

Survey of Entering Student Engagement (SENSE) Benchmark Scores by Campus: Fall 2015

Research Report No. 53-16

Office of Institutional Effectiveness and Student Success Initiatives

AUGUST 2016

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.

4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
www.nvcc.edu/oir

Table of Contents

Executive Summary	1
Introduction	3
Summary of SENSE Benchmark Scores at NOVA: Fall 2015	4
Summary of SENSE Benchmark Scores by Campus: Fall 2015	5
Benchmark 1. Early Connections	6
Benchmark 2. High Expectations and Aspirations	7
Benchmark 3. Clear Academic Plan and Pathway	8
Benchmark 4. Effective Track to College Readiness	9
Benchmark 5. Engaged Learning	10
Benchmark 6. Academic and Social Support Network.....	11
Appendix Data Tables – SENSE Benchmark Scores by Survey Item and Campus: Fall 2015 ..	12

List of Figures

Figure 1. Overall Average SENSE Benchmark Scores at NOVA: Fall 2015	4
Figure 2. SENSE Benchmark Scores by Campus: Fall 2015.....	5
Figure 3. <i>Early Connections</i> – Benchmark Scores by Campus: Fall 2015	6
Figure 4. High Expectations and Aspirations – Benchmark Scores by Campus: Fall 2015.....	7
Figure 5. <i>Clear Academic Plan and Pathway</i> – Benchmark Scores by Campus: Fall 2015	8
Figure 6. <i>Effective Track to College Readiness</i> – Benchmark Scores by Campus: Fall 2015.....	9
Figure 7. <i>Engaged Learning</i> – Benchmark Scores by Campus: Fall 2015.....	10
Figure 8. Academic and Social Support Network – Benchmark Scores by Campus: Fall 2015 ..	11

Appendix Data Tables

Table A1. SENSE Benchmark Scores by NOVA Campus and College-Wide: Fall 2015	12
Table A2. <i>Early Connections</i> – Means for Individual Benchmark Items: Spring 2015.....	12
Table A3. <i>High Expectations and Early Aspirations</i> – Means for Individual Benchmark Items: Spring 2015.....	12
Table A4. <i>Clear Academic Plan and Pathway</i> – Means for Individual Benchmark Items: Spring 2015.....	13
Table A5. <i>Effective Track to College Readiness</i> – Means for Individual Benchmark Items: Spring 2015.....	13
Table A6. <i>Engaged Learning</i> – Means for Individual Benchmark Items: Spring 2015.....	14
Table A7. <i>Academic and Social Support Network</i> - Means for Individual Benchmark Items: Spring 2015.....	14

Survey of Entering Student Engagement (SENSE) 2015: Benchmark Scores by Campus

Executive Summary

Highlights

- Overall, NOVA students gave the highest scores to items related to *Early Connections* and the lowest scores for items related to *High Expectations and Aspirations*.
- Students from the Alexandria and Loudoun Campuses gave higher scores than other campuses for three of the six benchmarks.
- The lowest scores tended to come from students at the Annandale Campus.

Benchmark 1: Early Connections

- “The very first time I came to this college, I felt welcome” was the highest rated response at all five campuses.
- At three campuses, students were least likely to report that “a college staff member helped me determine whether I qualified for financial assistance.”

Benchmark 2: High Expectations and Aspirations

- The most frequently reported measure of *High Expectations and Aspirations* at all five campuses was “I have the motivation to do what it takes to succeed in college.”
- Additionally, at all five campuses students were less likely to skip class.

Benchmark 3: Clear Academic Plan and Pathway

- Students at all campuses except the Manassas Campus gave their highest scores to the survey item, “an advisor helped me to identify the courses I need to take during my first semester/quarter.”
- Students at all campuses gave their lowest scores to the survey item, “A college staff member talked to me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take.”

Benchmark 4: Effective Track to College Readiness

- The majority of the students at all campuses agreed that they were required to take a placement test prior to registration.
- Students at all campuses gave their highest score to “I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)” and their lowest to “I learned skills and strategies to improve my test-taking ability.”

Benchmark 5: Engaged Learning

- Students at all five campuses gave their highest scores to “Ask questions in class or contribute to class discussions.”
- Students at all campuses except the Manassas Campus gave their lowest scores to “Participate in a required study group outside of class.”

- When asked about how often student services were utilized, students at all campuses gave their highest scores to “computer lab”, and their lowest scores to “face-to-face tutoring.”

