

# Survey of Entering Student Engagement (SENSE) Special Focus Module – Academic Advising and Planning Fall 2015

Research Report No. 39-16

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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## Executive Summary

This Report presents NOVA students' responses to a supplemental portion of the Survey of Entering Student Engagement (SENSE) that includes 12 items related to **academic advising and planning**. An examination of the overall results and demographic breakdowns of NOVA student responses revealed the following major findings:

- The majority of students felt that the enrollment process had been clearly explained to them (Item 1). However, the following individual groups reported lower levels of agreement with this item than their counterparts: female, part-time, Black, White, developmental, and non-first generation to college.
- Although the majority of students reported receiving a clear explanation of the College's placement testing policies (Item 2), male students reported this less frequently than any other group.
- Asian, Hispanic, and first-generation students were more likely to report receiving assistance from college staff in designing a course sequence (Item 3).
- While the majority of students reported that core courses and degree and transfer requirements were explained to them (Item 4), White and female students reported this less frequently than other groups.
- Female, Black, White, part-time, developmental, and non-first generation students were less likely to agree that college staff stressed the importance of degree completion (Item 5).
- Fewer than half of respondents reported that someone had informed them of resources to support them if they were considering dropping out (Item 6).
- Asian and Black students were more likely than Hispanic or White students to report that the consequences of receiving poor grades had been clearly explained to them (Item 7).
- Male, full-time, Asian, and first generation students were more likely to report participating in advising as part of a course (Item 8).
- More than 50 percent of each demographic group agreed or strongly agreed that college staff had explained how much time they needed to spend preparing and studying for their courses (Item 9).
- Within each demographic group, less than 50 percent of students agreed or strongly agreed that they had been advised whether their major was in a high-demand occupation or field (Item 10). Disagreement was highest among female, White, and non-first generation students.
- Overall, only 29 percent of students reported that college staff discussed their future earning potential with them (Item 11).
- The majority (52 percent) of students disagreed or strongly disagreed that a college staff member talked to them about the best geographic locations for jobs in their field (Item 12). Disagreement was highest among female and Hispanic students.

## Introduction

This Report presents NOVA students' responses to questions in the Special Focus Module of the Survey of Entering Student Engagement (SENSE). The module focuses on academic advising and planning.

### ***What is SENSE?***

- The Survey of Entering Student Engagement (SENSE) is an annual nation-wide survey conducted by the Center for Community College Student Engagement (CCCSE) to explore institutional practices and new students' experiences in the earliest weeks of college.
- These data can help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year.
- SENSE is administered in class during the fourth and fifth weeks of the fall academic term to students in courses randomly selected from those most likely to enroll entering students.

### ***In This Report***

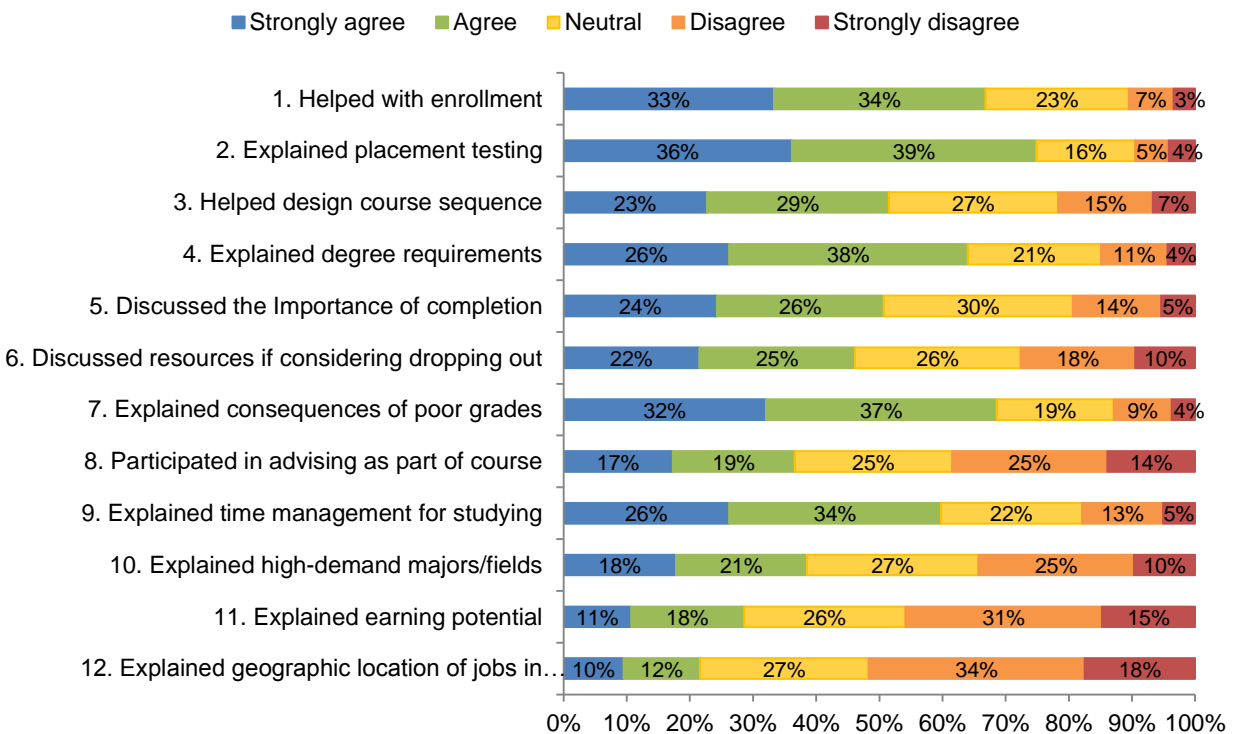
- In Fall 2015, **963** NOVA students participated in the survey.
- This Report presents NOVA students' responses to a supplemental portion of the survey that includes 12 items related to **academic advising and planning**.
- For each item, students responded using the following five-point scale:  
**1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree**
- For the purposes of this report, it is assumed that responses reflect students' experience and level of satisfaction with the advising and planning services and supports described in each survey item.

## SENSE Special Focus Module: College-Wide Responses

Overall, NOVA received a majority of positive responses (more than 50 percent **agreed** or **strongly agreed**) on six of the 12 survey items. NOVA students most strongly agreed with item 2, “A college staff member clearly explained how my placement test scores were used to determine if I was ready for college-level courses or needed to take courses to help me become college ready.” Seventy-five percent of students either agreed or strongly agreed with the statement, suggesting that NOVA’s placement testing policies were clearly communicated to many students. In addition, 69 percent of respondents either agreed or strongly agreed with the statement, “A college staff member clearly explained consequences of receiving poor grades (academic probation, potential loss of financial assistance or scholarships, etc.).”

More than 50 percent of respondents **disagreed** or **strongly disagreed** on only one of the 12 survey items – item 12, “A college staff member helped me to understand where (geographic location) I am likely to find employment in my selected major/career field.” On this item, 34 percent disagreed and 18 percent strongly disagreed.

**Figure 1. SENSE Special Focus Module: Overall Breakdown of Responses**



Note: The complete text of the survey items can be found in Table A.1. in the appendix.

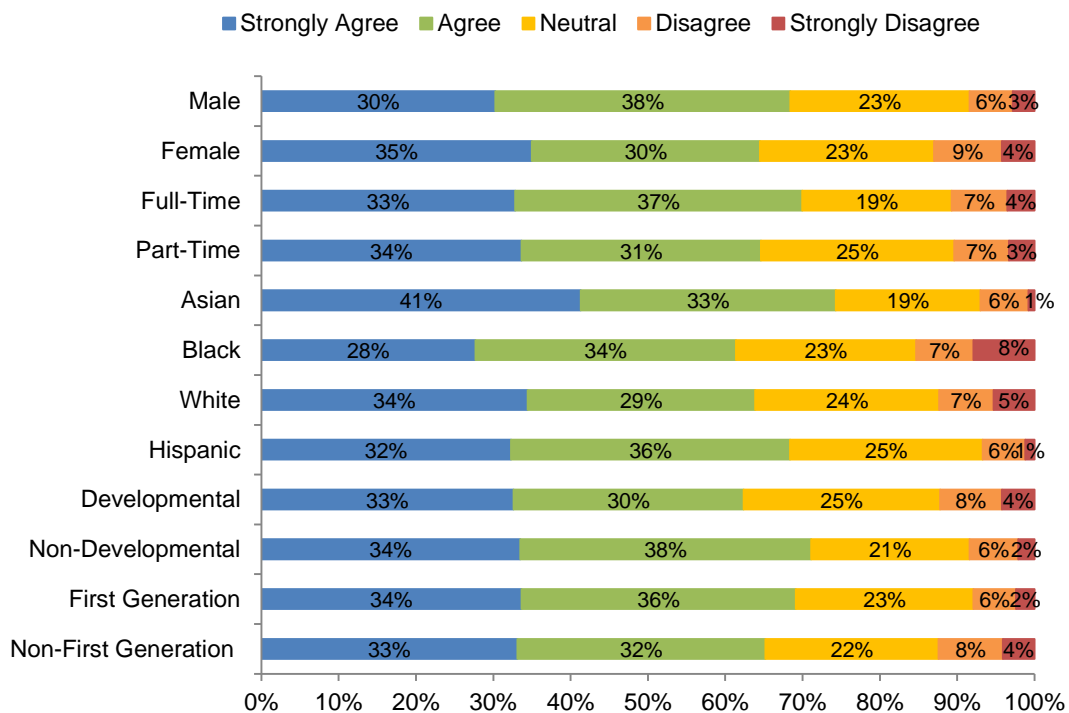
## SENSE Special Focus Module: Responses by Student Demographics

**Item 1: A college staff member spent enough time with me to help me understand the process of enrolling in and attending this college.**

Student responses indicate that the majority of students felt that the enrollment process had been clearly explained to them. However, female, part-time, Black, White, developmental, and non-first generation students reported lower levels of agreement with this item than other groups.

