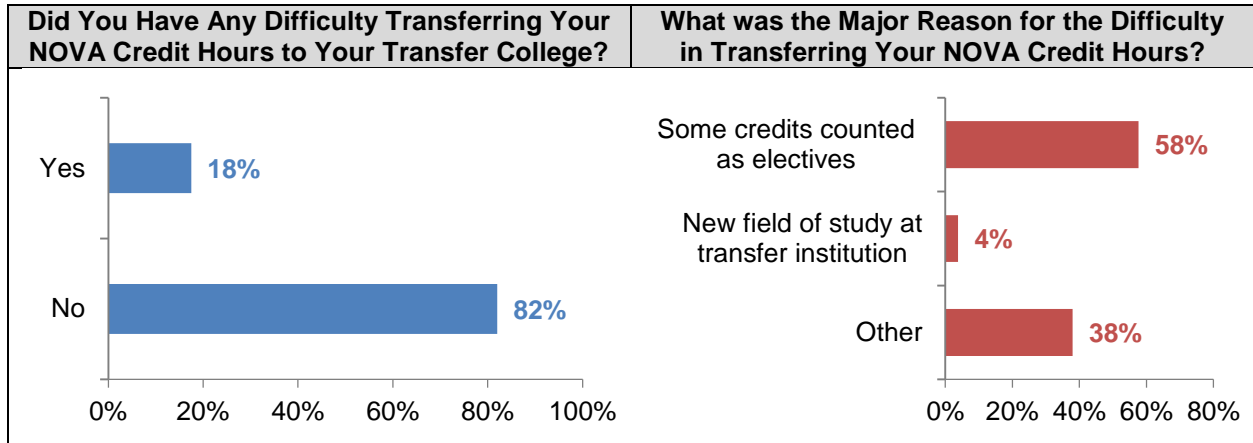


Note: SCHEV mandated question

Difficulties with Transferring Credits

The majority of respondents indicated that they did not experience any difficulties transferring their NOVA credit hours to their transfer institution. For the 18 percent that did experience difficulties, the majority of these difficulties were seemingly due to some of the respondent's credits transferring as elective credits only.

Figure 19. Ease with which Respondents were Able to Transfer NOVA Credit Hours



Colleges Attended by NOVA Graduates

Respondents attended over 60 institutions across the country; however, 83 percent of respondents attended institutions within Virginia, and George Mason University was by far the most popular transfer institution. Figure 20 below lists the top 5 institutions attended by respondents. About 47 percent of respondents indicated that they had transferred to George Mason University and another 12 percent returned to NOVA after graduating.

Figure 20. Top 5 Institutions Attended by Respondents

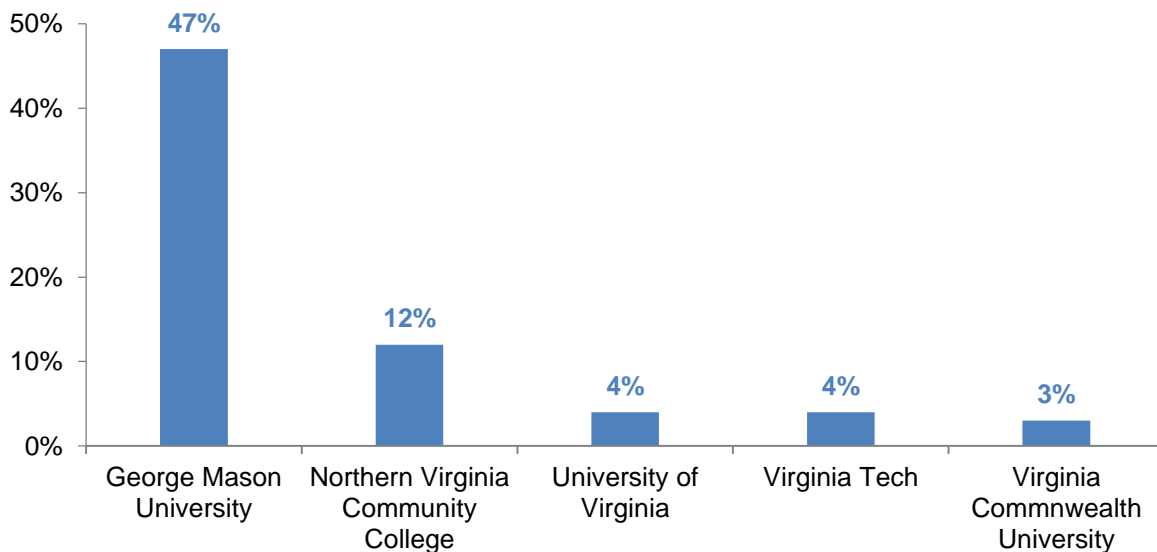
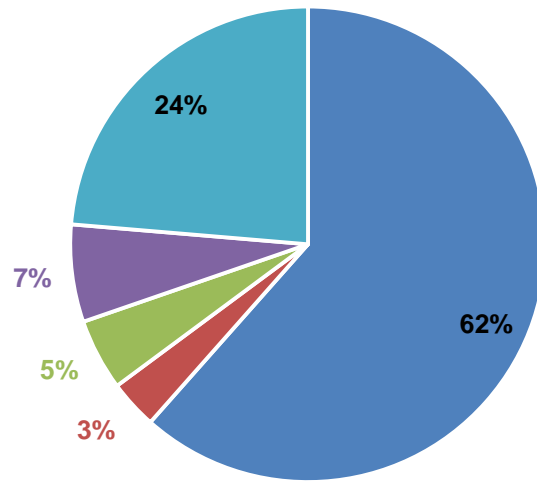