Benchmark 6: Academic and Social Support Network

- Students at four of the five campuses gave their highest scores to “All instructors clearly explained course syllabi”.
- Students at all campuses gave their lowest scores to “All instructors clearly explained academic and student support services available at this college.”

Introduction

What is SENSE?

- The Survey of Entering Student Engagement (SENSE) is an annual nationwide survey of entering community college students. SENSE helps institutions understand students' critical early experiences and improve institutional practices that affect student success in the first college year.

What are benchmarks?

- SENSE identifies six **benchmarks** for assessing institutional performance in early student engagement based on groups of conceptually-related items on the survey:
 - *Early Connections*
 - *High Expectations and Aspirations*
 - *Clear Academic Plan and Pathway*
 - *Effective Track to College Readiness*
 - *Engaged Learning*
 - *Academic and Social Support Network*

In this Report

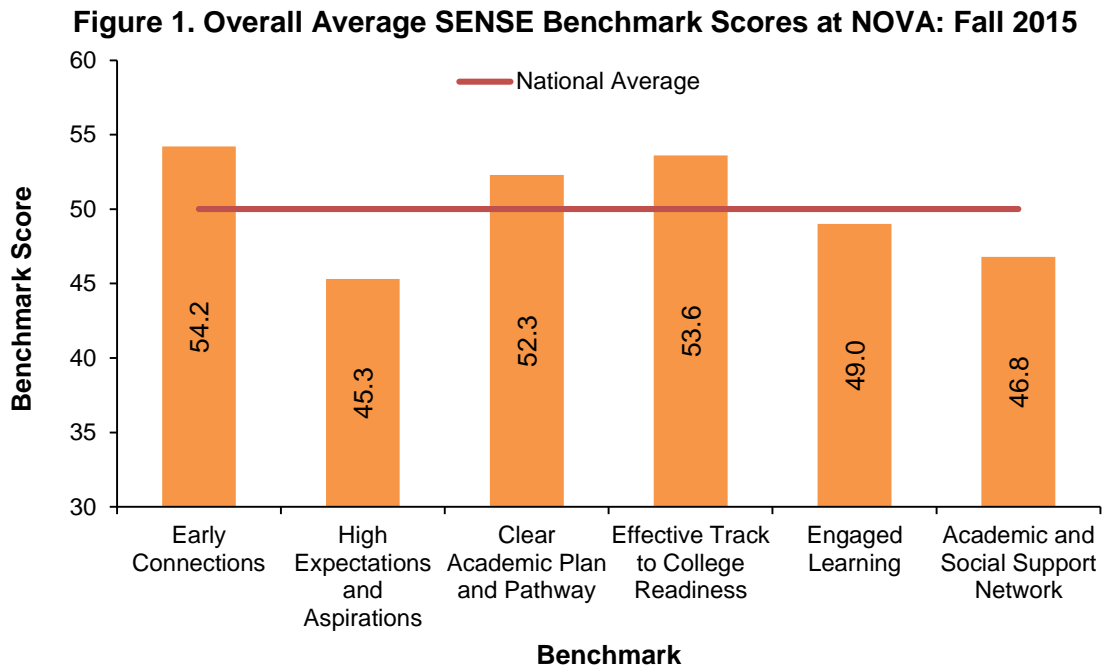
- NOVA's results are disaggregated by campus for each of the six benchmarks. The Medical Education Campus was not included in the survey as the courses offered at this campus did not meet the course selection criteria used for SENSE sampling.
- In Fall 2015, 963 NOVA students participated in the survey.

Data Notes

- Benchmark scores were calculated by averaging the scores of items that comprise that benchmark. The scores were then standardized such that the **national average is always 50** for all benchmarks.
- In this way, the scores of other colleges can be viewed as relative scores; this provides an easy way to assess whether an individual college or a group of colleges are performing above or below the mean (50) on each benchmark.
- A table with the campus scores for each benchmark and all items are provided in the Appendix.

Summary of SENSE Benchmark Scores at NOVA: Fall 2015

Overall, NOVA students gave the highest scores to items under the *Early Connections* benchmark, followed closely by items related to *Effective Track to College Readiness* and *Clear Academic Plan and Pathway*. NOVA received the lowest scores for items related to *High Expectations and Aspirations*.