- Sixty-eight percent of male students agreed or strongly agreed with this statement, compared to 65 percent of female students.
- Full-time students were more likely to report receiving sufficient support in the enrollment process than part-time students, with 70 percent agreeing or strongly agreeing, compared to 65 percent of part-time students.
- Seventy-four percent of Asian students agreed or strongly agreed, compared to 62 percent of Black students.
- Non-developmental students were more likely than developmental students to agree or strongly agree (72 percent versus 63 percent).
- First generation students reported higher levels of satisfaction with the help they received than non-first generation students (70 percent versus 65 percent).

**Figure 2. Responses to Item 1 by Student Demographics**



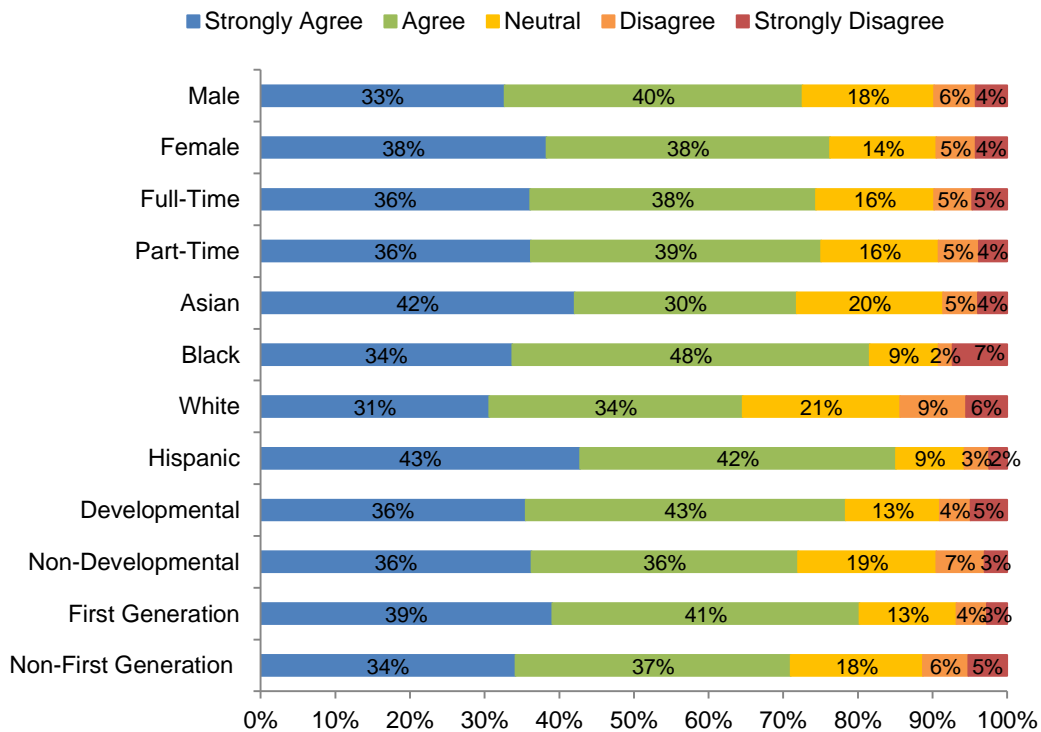


**Item 2: A college staff member clearly explained how my placement test scores were used to determine if I was ready for college-level courses or needed to take courses to help me become college ready.**

Although the majority of students reported receiving a clear explanation of the College’s placement testing policies, White students reported this less frequently than other groups.

- Female students were more likely to agree or strongly agree with this item (76 percent) than male students (73 percent).
- Responses of full- and part-time students were nearly identical for this item.
- Only 65 percent of White students agreed or strongly agreed that the placement testing policy was explained clearly to them, in contrast to 85 percent of Hispanic students.
- Agreement with this item was higher among students who enrolled in developmental courses (79 percent) than those who did not (72 percent). This may be due to the fact that students who placed into developmental courses would, by definition, have spent more time discussing placement test results with their advisor or other college staff.

**Figure 3. Responses to Item 2 by Student Demographics**

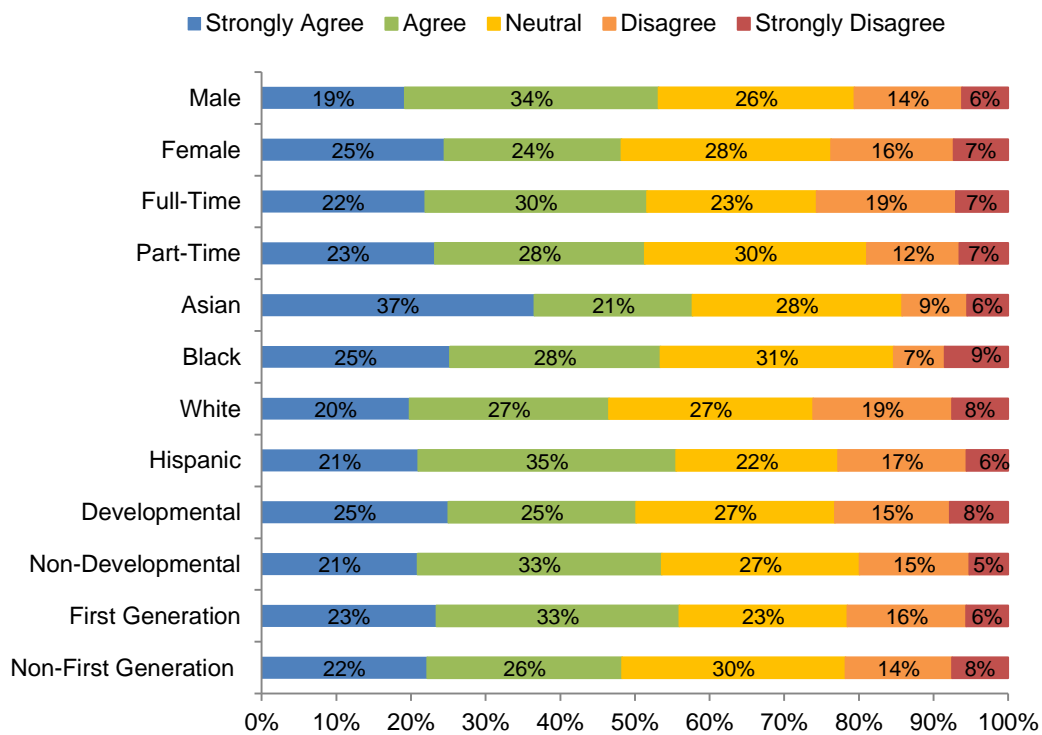


**Item 3: A college staff member helped me to design a course sequence that showed how long it would take to attain my educational goals.**

Asian, Hispanic, and first-generation students were more likely to report receiving assistance from college staff in designing a course sequence.

- Male students were slightly more likely than female students (53 percent versus 49 percent) to report having received help from college staff in designing a course sequence and timeline.
- Asian and Hispanic students more frequently reported receiving assistance than Black or White students. In fact, 27 percent of White students disagreed or strongly disagreed with this item, and fewer than half of White students (47 percent) agreed or strongly agreed.
- First-generation students were more likely to agree or strongly agree with this item than non-first generation students (56 percent versus 48 percent).