Figure 21 illustrates the proportion of respondents who borrowed money in order to finance their NOVA education and the monetary amount borrowed. The majority of respondents (62 percent) indicated that they did not borrow any money at all to finance their NOVA education. However, when respondents indicated that they did borrow money, they most often borrowed an amount in excess of \$5,000 (24 percent of respondents).

Figure 21. Amount of Money Borrowed by Respondents to Finance Their NOVA Education

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



Note: SCHEV mandated question.

Appendix A: Data Tables

Table A.1. Primary Goal of Respondents by Degree Type

Primary Goal at NVCC by Award Type	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Attain an associate's degree or certificate	246	62.3	238	26.8	484	37.7
Transfer to a four-year college/university	69	17.5	618	69.6	687	53.5
Improve job skills	23	5.8	5	0.6	28	2.2
Attain career training in order to enter the workforce	41	10.4	4	0.5	45	3.5
Other	16	4.1	23	2.6	39	3.0
<i>No Response</i>	14	--	18	--	32	--
Total	395	100.0	888	100.0	1,283	100.0

Table A.2. Primary Goal of Respondents by Degree Type and Minority Status

Primary Goal at NVCC by Award Type and Race	Occupational-Technical				Transfer			
	Minority		White		Minority		White	
	#	%	#	%	#	%	#	%
Attain an associate's degree or certificate	110	55.3	125	69.8	135	25.3	95	28.6
Transfer to a four-year college/university	49	24.6	19	10.6	386	72.3	219	66.0
Improve job skills	12	6.0	10	5.6	1	0.2	4	1.2
Attain career training in order to enter the workforce	21	10.6	18	10.1	3	0.6	1	0.3
Other	7	3.5	7	3.9	9	1.7	13	3.9
<i>No Response</i>	11	--	2	--	8	--	9	--
Total	199	100.0	179	100.0	534	100.0	332	100.0

Table A.3. Goal Changes of Respondents by Degree Type

Did Your Goal Change While Attending NOVA?	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Yes	100	25.3	184	20.7	284	22.1
No	295	74.7	704	79.3	999	77.9
<i>No Response</i>	14	--	18	--	32	--
Total	395	100.0	888	100.0	1,283	100.0

Table A.4. Goal Achievement of Respondents by Degree Type

Was Your Educational Goal Achieved?	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Yes	353	90.7	854	96.6	1,207	94.8
No	36	9.3	30	3.4	66	5.2
<i>No Response</i>	20	--	22	--	2	--
Total	389	100.0	884	100.0	1,273	100.0

Table A.5. Future Academic Goals of Respondents by Degree Type

What is the Highest Degree You Plan to Earn in the Future?	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
No Degree	47	9.8	35	4.4	82	6.5
Another Associate or Certificate	44	9.2	55	7.0	99	7.8
Bachelor	159	33.3	276	35.0	435	34.4
Master	151	31.6	303	38.5	454	35.9
Doctorate or Professional Degree	77	16.1	119	15.1	196	15.5
<i>No Response</i>	33	--	16	--	49	--
Total	478	100.0	788	100.0	1,266	100.0