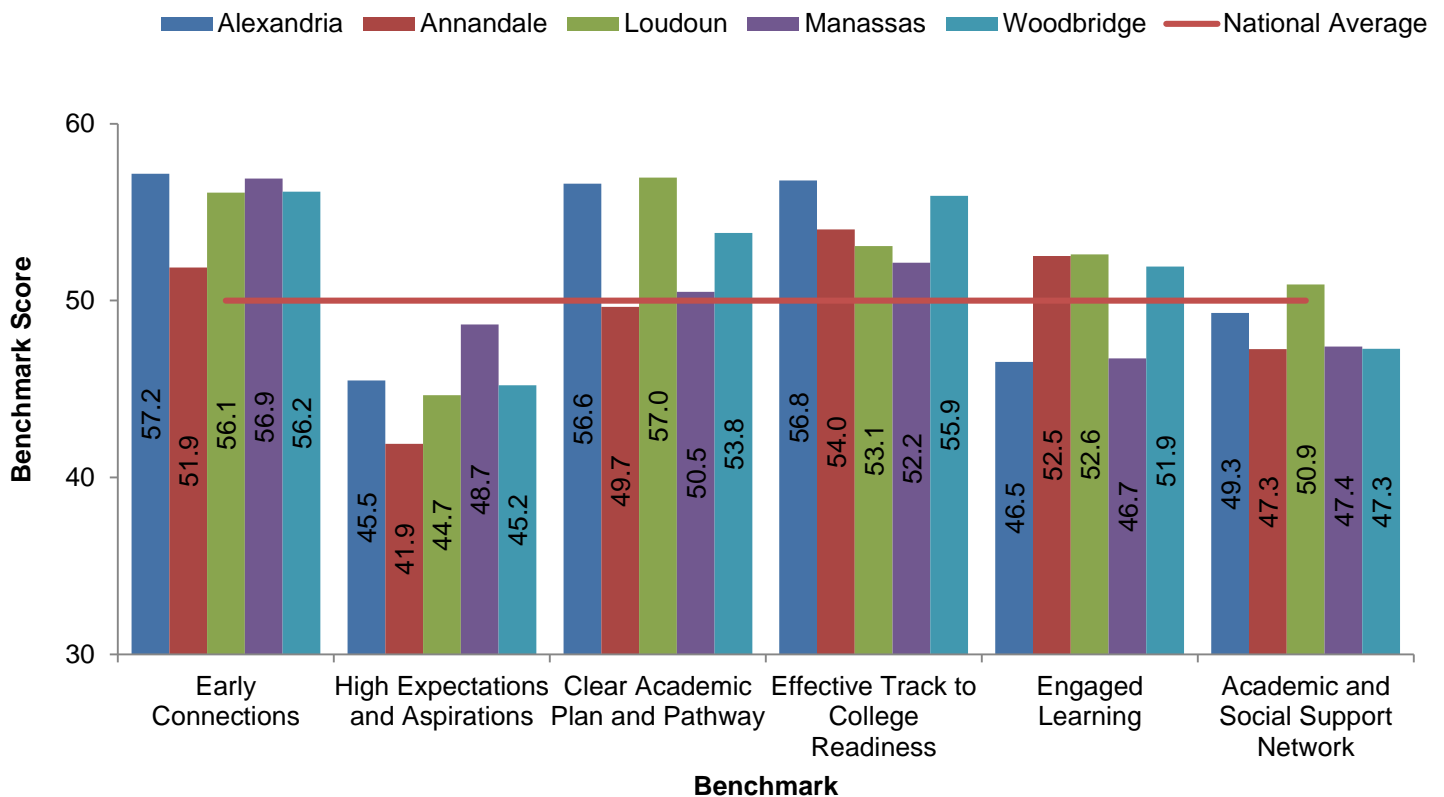


Summary of SENSE Benchmark Scores by Campus: Fall 2015

Disaggregating the scores by campus (Figure 2) reveals the following findings:

- Students from the Alexandria and Loudoun Campuses gave higher scores than other campuses for three of the six benchmarks.
- Students at the Alexandria, Manassas, and Woodbridge Campuses all gave their highest scores to *Early Connections*, while Annandale Campus students gave their highest scores to *Effective Track to College Readiness* and Loudoun Campus students gave theirs to *Clear Academic Plan and Pathway*.
- Students at four of five campuses gave their lowest score to *High Expectations and Aspirations*.
- Students at the Annandale Campus reported the lowest scores of any campus for *High Expectations and Aspirations*.
- Annandale Campus students gave lower scores than students from other campuses on three benchmarks: *Early Connections*, *High Expectations and Aspirations*, and *Clear Academic Plan and Pathway*.