**Figure 4. Responses to Item 3 by Student Demographics**

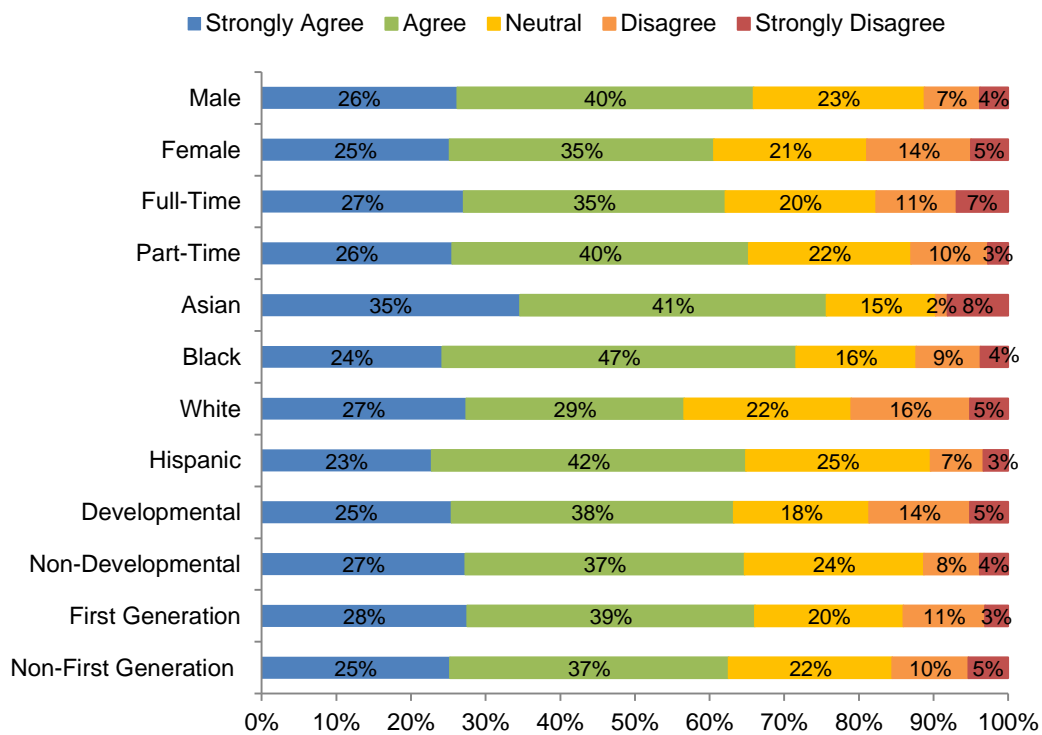


**Item 4: A college staff member clearly explained core courses and other requirements for completing a certificate/degree, or for transferring to another college/university.**

While the majority of students reported that core courses and degree and transfer requirements were explained to them, White and female students agreed or strongly agreed with this item less frequently than other groups.

- Male students were slightly more likely than female students to report that core courses and degree requirements were explained clearly to them (66 percent versus 60 percent).
- White students reported receiving guidance on core courses and degree requirements less frequently than other racial/ethnic groups. While 76 percent of Asian students, 71 percent of Black students, and 65 percent of Hispanic students agreed or strongly agreed with this item, only 56 percent of White students did so.
- Responses were fairly similar in terms of enrollment status, developmental status, and first generation status.

**Figure 5. Responses to Item 4 by Student Demographics**

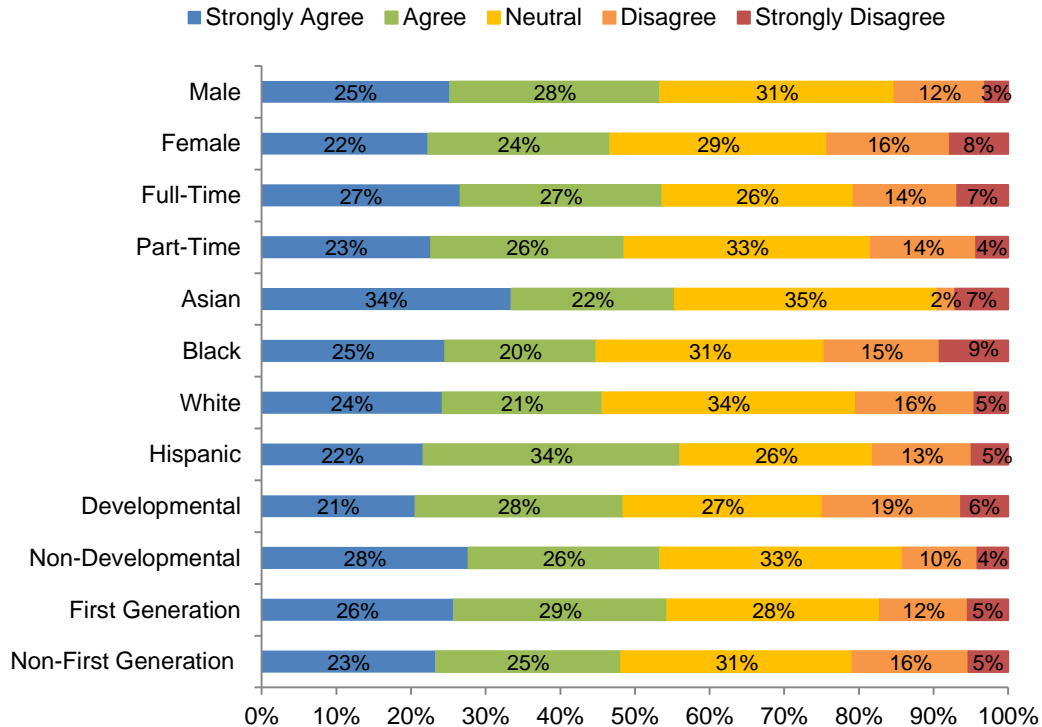


**Item 5: A college staff member talked with me about the importance of completing a certificate or degree.**

The demographic breakdown of responses to item 5 suggests that the importance of degree completion may not have been as strongly emphasized to female, part-time, Black, White, developmental and non-first-generation-to-college students compared to their counterparts.

- Female students were less likely than male students to report that college staff talked to them about the importance of completing a degree. Twenty-four percent of female students disagreed or strongly disagreed with this item compared to 15 percent of male students.
- Among full-time students, 54 percent agreed or strongly agreed that college staff had emphasized the importance of completing a degree, compared to 49 percent of part-time students.
- Fifty-six percent of Asian and Hispanic students agreed or strongly agreed with this item; this rate was 11 percentage points higher than that of Black and White students (45 percent). In fact, a higher percentage of Asian students strongly agreed with this item (34 percent) than any other demographic group.
- Twenty-five percent of developmental students disagreed or strongly disagreed with this statement compared to 14 percent of non-developmental students.

**Figure 6. Responses to Item 5 by Student Demographics**

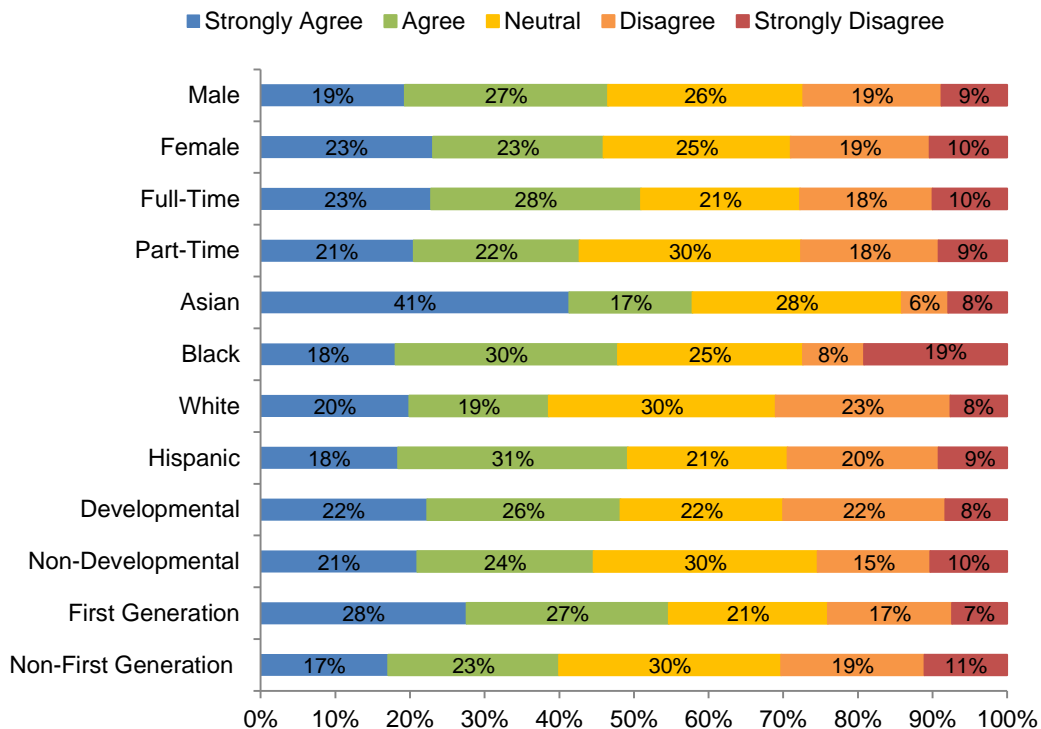


**Item 6: A college staff member clearly explained to me where to find help if I were considering dropping out of or withdrawing from the college.**

Overall, fewer than half of respondents reported that someone had informed them of resources if they were considering dropping out. Responses to this item varied widely by race/ethnicity, enrollment status, and first generation status.