Table A.6. Future Academic Goals of Respondents by Race/Ethnicity

	White		Black/African American		Hispanic/Latino		Asian		Two or More Races		Unknown or Not Specified		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No Degree	47	9.4	5	2.4	8	3.2	14	6.1	2	7.7	6	15.8	82	6.5
Associate	40	8.0	15	7.1	16	6.4	21	9.1	3	11.5	3	7.9	99	7.8
Bachelors	171	34.1	64	30.5	92	36.7	86	37.4	8	30.8	11	28.9	435	34.4
Masters	180	35.9	70	33.3	97	38.6	83	36.1	10	38.5	11	28.9	454	35.9
Doctorate etc.	64	12.7	56	26.7	38	15.1	26	11.3	3	11.5	7	18.4	196	15.5
<i>No Response</i>	20	--	4	--	11	--	10	--	1	--	3	--	49	--
Total	502	100.0	210	100.0	251	100.0	230	100.0	26	100.0	38	100.0	1,266	100.0

Table A.7. Employment Status of Respondents by Award Type

Occupational Status	A.A.		A.S.		A.A.A./A.A.S.		Cert.		Total	
	#	%	#	%	#	%	#	%	#	%
Full-Time Employment (35+ hours/week)	29	28.4	242	36.2	97	47.3	82	61.7	450	40.6
Part-Time Employment (<35 hours/week)	33	32.4	204	30.5	21	10.2	19	14.3	277	25.0
Part-Time, Seeking Full-Time Employment	9	8.8	35	5.2	28	13.7	7	5.3	79	7.1
Not Employed, Actively Seeking Employment	15	14.7	86	12.9	46	22.4	17	12.8	164	14.8
Not Employed, Not Seeking Employment	16	15.7	102	15.2	13	6.3	8	6.0	139	12.5
<i>No Response</i>	2	--	10	--	6	--	5	--	23	--
Total	102	100.0	669	100.0	205	100.0	133	100.0	1,109	100.0

Table A.8. Employment Status of Respondents by Gender

Occupational Status by Gender	Male		Female		Total	
	#	%	#	%	#	%
Full-Time Employment (35 or more hours/week)	194	45.0	256	37.8	450	40.6
Part-Time Employment (fewer than 35 hours/week)	97	22.5	180	26.5	277	25.0
Part-Time Employment but Seeking Full-Time Employment	21	4.9	58	8.6	79	7.1
Not Employed but Actively Seeking Employment	65	15.1	99	14.6	164	14.8
Not Employed and Not Actively Seeking Employment	54	12.5	85	12.5	139	12.5
<i>No Response</i>	11	--	12	--	23	--
Total	431	100.0	678	100.0	1,109	100.0

Table A.9. Employment Status of Respondents by Race/Ethnicity

Occupational Status	White		Black/African American		Hispanic/Latino		Asian		Two or More Races		Unknown/Not Specified		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
FT	175	40.0	85	45.5	102	46.6	62	30.8	8	36.4	18	52.9	450	40.6
PT	106	24.2	38	20.3	62	28.3	49	24.4	10	45.5	7	20.6	277	25.0
PT, Seeking FT	26	5.9	18	9.6	13	5.9	18	9.0	1	4.5	2	5.9	79	7.1
Not Employed, Seeking	67	15.3	25	13.4	26	11.9	40	19.9	1	4.5	3	8.8	164	14.8
Not Employed, Not Seeking	64	14.6	21	11.2	16	7.3	32	15.9	2	9.1	4	11.8	139	12.5
<i>No Response</i>	8	--	2	--	8	--	5	--	0	--	0	--	23	--
Total	438	100.0	187	100.0	219	100.0	201	100.0	22	100.0	34	100.0	1,109	100.0

Note: Groups with a sample size less than 10 are not included in the table.