Figure 2. SENSE Benchmark Scores by Campus: Fall 2015



Benchmark 1. Early Connections

What is Early Connections?

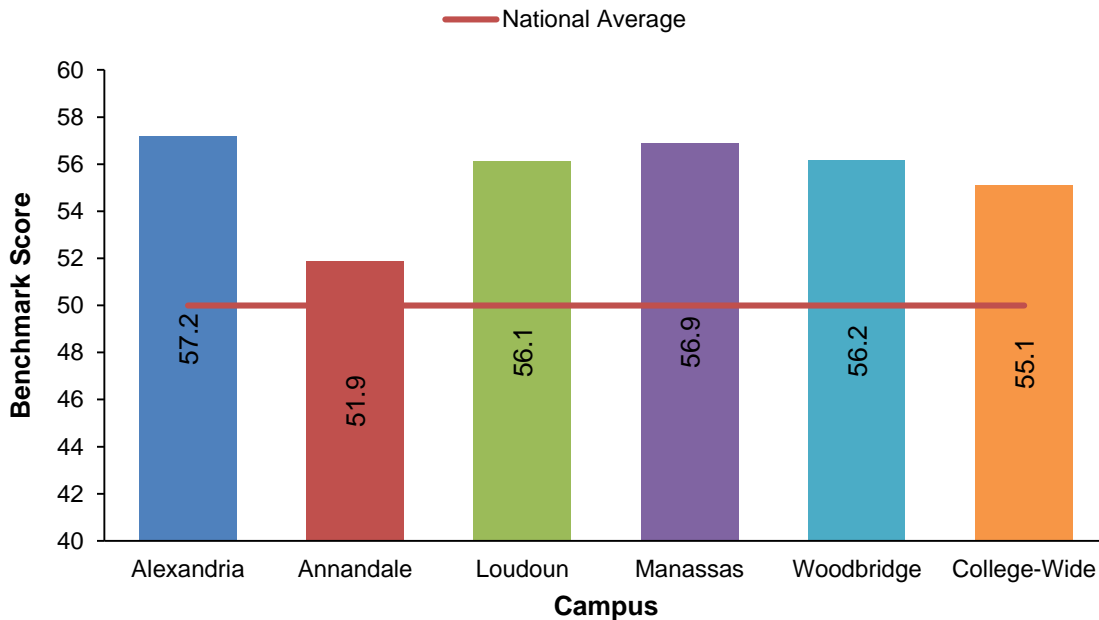
According to SENSE, “When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.”¹

This benchmark is comprised of five survey items that address topics such feeling welcome, financial assistance information and qualification, and college staff members learning students’ names.

How did NOVA’s Campuses Score?

- Scores for this benchmark were highest at the Alexandria Campus (57.2) and lowest at the Annandale Campus (51.9).
- Scores at the remaining three campuses ranged from 56.1 at the Loudoun Campus to 56.9 at the Manassas Campus.
- Students at all five campuses gave the highest scores to the survey item “The very first time I came to this college, I felt welcome.”
- The Alexandria, Manassas, and Woodbridge Campuses gave their lowest scores to “At least one college staff member learned my name.”

Figure 3. *Early Connections* – Benchmark Scores by Campus: Fall 2015



¹ Survey of Entering Student Engagement, “2015 Key Findings.” Available at: <http://www.ccsse.org/sense/survey/survey.cfm>.

Benchmark 2. High Expectations and Aspirations

What is High Expectations and Aspirations?