- Male and female students' responses to this item were similar, with 46 percent of each group agreeing or strongly agreeing; however, female students were slightly more likely to strongly agree with this item than male students.
- Over half of full-time students (51 percent) agreed or strongly agreed with this item, compared to 43 percent of part-time students, suggesting that part-time students may have received less guidance than full-time students on what to do if they were considering dropping out.
- Forty-one percent of Asian students strongly agreed with the item, compared to 20 percent of White students, and 18 percent of Black and Hispanic students.
- Forty percent of non-first generation students agreed or strongly agreed with the item compared to 55 percent of first generation students.

**Figure 7. Responses to Item 6 by Student Demographics**

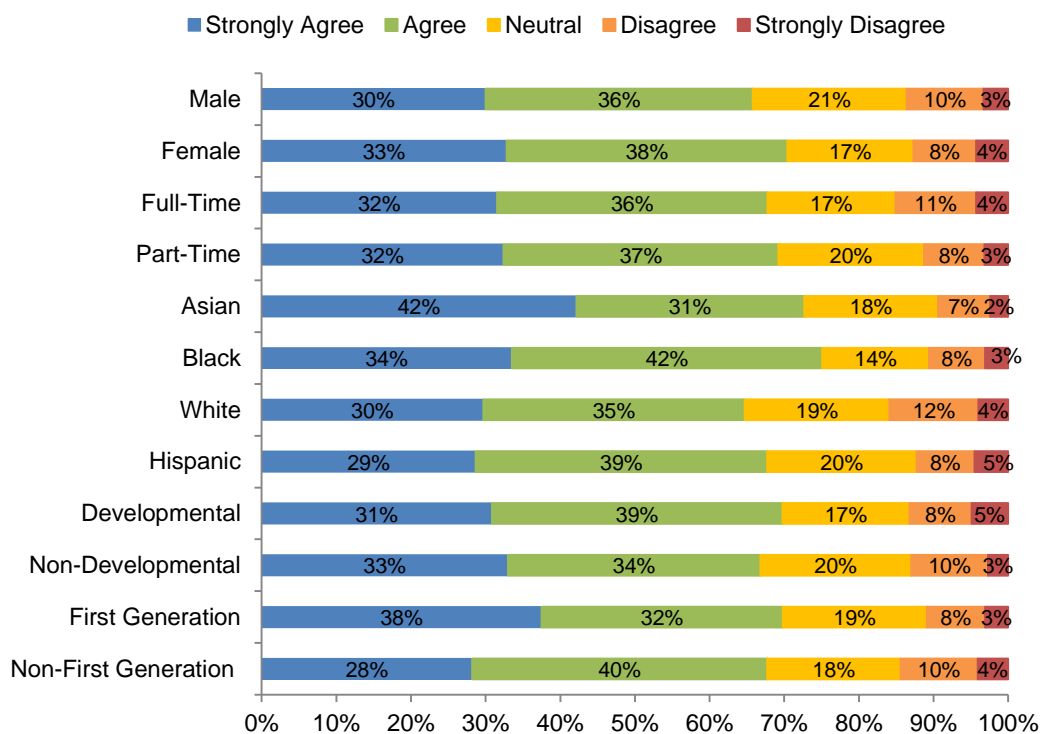


**Item 7: A college staff member clearly explained consequences of receiving poor grades (academic probation, potential loss of financial assistance or scholarships, etc.).**

Female, Asian, and Black students were more likely to report that the consequences of receiving poor grades had been clearly explained to them. Responses were fairly similar regardless of enrollment status, developmental status, and first generation status.

- Female students were slightly more likely than male students to report that the consequences of low grades had been clearly explained to them (71 percent versus 66 percent).
- Among all the demographic categories, Black students were most likely to agree or strongly agree (76 percent) with this item.
- Within the racial/ethnic category, the largest proportion of students who strongly agreed with the item were Asian students (42 percent).
- In contrast, White students were more likely than other racial/ethnic groups to disagree or strongly disagree with this item (16 percent).

**Figure 8. Responses to Item 7 by Student Demographics**

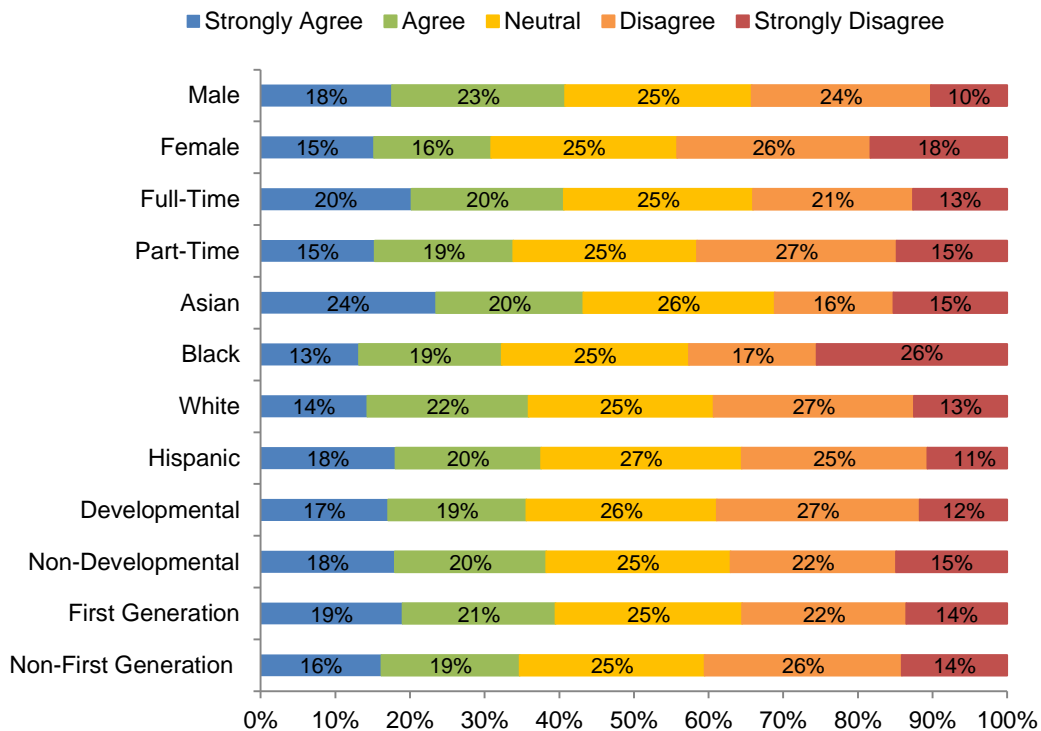


**Item 8: I participated/am currently participating in academic advising and planning as part of one of my courses.**

Across all demographic groups, between 25 and 27 percent of students said they were “Neutral” on this item. In general, male, full-time, Asian, and first generation students were more likely to report participating in advising as part of a course.

- While 41 percent of male students agreed or strongly agreed that academic advising was part of one of their courses, only 31 percent of female students did so.
- Similarly, 40 percent of full-time students agreed or strongly agreed, compared to 34 percent of part-time students.
- Among the racial/ethnic groups, Asian students were most likely to agree or strongly agree (44 percent) with this item, while Black students were most likely to disagree or strongly disagree (43 percent).
- Forty percent of first generation students agreed or strongly agreed that advising was part of one of their courses compared to 35 percent of non-first generation students.

**Figure 9. Responses to Item 8 by Student Demographics**

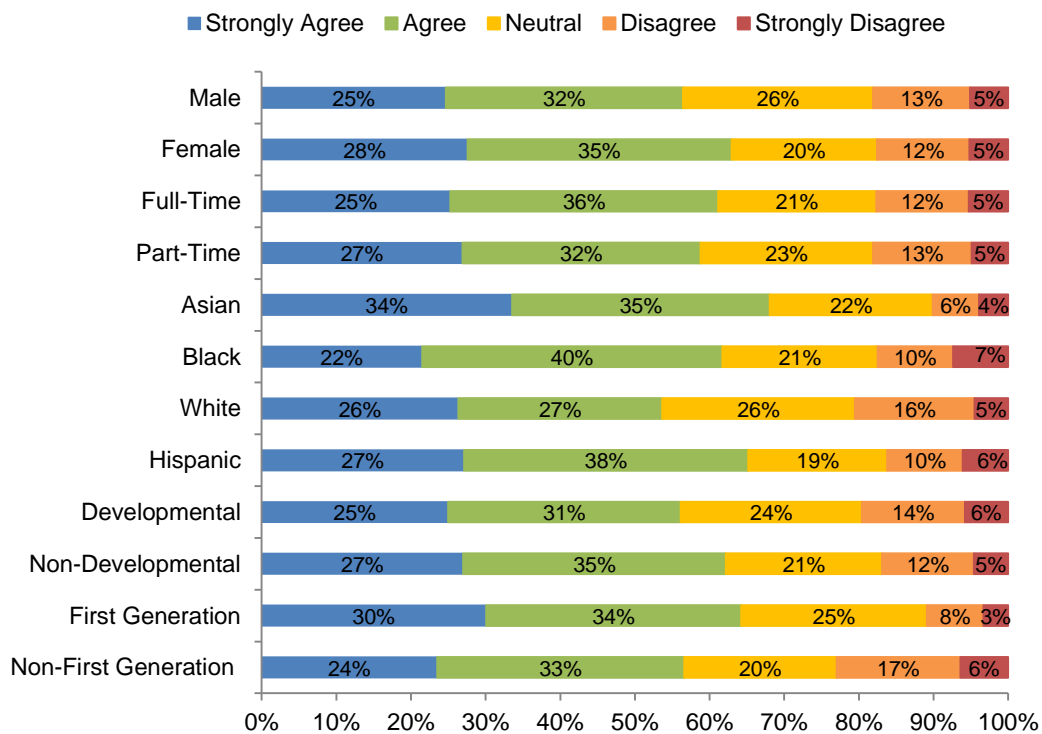


**Item 9: A college staff member helped me to understand approximately how many hours outside of class (per week) I need to spend preparing and studying for each course I am taking.**