Table A.10. Time at which Employed Respondents Attained Their Job by Degree Type

When Did You Obtain Your Current Job?	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Before Attending NOVA	93	38.9	175	33.6	268	35.3
While Attending NOVA	77	32.2	247	47.4	324	42.6
After Graduating from NOVA	61	25.5	83	15.9	144	18.9
After Attending NOVA	8	3.3	16	3.1	24	3.2
Total	239	100.0	521	100.0	760	100.0

Table A.11. Effect of NOVA Education on Employment Opportunities of Respondents

Did Your NOVA Education Help You Acquire Your Current Job?	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Yes	110	46.0	109	20.9	219	28.8
No	129	54.0	412	79.1	541	71.2
Total	239	100.0	521	100.0	760	100.0

Table A.12. Effect of NOVA Education on Career Advancement of Respondents by Degree Type

Did Your NOVA Education Help You (Mark All That Apply):	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Gain a Promotion	19	9.8	26	7.2	45	8.1
Get a Salary Increase in Your Job	20	10.4	52	14.4	72	13.0
Get a Better Job With a New Employer	63	32.6	71	19.7	134	24.2
Other	91	47.2	211	58.6	302	54.6
Total	193	100.0	360	100.0	553	100.0

Table A.13. Relevance of NOVA Education to Respondents Occupation by Degree Type

To What Extent is Your Current Occupation Related to Your NOVA Degree Program?	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Very Related	119	51.5	83	16.2	202	27.2
Somewhat Related	51	22.1	175	34.2	226	30.5
Not at all Related	61	26.4	253	49.5	314	42.3
Total	231	100.0	511	100.0	742	100.0

Table A.14. Extent to which a NOVA Education Prepared Respondents for the Workforce

To What Extent Did Your NOVA Degree Program Help Prepare You for Your Job?	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Prepared Me Extensively	97	42.0	54	10.6	151	20.4
It Somewhat Prepared Me	76	32.9	241	47.2	317	42.7
Did Not Prepare Me At All	58	25.1	216	42.3	274	36.9
Total	231	100.0	511	100.0	742	100.0

Table A.15. Mean Salary of Respondents by Award Type

Degree Type	Full-Time		Part-Time	
	N	Mean Salary (\$)	N	Mean Salary (\$)
A.A.	12	42,209	21	11,086
A.S.	139	39,971	124	16,830
A.A.A.	--	--	--	--
A.A.S.	65	53,582	19	19,838
Certificate	42	48,315	8	10,475

Table A.16. Educational Status of Respondents

Are You Currently Enrolled at a Two- or Four-Year College/University?	Respondents	
	#	%
Yes, I am currently enrolled at a two-year college	42	8.3
Yes, I am currently enrolled at a four-year college/university	256	50.9
I am enrolled at a postsecondary institution, but it is not a two- or four-year college	3	0.6
No, but I plan to enroll at one in the future	142	28.2
No, I am not currently enrolled at a postsecondary institution and I do not intend to in the future	60	11.9
Total	503	100.0

What is Your Current Educational Status?	Respondents	
	#	%
Full-time student (taking 12 or more credits)	211	71.0
Part-time student (taking fewer than 12 credits)	86	29.0
Total	297	100.0

When Do You Intend to Enroll at a Two- or Four-Year College?	Respondents	
	#	%
Spring 2016	46	32.6
Summer 2016	10	7.1
Fall 2016	39	27.7
Spring 2017	12	8.5
After Spring 2017	34	24.1
Total	141	100.0

Table A.17. Relevance of NOVA Program to Respondent's Current Educational Program

Is Your Present Major Related to Your NOVA Major?	Respondents	
	#	%
Yes	228	76.8
No	69	23.2
Total	297	100.0
Are You Currently Enrolled in a Bachelor's Degree Program?	Respondents	
	#	%
Yes	242	94.2
No, already completed a Baccalaureate program	8	3.1
No, stopped before graduation	0	0.0
No	7	2.7
Total	257	100.0
To What Extent is This Bachelor's Degree Program Related to Your NOVA Degree Program?*	Respondents	
	#	%
Very much	135	54.0
Somewhat	86	34.4
Very little	17	6.8
Not at all	12	4.8
Total	250	100.0
To What Extent Did Your NOVA Degree Program Prepare You for This Bachelor's Program?*	Respondents	
	#	%
Very much	132	52.8
Somewhat	89	35.6
Very little	22	8.8
Not at all	7	2.8
Total	250	100.0
Please Rate Your NOVA Education as Preparation for Your Present College Studies	Respondents	
	#	%
Excellent preparation	152	51.2
Adequate preparation	126	42.4
Inadequate preparation	19	6.4
Total	297	100.0

*Note: Only students enrolled in a postsecondary institution at the time of the survey were asked this question.