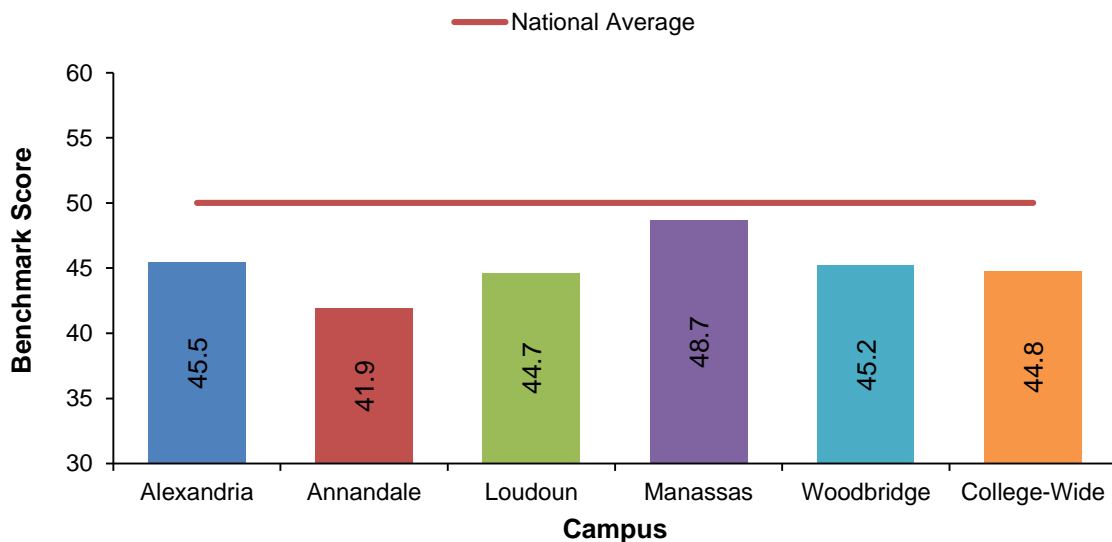
For this benchmark, SENSE notes that, “Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students’ aspirations also climb, and they seek more advanced credentials than they originally envisioned.”²

The seven survey items that contribute to the *High Expectations and Aspirations* benchmark address topics such as instructors wanting student to succeed, students’ motivation to succeed, and students’ academic preparation. In addition to success-related experiences, this benchmark also encompasses assignment- and attendance-related questions such as submitting assignments late or not at all, attending class with incomplete readings or assignments, and skipping class.

How did NOVA’s Campuses Score?

- While all campuses had overall scores below the national average of 50, the highest scores by campus were Manassas Campus (48.7), followed by the Alexandria Campus (45.5) and Woodbridge Campus (45.2).
- Scores for this benchmark were lowest at the Annandale Campus (41.9) and Loudoun Campus (44.7).
- Students at all five campuses gave their highest scores to the survey item “I have the motivation to do what it takes to succeed in college.”
- The lowest scores at all five campuses were given to the survey item “Skip class.”

Figure 4. High Expectations and Aspirations – Benchmark Scores by Campus: Fall 2015



² Ibid.

Benchmark 3. Clear Academic Plan and Pathway

What is Clear Academic Plan and Pathway?

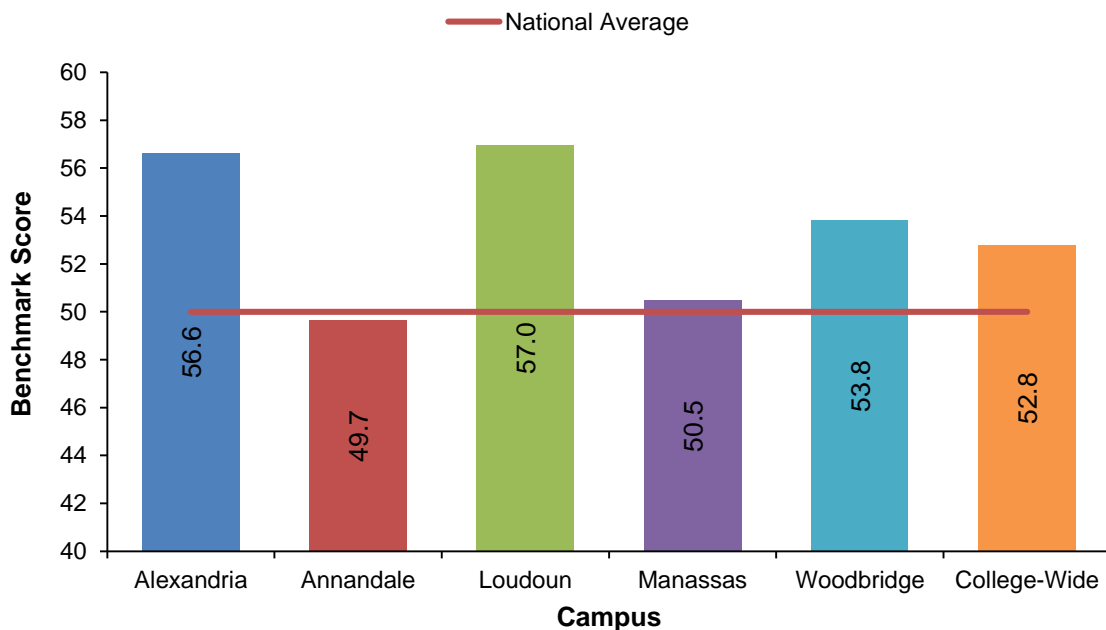
In describing the *Clear Academic Plan and Pathway* benchmark, SENSE notes that, “When a student, with knowledgeable assistance, creates a road map, one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal, that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.”³