Overall, most students (60 percent) felt that college staff had explained how much time they needed to spend preparing and studying for their courses. In fact, more than 50 percent of each demographic group agreed or strongly agreed with this item.

- Female students were more likely to agree or strongly agree (63 percent) with this statement than male students (57 percent).
- Asian students were more likely to agree or strongly agree than any other demographic group (69 percent).
- Sixty-two percent of non-developmental students agreed or strongly agreed compared to 56 percent of developmental students.
- Non-first generation students had the highest percentage of students who disagreed or strongly disagreed with this item (23 percent).

**Figure 10. Responses to Item 9 by Student Demographics**



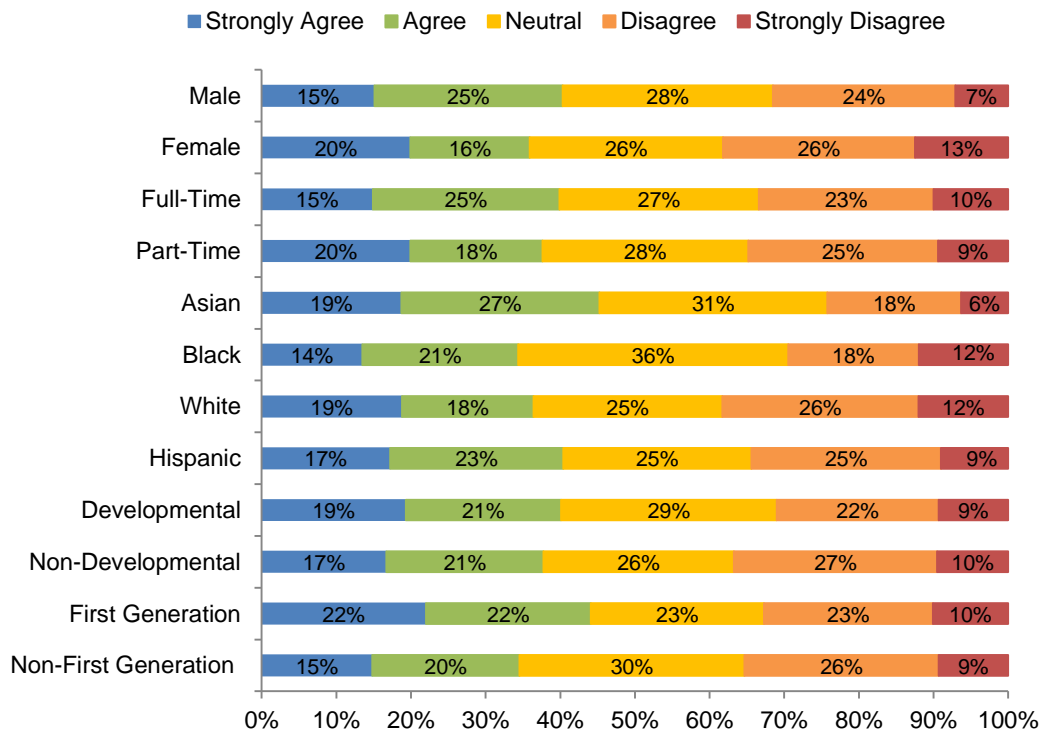


**Item 10: A college staff member helped me to understand whether my selected major or career is in a high-demand occupation/field (a field in which numerous jobs are expected to be available).**

Less than half of students within each demographic group indicated agreement with this statement. Disagreement with this item was highest among female (39 percent), White (38 percent), and non-first generation (35 percent) students.

- Rates of agreement and disagreement were similar for full- and part-time students.
- Forty-six percent of Asian students and 40 percent of Hispanic students agreed or strongly agreed, compared to 37 percent of White students and 35 percent of Black students.
- Non-developmental students were more likely to disagree or strongly disagree with this item (37 percent) than developmental students (31 percent).
- Among non-first generation students, 35 percent agreed or strongly agreed, compared to 44 percent of first generation students.

**Figure 11. Responses to Item 10 by Student Demographics**

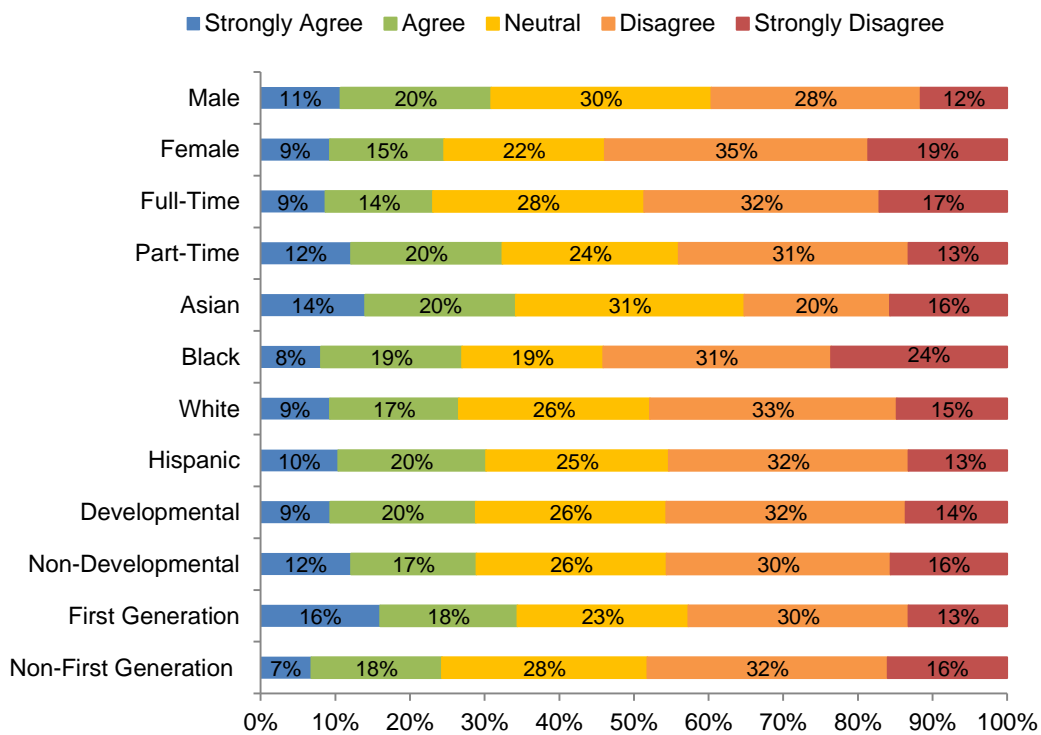


**Item 11: A college staff member helped me to understand how much money I am likely to earn through a job in my selected major/career field.**

Overall, only 29 percent of students reported that someone from the College discussed their future earning potential with them. Agreement was highest among part-time (32 percent), Asian (34 percent), and first generation (34 percent) students.

- More than half of female students (54 percent) and Black students (55 percent) disagreed or strongly disagreed that a college staff member had talked to them about the earning potential of jobs in their major or field.
- Only 23 percent of full-time students agreed or strongly agreed with this item, compared to 32 percent of part-time students.
- Responses were similar among developmental and non-developmental students.
- Non-first generation students were less likely to agree or strongly agree (25 percent) than first generation students (34 percent).