Table A.18. Satisfaction with NOVA Education, Course Availability, and Advising

Satisfaction Level	Satisfaction with Education		Satisfaction with Course Availability		Satisfaction with Advising	
	#	%	#	%	#	%
Very Much	513	50.0	399	38.9	276	26.9
Somewhat	459	44.7	522	50.8	377	36.7
Very Little	18	1.8	26	2.5	118	11.5
Not at All	26	2.5	65	6.3	156	15.2
Not Applicable	11	1.1	15	1.5	100	9.7
Total	1,027	100.0	1,027	100.0	1,027	100.0

Note: SCHEV mandated question.

Table A.19. To What Extent Did Your NOVA Degree Program Prepare You for Responsible Citizenship?

Level of Preparation	Respondents	
	#	%
Prepared Me Extensively	276	26.9
It Somewhat Prepared Me	489	47.6
Did Not Prepare Me At All	262	25.5
Total	1,027	100.0

Note: SCHEV mandated question.

Table A.20. Ease with which Respondents were Able to Transfer NOVA Credit Hours

Did You Have Any Difficulty Transferring Your NOVA Credit Hours to Your Transfer College?	Respondents	
	#	%
Yes	52	17.5
No (or not applicable)	245	82.5
Total	297	100.0

What was the Major Reason for the Difficulty in Transferring Your NOVA Credit Hours?	Respondents	
	#	%
Some credits were transferred as electives only	30	57.7
Entirely new field of study at transfer institution	2	3.8
Other	20	38.5
Total	52	100.0

Table A.21. Amount of Money Borrowed by Respondents to Finance Their NOVA Education

Money Borrowed	Respondents	
	#	%
None	632	61.5
\$1,000 of less	34	3.3
\$1,001 - \$3,000	50	4.9
\$3,001 - \$5,000	68	6.6
More than \$5,000	243	23.7
Total	1,027	100.0

Note: SCHEV mandated question.

Appendix B: Survey Instrument

NOVA Graduate Survey 2015 (Part 1)

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.

Section A: Educational Goals (display for all respondents)

Q1. What was your primary educational goal upon entering NOVA?

- A. Attain an associate's degree or certificate
- B. Transfer to a four-year college/university
- C. Improve job skills
- D. Attain career training in order to enter the workforce
- E. Other
 - a. ("Please Explain" text box will show up if E is selected)

Q2. While attending NOVA, did your primary goal ever change?

- A. Yes
- B. No

Skip Logic: If B is selected, respondent skips to Q4

Q3. What did your goal change to? (only display to respondents who answered A on Q2)

- A. Attain an associate's degree or certificate
- B. Transfer to a four-year college/university
- C. Improvement of job skills
- D. Attain career training in order to enter the workforce
- E. Other
 - a. ("Please Explain" text box will show up if E is selected)

Q4. Did you achieve your educational goals NOVA?

- A. Yes
- B. No

Q5. What is the HIGHEST degree you plan to earn in the future?

- A. I don't plan on earning any further degrees
- B. Another associate's degree or certificate
- C. Bachelor's Degree
- D. Master's Degree
- E. Doctorate or Professional Degree

Q6. Which of the following choices best describes your current occupational status? (state mandated question)

- A. Full-time (35 or more hours/week)
- B. Part-time (fewer than 35 hours/week)
- C. Part-time, but seeking full-time employment
- D. Not currently employed, but actively seeking employment
- E. Not currently employed and not actively seeking employment

Skip Logic: If employed in any capacity, respondent will skip to Section B: Current Employment Status. If E is selected respondent will skip to Section C: Assessment of College Instruction.

Q7. What form of employment are you actively seeking? (display only to respondents who answered D to Q6)

- A. Full-time (35 or more hours/week)
- B. Part-time (fewer than 35 hours/week)
- C. Either full-time or part-time

Skip Logic: No matter what choice respondents select, they will skip Section B: Current Employment Status and be taken directly to Section C: Assessment of College Instruction.

Section B: Current Employment Status (display to respondents who answered A, B, or C to Q6)

Please provide the following information about your current job (abbreviate if necessary).

Q8. What is your job title?

- A. Text box to answer question

Q9. Name of Employer, Street Address, City, State, and Zip Code

- A. Text box to answer question

Q10. When did you get your current job?

- A. Before attending NOVA
- B. While attending NOVA
- C. After graduating from NOVA
- D. After attending NOVA

Q11. Did your NOVA education help you acquire your current job?

- A. Yes
- B. No

Skip Logic: If B is selected, respondent will skip to Q13.