**Figure 12. Responses to Item 11 by Student Demographics**

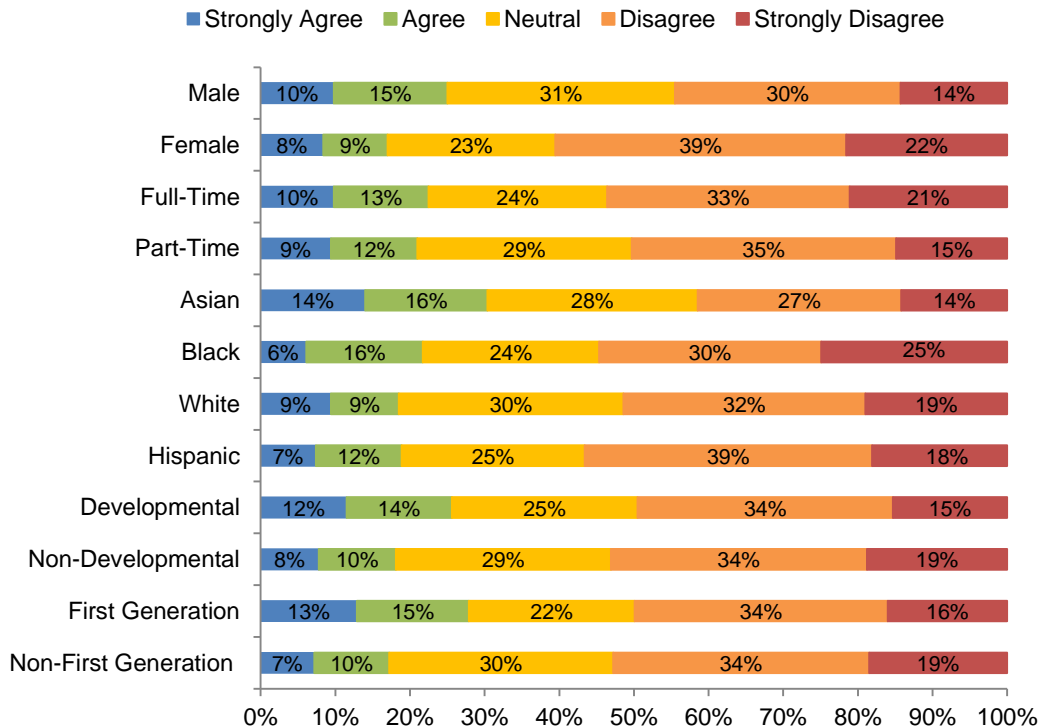


**Item 12: A college staff member helped me to understand where (geographic location) I am likely to find employment in my selected major/career field.**

The majority (52 percent) of students disagreed or strongly disagreed that a College staff member talked to them about the best geographic locations for jobs in their field. Disagreement was highest among female (61 percent) and Hispanic students (57 percent) and lowest among Asian (41 percent) and male students (44 percent).

- Only 17 percent of female students agreed or strongly agreed, compared to 25 percent of male students.
- Similarly, 17 percent of non-first generation students agreed or strongly agreed, compared to 28 percent of first generation students.
- Developmental students were more likely to agree or strongly agree (26 percent) than non-developmental students (18 percent).

**Figure 13. Responses to Item 12 by Student Demographics**



## Appendix. Data Tables

**Table A.1. List of Special Focus Module Survey Items**

Survey Items	
1	A college staff member spent enough time with me to help me understand the process of enrolling in and attending this college.
2	A college staff member clearly explained how my placement test scores were used to determine if I was ready for college-level courses or needed to take courses to help me become college ready.
3	A college staff member helped me to design a course sequence that showed how long it would take to attain my educational goals.
4	A college staff member clearly explained core courses and other requirements for completing a certificate/degree, or for transferring to another college/university.
5	A college staff member talked with me about the importance of completing a certificate or degree.
6	A college staff member clearly explained to me where to find help if I were considering dropping out of or withdrawing from college.
7	A college staff member clearly explained consequences of receiving poor grades (academic probation, potential loss of financial assistance or scholarships, etc.).
8	I participated/am currently participating in academic advising and planning as part of one of my courses.
9	A college staff member helped me to understand approximately how many hours outside of class (per week) I need to spend preparing and studying for each course I am taking.
10	A college staff member helped me to understand whether my selected major or career is in a high-demand occupation/field (a field in which numerous jobs are expected to be available).
11	A college staff member helped me to understand how much money I am likely to earn through a job in my selected major/career field.
12	A college staff member helped me to understand where (geographic location) I am likely to find employment in my selected major/career field.

**Table A.2. Item 1: A college staff member spent enough time with me to help me understand the process of enrolling in and attending college.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	324	98	30.3	124	38.2	75	23.2	18	5.6	9	2.8
Female	319	112	35.0	94	29.5	72	22.5	28	8.8	13	4.2
<b>Enrollment Status</b>											
Full-Time	512	168	32.8	190	37.1	99	19.3	37	7.2	18	3.5
Part-Time	184	62	33.7	57	31.0	46	25.0	13	7.1	6	3.3
<b>Race/Ethnicity</b>											
American Indian	8	0	-	3	33.3	3	33.3	3	33.3	0	-
Asian	68	28	41.3	23	33.0	13	18.7	4	6.2	1	0.8
Native Hawaiian	3	1	20.3	2	79.7	0	-	0	-	0	-
Black	87	24	27.7	29	33.7	20	23.3	6	7.4	7	7.9
White	212	73	34.4	62	29.4	51	23.8	15	7.0	11	5.3
Hispanic	224	72	32.3	81	36.1	56	24.9	12	5.5	3	1.2
Other	49	14	29.4	20	40.2	8	16.3	6	11.9	1	2.2
<b>Developmental Status</b>											
Developmental	313	102	32.6	93	29.7	80	25.4	25	8.0	13	4.2
Non-Developmental	340	114	33.5	128	37.6	70	20.5	21	6.3	7	2.1
<b>First Generation Status</b>											
First Generation	273	92	33.7	97	35.5	63	23.0	15	5.5	6	2.4
Non-First Generation	391	129	33.1	126	32.1	88	22.4	32	8.3	16	4.1
<b>College-Wide</b>	<b>664</b>	<b>221</b>	<b>33.3</b>	<b>223</b>	<b>33.5</b>	<b>151</b>	<b>22.7</b>	<b>47</b>	<b>7.1</b>	<b>22</b>	<b>3.4</b>

**Table A.3. Item 2: A college staff member clearly explained how my placement test scores were used to determine if I was ready for college-level courses or needed to take courses to help me become college ready.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	326	107	32.7	130	39.9	58	17.6	18	5.6	14	4.2
Female	319	122	38.3	121	38.0	45	14.2	17	5.3	13	4.2
<b>Enrollment Status</b>											
Full-Time	512	185	36.1	196	38.3	81	15.8	26	5.1	24	4.7
Part-Time	185	67	36.2	72	38.9	29	15.7	10	5.4	7	3.8
<b>Race/Ethnicity</b>											
American Indian	8	0	-	3	40.1	3	33.3	2	26.6	0	-
Asian	68	29	42.1	20	29.8	13	19.6	3	4.7	3	3.9
Native Hawaiian	3	0	-	1	20.3	2	79.7	0	-	0	-
Black	87	29	33.7	42	47.9	8	9.2	2	1.9	6	7.3
White	212	65	30.6	72	33.9	45	21.1	19	8.8	12	5.5
Hispanic	226	97	42.8	96	42.3	21	9.2	7	3.3	5	2.4
Other	49	14	29.4	20	41.3	11	21.7	2	4.3	2	3.3
<b>Developmental Status</b>											
Developmental	313	111	35.5	134	42.9	39	12.6	13	4.1	15	4.9
Non-Developmental	342	124	36.3	122	35.7	63	18.5	22	6.5	10	3.0
<b>First Generation Status</b>											
First Generation	275	107	39.1	113	41.2	36	13.0	11	4.1	7	2.7
Non-First Generation	391	134	34.2	144	36.9	69	17.7	24	6.1	20	5.2
<b>College-Wide</b>	<b>667</b>	<b>241</b>	<b>36.2</b>	<b>258</b>	<b>38.7</b>	<b>105</b>	<b>15.7</b>	<b>35</b>	<b>5.3</b>	<b>28</b>	<b>4.2</b>

**Table A.4. Item 3: A college staff member helped me to design a course sequence that showed how long it would take to attain my educational goals.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	325	62	19.2	111	34.0	85	26.2	47	14.4	20	6.2
Female	319	78	24.5	76	23.7	90	28.1	52	16.4	23	7.3
<b>Enrollment Status</b>											
Full-Time	511	112	21.9	152	29.7	116	22.7	95	18.6	36	7.0
Part-Time	185	43	23.2	52	28.1	55	29.7	23	12.4	12	6.5
<b>Race/Ethnicity</b>											
American Indian	8	1	6.8	2	26.6	3	33.3	3	33.3	0	-
Asian	68	25	36.6	14	21.2	19	28.1	6	8.7	4	5.5
Native Hawaiian	3	0	-	3	100.0	0	-	0	-	0	-
Black	87	22	25.2	24	28.2	27	31.2	6	6.8	7	8.5
White	212	42	19.8	56	26.7	58	27.3	39	18.6	16	7.5
Hispanic	226	47	21.0	78	34.6	49	21.7	39	17.2	13	5.6
Other	48	9	17.6	12	24.2	17	35.1	6	13.2	5	9.9
<b>Developmental Status</b>											
Developmental	313	78	25.0	79	25.2	83	26.6	48	15.4	24	7.8
Non-Developmental	342	71	20.9	112	32.7	90	26.5	50	14.7	18	5.2
<b>First Generation Status</b>											
First Generation	275	64	23.4	89	32.5	62	22.5	44	15.9	15	5.6
Non-First Generation	391	87	22.2	102	26.1	117	29.9	56	14.3	29	7.5
<b>College-Wide</b>	<b>666</b>	<b>151</b>	<b>22.7</b>	<b>192</b>	<b>28.8</b>	<b>179</b>	<b>26.8</b>	<b>100</b>	<b>15.0</b>	<b>45</b>	<b>6.7</b>

**Table A.5. Item 4: A college staff member clearly explained core courses and other requirements for completing a certificate/degree, or for transferring to another college/university.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	323	85	26.2	128	39.7	74	22.9	24	7.4	12	3.8
Female	319	80	25.2	113	35.4	65	20.5	44	13.9	16	5.0
<b>Enrollment Status</b>											
Full-Time	510	138	27.1	179	35.1	103	20.2	55	10.8	35	6.9
Part-Time	184	47	25.5	73	39.7	40	21.7	19	10.3	5	2.7
<b>Race/Ethnicity</b>											
American Indian	8	0	-	5	59.9	3	33.3	1	6.8	0	-
Asian	66	23	34.6	27	41.1	10	14.6	1	1.6	5	8.1
Native Hawaiian	3	0	-	1	20.3	0	-	2	79.7	0	-
Black	86	21	24.2	41	47.4	14	16.1	7	8.6	3	3.7
White	211	58	27.4	62	29.2	47	22.4	34	15.9	11	5.1
Hispanic	226	52	22.8	95	42.1	56	24.7	16	7.1	7	3.3
Other	49	12	24.0	19	38.0	8	16.3	8	16.2	3	5.5
<b>Developmental Status</b>											
Developmental	311	79	25.4	118	37.8	56	18.1	42	13.5	16	5.1
Non-Developmental	342	93	27.3	128	37.4	82	24.0	26	7.5	13	3.8
<b>First Generation Status</b>											
First Generation	272	75	27.5	105	38.5	54	19.9	30	10.9	9	3.1
Non-First Generation	391	99	25.2	146	37.3	86	21.9	40	10.2	21	5.3
<b>College-Wide</b>	<b>663</b>	<b>174</b>	<b>26.2</b>	<b>251</b>	<b>37.8</b>	<b>140</b>	<b>21.1</b>	<b>70</b>	<b>10.5</b>	<b>29</b>	<b>4.4</b>

**Table A.6. Item 5: A college staff member talked with me about the importance of completing a certificate or degree.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	325	82	25.2	92	28.1	102	31.4	39	12.1	10	3.1
Female	319	71	22.3	78	24.3	93	29.1	52	16.4	25	7.8
<b>Enrollment Status</b>											
Full-Time	511	136	26.6	138	27.0	131	25.6	71	13.9	35	6.8
Part-Time	185	42	22.7	48	25.9	61	33.0	26	14.1	8	4.3
<b>Race/Ethnicity</b>											
American Indian	8	1	6.8	2	26.6	3	33.3	3	33.3	0	-
Asian	68	23	33.5	15	21.9	24	35.2	2	2.4	5	7.1
Native Hawaiian	3	2	79.7	1	20.3	0	-	0	-	0	-
Black	87	21	24.6	18	20.2	27	30.6	13	15.4	8	9.2
White	211	51	24.2	45	21.4	72	33.9	34	15.9	10	4.5
Hispanic	226	49	21.7	78	34.4	59	25.9	30	13.2	11	4.9
Other	49	10	19.7	16	32.6	12	24.9	9	18.4	2	4.4
<b>Developmental Status</b>											
Developmental	313	64	20.6	87	27.9	83	26.7	58	18.6	20	6.3
Non-Developmental	342	95	27.7	87	25.6	111	32.5	34	10.0	14	4.1
<b>First Generation Status</b>											
First Generation	275	71	25.7	79	28.6	78	28.4	32	11.8	15	5.4
Non-First Generation	391	91	23.3	97	24.8	121	31.0	61	15.5	21	5.3
<b>College-Wide</b>	<b>666</b>	<b>162</b>	<b>24.3</b>	<b>176</b>	<b>26.4</b>	<b>199</b>	<b>29.9</b>	<b>93</b>	<b>14.0</b>	<b>36</b>	<b>5.4</b>

**Table A.7. Item 6: A college staff member clearly explained to me where to find help if I were considering dropping out of or withdrawing from the college.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	325	63	19.3	89	27.2	85	26.1	60	18.5	29	8.8
Female	318	73	23.1	73	22.9	80	25.1	59	18.6	33	10.4
<b>Enrollment Status</b>											
Full-Time	508	116	22.8	143	28.1	108	21.3	90	17.7	51	10.0
Part-Time	185	38	20.5	41	22.2	55	29.7	34	18.4	17	9.2
<b>Race/Ethnicity</b>											
American Indian	8	0	-	3	33.3	3	33.3	3	33.3	0	-
Asian	68	28	41.3	11	16.5	19	28.0	4	6.2	5	7.9
Native Hawaiian	3	0	-	1	20.3	2	79.7	0	-	0	-
Black	86	15	18.1	26	29.8	21	24.8	7	8.2	16	19.2
White	211	42	19.9	39	18.7	64	30.4	49	23.4	16	7.6
Hispanic	226	42	18.4	70	30.8	48	21.4	46	20.2	21	9.2
Other	48	10	20.9	11	22.0	15	30.7	8	16.5	5	9.9
<b>Developmental Status</b>											
Developmental	313	70	22.3	81	25.9	68	21.8	68	21.7	26	8.3
Non-Developmental	341	71	21.0	81	23.6	102	30.0	51	15.1	35	10.3
<b>First Generation Status</b>											
First Generation	275	76	27.6	75	27.1	59	21.3	46	16.6	20	7.4
Non-First Generation	389	67	17.1	89	22.9	116	29.8	75	19.2	43	11.1
<b>College-Wide</b>	<b>664</b>	<b>143</b>	<b>21.5</b>	<b>164</b>	<b>24.6</b>	<b>174</b>	<b>26.2</b>	<b>120</b>	<b>18.1</b>	<b>63</b>	<b>9.5</b>

**Table A.8. Item 7: A college staff member clearly explained consequences of receiving poor grades (academic probation, potential loss of financial assistance or scholarships, etc.).**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	325	98	30.0	117	35.8	67	20.6	34	10.3	11	3.3
Female	318	104	32.8	120	37.6	54	16.9	27	8.4	14	4.3
<b>Enrollment Status</b>											
Full-Time	508	160	31.5	184	36.2	87	17.1	55	10.8	22	4.3
Part-Time	185	60	32.4	68	36.8	36	19.5	15	8.1	6	3.2
<b>Race/Ethnicity</b>											
American Indian	8	3	33.3	2	26.6	1	6.8	3	33.3	0	-
Asian	68	29	42.1	21	30.5	12	17.9	5	7.0	2	2.4
Native Hawaiian	3	2	79.7	1	20.3	0	-	0	-	0	-
Black	86	29	33.5	36	41.6	12	14.3	6	7.5	3	3.1
White	211	63	29.7	74	35.0	41	19.4	25	11.9	9	4.0
Hispanic	226	65	28.7	88	39.1	45	20.0	18	7.8	10	4.5
Other	48	14	28.6	18	36.2	11	23.0	4	8.8	2	3.3
<b>Developmental Status</b>											
Developmental	313	96	30.8	122	38.9	53	17.0	26	8.3	15	4.9
Non-Developmental	341	112	33.0	115	33.8	69	20.2	35	10.3	9	2.7
<b>First Generation Status</b>											
First Generation	275	103	37.5	89	32.3	53	19.3	21	7.8	9	3.1
Non-First Generation	389	110	28.2	154	39.5	70	17.9	40	10.3	16	4.1
<b>College-Wide</b>	<b>664</b>	<b>213</b>	<b>32.0</b>	<b>243</b>	<b>36.5</b>	<b>123</b>	<b>18.5</b>	<b>61</b>	<b>9.2</b>	<b>25</b>	<b>3.7</b>