Q12. How did your NOVA education help you obtain your current job? (display only to respondents who answered A to Q11)

A. Text box to answer question

Q13. Did your NOVA education help you: (Mark all that apply)

A. Gain a promotion?

B. Get a salary increase in your job?

C. Get a better job with a new employer?

D. Other

a. ("Please Explain" text box will show up if D is selected)

Q14. To what extent is your current occupation related to your NOVA degree program? (state mandated question)

A. Very related

B. Somewhat related

C. Not at all related

Q15. To what extent did your NOVA degree program help prepare you for your job? (state mandated question)

A. Prepared me extensively

B. It somewhat prepared me

C. Did not prepare me at all

Q16. What is your gross annual salary (DO NOT include overtime)?

A. Text box to answer question

Section C: Assessment of College Instruction (display to all respondents)

Q17. OVERALL, to what extent were you satisfied with each of these aspects of your NOVA degree program? (state mandated question)

	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"/>

Q18. 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"/>
Using computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding international issues	<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"/>
Providing leadership	<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"/>
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"/>
Understanding fundamental scientific concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19. Based on your OVERALL experience at NOVA, please rate the quality of 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"/>

Q20. To what extent did your NOVA degree program prepare you for responsible citizenship (e.g., better informed about your community and the political process)? (state mandated question)

- A. Prepared me extensively
- B. Somewhat prepared me
- C. Did not prepare me at all

Q21. How much money in student loans did you borrow to pay for tuition, books, and other educational expenses before you graduated from community college? (state mandated question)

- A. None
- B. \$1,000 or less
- C. \$1,001 - \$3,000
- D. \$3,001 - \$5,000
- E. More than \$5,000

Section D: Assessment of College Services & Facilities (display to all respondents)

Q22. Please rate the performance of each College service and facility 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"/>
Personal counseling	<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 lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended Learning Institute (ELI)	<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"/>
Disability support for students	<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"/>
Classroom	<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"/>

	Excellent	Good	Average	Below Average	Poor	No Basis to Judge
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"/>
Learning lab 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section E: Comments (display to all respondents)

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

Q23. What was best about your NOVA education?

A. Text box for answer

Q24. What were the major problems, if any, in your NOVA experience?

A. Text box for answer

Q25. How can NOVA improve its instruction and services?

A. Text box for answer

NOVA Graduate Survey 2015 Part 2

Please answer all of the questions in this short survey. For each question, choose or write-in the answer that best describes your situation.

Section A: Current Educational Status (display for all respondents)

Q1. Are you currently enrolled at a two- or four-year college/university?

- A. Yes, I am currently enrolled at a two-year college
- B. Yes, I am currently enrolled at a four-year college/university
- C. I am enrolled at a postsecondary institution, but it is not a two- or four-year college
- D. No, but I plan to enroll at one in the future
- E. No, I am not currently enrolled at a postsecondary institution and I do not intend to in the future

Skip Logic: If D is selected, respondent will skip to Q12. If E is selected, respondent will skip to Q14)

Q2. [Display only if A, B, or C are selected for Q1] What is your current educational status?

- A. Full-time student (Taking 12 or more credits)
- B. Part-time student (Taking fewer than 12 credits)

Q3. [Display only if A, B, or C are selected for Q1] What is the name of the college/university you presently attend?

- A. Free response text box

Q4. [Display only if A, B, or C are selected for Q1] What is your present major or field of study?

- A. Free response text box

Q5. [Display only if A, B, or C are selected for Q1] Is your present major:

- A. Related to your NOVA major
- B. Not related to your NOVA major

Q6. [Display only if A, B, or C are selected for Q1] Are you currently pursuing a bachelor's degree? (state mandated question)

- A. Yes
- B. Yes, completed a baccalaureate program
- C. Yes, but stopped before graduation
- D. No

Skip Logic: If D is selected, respondent will skip directly to Q9.

Q7. [Display only if A, B, or C are selected for Q6] To what extent is this bachelor's degree program related to your NOVA degree program? (state mandated question)

- A. Very much
- B. Somewhat
- C. Very little
- D. Not at all

Q8. [Display only if A, B, or C are selected for Q6] To what extent did your NOVA degree program prepare you for this bachelor's program? (display only to respondents who answered B to Q1) (state mandated question)

- A. Very much
- B. Somewhat
- C. Very little
- D. Not at all

Q9. [Display only if A, B, or C are selected for Q1] Please rate your NOVA education as preparation for your present college studies:

- A. Excellent preparation
- B. Adequate preparation
- C. Inadequate preparation

Q10. [Display only if A, B, or C are selected for Q1] Did you have any difficulty transferring your NOVA credit hours to your transfer college?