**Table A.9. Item 8: I participated/am currently participating in academic advising and planning as part of one of my courses.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	324	57	17.6	75	23.2	81	25.0	78	24.0	33	10.2
Female	316	48	15.2	50	15.7	79	24.9	82	25.9	58	18.3
<b>Enrollment Status</b>											
Full-Time	509	103	20.2	104	20.4	129	25.3	109	21.4	64	12.6
Part-Time	183	28	15.3	34	18.6	45	24.6	49	26.8	27	14.8
<b>Race/Ethnicity</b>											
American Indian	8	0	-	1	6.8	3	33.3	5	59.9	0	-
Asian	70	17	23.5	14	19.7	18	25.6	11	15.9	11	15.2
Native Hawaiian	3	0	-	3	100.0	0	-	0	-	0	-
Black	81	11	13.2	15	19.1	20	25.1	14	17.1	21	25.5
White	212	30	14.3	46	21.6	53	24.8	57	26.8	27	12.5
Hispanic	224	40	18.1	44	19.5	60	26.9	56	24.9	24	10.7
Other	48	12	24.2	5	11.0	10	19.8	14	29.6	7	15.4
<b>Developmental Status</b>											
Developmental	309	53	17.1	57	18.5	79	25.5	84	27.2	36	11.7
Non-Developmental	341	61	18.0	69	20.3	84	24.7	76	22.2	51	14.9
<b>First Generation Status</b>											
First Generation	275	52	19.0	56	20.5	69	25.0	61	22.0	37	13.5
Non-First Generation	386	62	16.2	71	18.5	96	24.8	102	26.4	54	14.1
<b>College-Wide</b>	<b>661</b>	<b>115</b>	<b>17.3</b>	<b>128</b>	<b>19.3</b>	<b>165</b>	<b>24.9</b>	<b>162</b>	<b>24.6</b>	<b>92</b>	<b>13.9</b>

**Table A.10. Item 9: A college staff member helped me to understand approximately how many hours outside of class (per week) I need to spend preparing and studying for each course I am taking.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	324	80	24.7	103	31.8	82	25.5	42	13.0	17	5.1
Female	315	87	27.6	111	35.4	61	19.5	39	12.4	16	5.2
<b>Enrollment Status</b>											
Full-Time	510	129	25.3	183	35.9	108	21.2	63	12.4	27	5.3
Part-Time	182	49	26.9	58	31.9	42	23.1	24	13.2	9	4.9
<b>Race/Ethnicity</b>											
American Indian	8	0	-	3	33.3	3	33.3	3	33.3	0	-
Asian	68	23	33.5	24	34.5	15	21.8	4	6.2	3	3.9
Native Hawaiian	3	0	-	1	20.3	2	79.7	0	-	0	-
Black	79	17	21.5	32	40.2	16	20.8	8	10.1	6	7.4
White	212	56	26.3	58	27.3	55	25.8	34	16.0	10	4.5
Hispanic	226	61	27.1	86	38.1	42	18.6	23	10.1	14	6.1
Other	48	11	23.1	15	31.9	11	23.1	9	18.6	2	3.3
<b>Developmental Status</b>											
Developmental	309	77	25.0	96	31.2	75	24.3	43	13.8	18	5.8
Non-Developmental	339	92	27.0	119	35.2	71	20.9	42	12.3	15	4.6
<b>First Generation Status</b>											
First Generation	276	83	30.1	94	34.2	69	24.9	21	7.6	9	3.3
Non-First Generation	384	90	23.5	127	33.1	78	20.4	64	16.6	24	6.4
<b>College-Wide</b>	<b>659</b>	<b>173</b>	<b>26.2</b>	<b>221</b>	<b>33.5</b>	<b>147</b>	<b>22.3</b>	<b>85</b>	<b>12.8</b>	<b>34</b>	<b>5.1</b>



**Table A.11. Item 10: A college staff member helped me to understand whether my selected major or career is in a high-demand occupation/field (a field in which numerous jobs are expected to be available).**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	321	48	15.1	81	25.2	91	28.2	78	24.4	23	7.1
Female	315	63	19.9	50	16.0	81	25.9	81	25.7	39	12.5
<b>Enrollment Status</b>											
Full-Time	509	76	14.9	127	25.0	136	26.7	119	23.4	51	10.0
Part-Time	181	36	19.9	32	17.7	50	27.6	46	25.4	17	9.4
<b>Race/Ethnicity</b>											
American Indian	8	0	-	0	-	3	40.1	5	59.9	0	-
Asian	68	13	18.7	18	26.5	21	30.5	12	17.9	4	6.3
Native Hawaiian	1	0	-	1	100.0	0	-	0	-	0	-
Black	79	11	13.5	17	20.9	29	36.2	14	17.5	10	12.0
White	212	40	18.8	37	17.6	54	25.3	56	26.3	26	12.0
Hispanic	226	39	17.2	52	23.2	57	25.2	57	25.4	20	9.0
Other	48	9	18.7	10	20.9	12	25.2	13	27.4	4	7.8
<b>Developmental Status</b>											
Developmental	309	60	19.3	64	20.8	89	28.9	67	21.7	29	9.3
Non-Developmental	337	56	16.7	71	21.0	86	25.5	92	27.2	32	9.5
<b>First Generation Status</b>											
First Generation	273	60	22.0	60	22.1	63	23.2	62	22.6	28	10.1
Non-First Generation	384	57	14.8	76	19.7	116	30.1	100	26.0	36	9.3
<b>College-Wide</b>	<b>657</b>	<b>117</b>	<b>17.8</b>	<b>136</b>	<b>20.7</b>	<b>179</b>	<b>27.2</b>	<b>161</b>	<b>24.6</b>	<b>63</b>	<b>9.7</b>

**Table A.12. Item 11: A college staff member helped me to understand how much money I am likely to earn through a job in my selected major/career field.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	323	35	10.7	65	20.2	95	29.5	91	28.0	37	11.6
Female	314	29	9.3	48	15.3	68	21.5	111	35.3	59	18.6
<b>Enrollment Status</b>											
Full-Time	508	44	8.7	73	14.4	144	28.3	160	31.5	87	17.1
Part-Time	182	22	12.1	37	20.3	43	23.6	56	30.8	24	13.2
<b>Race/Ethnicity</b>											
American Indian	8	0	-	1	6.8	3	33.3	5	59.9	0	-
Asian	68	10	14.0	14	20.2	21	30.6	13	19.5	11	15.7
Native Hawaiian	3	2	79.7	1	20.3	0	-	0	-	0	-
Black	79	6	8.1	15	18.9	15	18.9	24	30.5	19	23.6
White	212	20	9.3	37	17.3	54	25.6	70	33.1	31	14.8
Hispanic	226	23	10.4	45	19.8	55	24.5	72	32.1	30	13.2
Other	48	4	8.8	6	13.2	16	33.0	15	30.7	7	14.4
<b>Developmental Status</b>											
Developmental	309	29	9.3	60	19.5	79	25.5	99	32.0	42	13.6
Non-Developmental	338	41	12.1	57	16.8	86	25.5	101	30.0	53	15.6
<b>First Generation Status</b>											
First Generation	275	44	16.0	51	18.4	63	22.9	81	29.5	36	13.2
Non-First Generation	384	26	6.8	67	17.5	106	27.5	124	32.2	61	16.0
<b>College-Wide</b>	<b>658</b>	<b>70</b>	<b>10.7</b>	<b>118</b>	<b>17.9</b>	<b>168</b>	<b>25.6</b>	<b>204</b>	<b>31.1</b>	<b>98</b>	<b>14.8</b>

**Table A.13. Item 12: A college staff member helped me to understand where (geographic location) I am likely to find employment in my selected major/career field.**

Subgroup	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%	#	%
<b>Gender</b>											
Male	321	31	9.8	49	15.2	98	30.5	97	30.2	46	14.3
Female	311	26	8.4	27	8.6	70	22.5	121	39.0	67	21.6
<b>Enrollment Status</b>											
Full-Time	502	49	9.8	64	12.7	120	23.9	163	32.5	106	21.1
Part-Time	181	17	9.4	21	11.6	52	28.7	64	35.4	27	14.9
<b>Race/Ethnicity</b>											
American Indian	8	0	-	1	6.8	3	33.3	5	59.9	0	-
Asian	68	10	14.0	11	16.4	19	28.2	19	27.3	10	14.2
Native Hawaiian	3	0	-	3	100.0	0	-	0	-	0	-
Black	79	5	6.1	12	15.6	19	23.6	23	29.7	20	24.9
White	210	20	9.4	19	9.1	63	30.1	68	32.4	40	19.0
Hispanic	224	16	17.4	26	11.5	55	24.5	86	38.5	41	18.1
Other	47	5	11.3	6	13.5	16	33.7	15	32.5	4	9.1
<b>Developmental Status</b>											
Developmental	306	35	11.5	43	14.1	76	24.9	105	34.2	47	15.3
Non-Developmental	336	26	7.8	35	10.3	97	28.8	115	34.3	63	18.8
<b>First Generation Status</b>											
First Generation	273	35	12.9	41	15.0	61	22.2	93	33.9	44	16.0
Non-First Generation	380	27	7.2	38	10.0	114	30.0	130	34.3	70	18.5
<b>College-Wide</b>	<b>653</b>	<b>62</b>	<b>9.5</b>	<b>79</b>	<b>12.1</b>	<b>175</b>	<b>26.7</b>	<b>223</b>	<b>34.2</b>	<b>114</b>	<b>17.5</b>

## ***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

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