- A. No (or not applicable)
- B. Yes

Skip logic: If A is selected, skip to Q13.

Q11. [Display only if B is selected for Q10] What was the major reason for the difficulty in transferring your NOVA credit hours?

- A. Some credits were transferred as electives only
- B. Entirely new field of study at transfer institution

C. Other [free response text box]

Skip logic: No matter what the answer choice, skip to Q13.

Q12. [Display only if D is selected for Q1] When do you intend to enroll at a two- or four-year college

- A. Spring 2016
- B. Summer 2016
- C. Fall 2016
- D. Spring 2017
- E. After Spring 2017

Q13. [Display only if A, B, C, or D selected for Q1] What is the HIGHEST degree you plan to earn in the future?

- A. Another associate's degree or certificate
- B. Bachelor's degree
- C. Master's degree
- D. Doctorate or professional degree
- E. None

Section B: Current Occupational Status

Q14. Which of the following choices best describes your current occupational status?

- A. Full-time (35 or more hours/week)
- B. Part-time (fewer than 35 hours/week)
- C. Part-time, but currently seeking full-time employment
- D. Not currently employed, but actively seeking employment
- E. Not currently employed and not actively seeking employment

Skip logic: If A, B, or C is selected skip to Q16. If E is selected, skip to Q25.

Q15. [Display only if D is selected for Q14] Which form of employment are you actively seeking?

- A. Full-time (35 or more hours/week)
- B. Part-time (fewer than 35 hours/week)
- C. Either full-time or part-time

Skip logic: No matter what the answer, skip to Q25.

Q16. [Display only if A, B, or C is selected for Q14] When did you get your current job?

- A. Before attending NOVA

- B. While attending NOVA
- C. After graduating from NOVA
- D. After attending NOVA

Q17. [Display only if A, B, or C is selected for Q14] Did your NOVA education help you acquire your current job?

- A. Yes
- B. No

Skip logic: If B is selected, skip to Q19.

Q18. [Display only if A is selected for Q17] How did your NOVA education help you obtain your current job?

- A. Free-response text box

Q19. [Display only if A, B, or C is selected for Q14] To what extent is your current occupation related to your NOVA degree program?

- A. Very related
- B. Somewhat related
- C. Not at all related

Q20. [Display only if A, B, or C is selected for Q14] To what extent did your NOVA degree program help prepare you for your job?

- A. Prepared me extensively
- B. It somewhat prepared me
- C. Did not prepare me at all

Q21. [Display only if A, B, or C is selected for Q14] Did your NOVA education help you: (Mark all that apply)

- A. Gain a promotion?
- B. Get a salary increase in your job?
- C. Get a better job with a new employer?
- D. Other (please explain)
 - a. Free-response text box

Q22. [Display only if A, B, or C is selected for Q14] What is your job title?

- A. Free-response text box

Q23. [Display only if A, B, or C is selected for Q14] Name of employer, street address, city, state, and zip code:

- A. Free-response text box

Q24. [Display only if A, B, or C is selected for Q14] What is your gross annual salary (DO NOT include overtime)?

- A. Free-response text box

Section C: Goals at NOVA

Q25. What was your primary educational goal upon entering NOVA?

- A. Attain an associate's degree or certificate
- B. Transfer to a four-year college/university
- C. Improve jobs skills
- D. Attain career training in order to enter the workforce
- E. Other (please explain)
 - a. Free-response text box

Q26. While attending NOVA, did your primary goal ever change?

- A. Yes
- B. No

Skip logic: if B is selected, skip to Q28.

Q27. [Display only if A is selected for Q26] What did your goal change to?

- A. Attain an associate's degree or certificate
- B. Transfer to a four-year college/university
- C. Improvement of job skills
- D. Attain career training in order to enter the workforce
- E. Other (please explain)
 - a. Free-response text box

Q28. Did you achieve your educational goals at NOVA?

- A. Yes
- B. No

NOVA Mission and Strategic Goals

Mission

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College 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.

Strategic Goals

- I. **STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. **ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. **TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. **EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. **LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. **PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. **RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. **EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.

NOVA

**Northern Virginia
Community College**

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