The five survey items that contribute to the *Clear Academic Plan and Pathway* benchmark address topics such as the ease of meeting an academic advisor, course selection assistance by an academic advisor, goal setting with an academic advisor, creation of an academic plan with an academic advisor, and discussion of life outside of college with a staff member.

How did NOVA’s Campuses Score?

- The Loudoun Campus had the highest overall score for this benchmark (57.0), far exceeding both the College-Wide (52.8) and national average (50.0).
- Students at all campuses except the Manassas Campus gave their highest scores to the survey item “An advisor helped me to identify the courses I need to take during my first semester/quarter.”
- Students at all campuses gave their lowest scores to the survey item “A college staff member talked to me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take.”

Figure 5. *Clear Academic Plan and Pathway* – Benchmark Scores by Campus: Fall 2015



³ Ibid.

Benchmark 4. Effective Track to College Readiness

What is Effective Track to College Readiness?

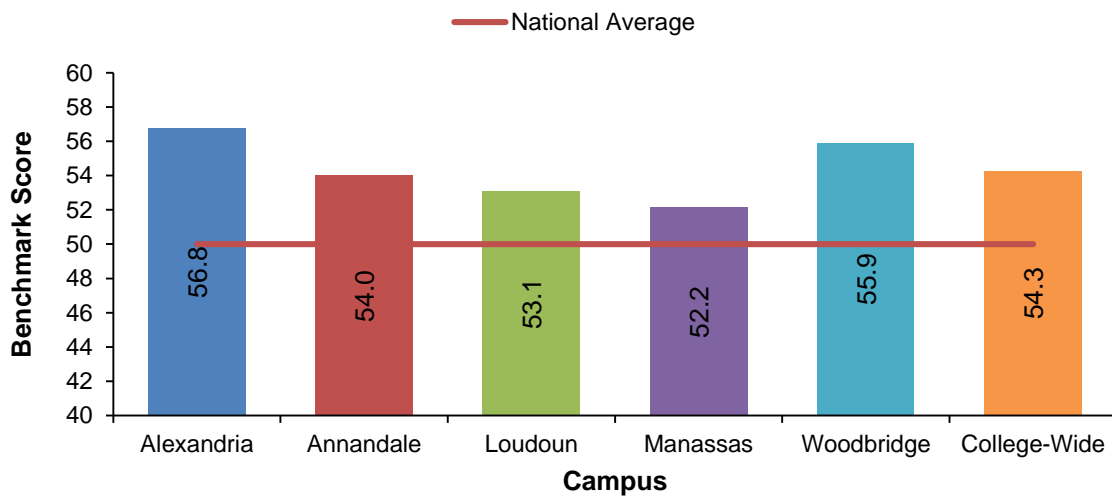
According to SENSE, “Nationally, more than six in ten entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.”⁴

The *Effective Track to College Readiness* benchmark is comprised of six survey items. These items address placement test topics such as whether there was a placement test requirement, taking the placement test, and whether the college required enrollment in classes based on placement test scores. In addition to placement test questions, questions included whether study skills improved, academic strengths and weaknesses were understood, and skills and strategies were learned to improve test-taking ability.

How did NOVA’s Campuses Score?

- Scores for this benchmark were highest at the Alexandria Campus (56.8) and lowest at the Manassas Campus (52.2). Scores for the other three campuses ranged from 53.1 at the Loudoun Campus to 55.9 at the Woodbridge Campus.
- The majority of the students at all campuses agreed (91 to 95 percent) that they were required to take a placement test prior to registration.
- Students at all campuses gave their highest score to the survey item “I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)” and their lowest to survey item “I learned skills and strategies to improve my test-taking ability.”

Figure 6. *Effective Track to College Readiness* – Benchmark Scores by Campus: Fall 2015



⁴ Ibid.

Benchmark 5. Engaged Learning

What is Engaged Learning?

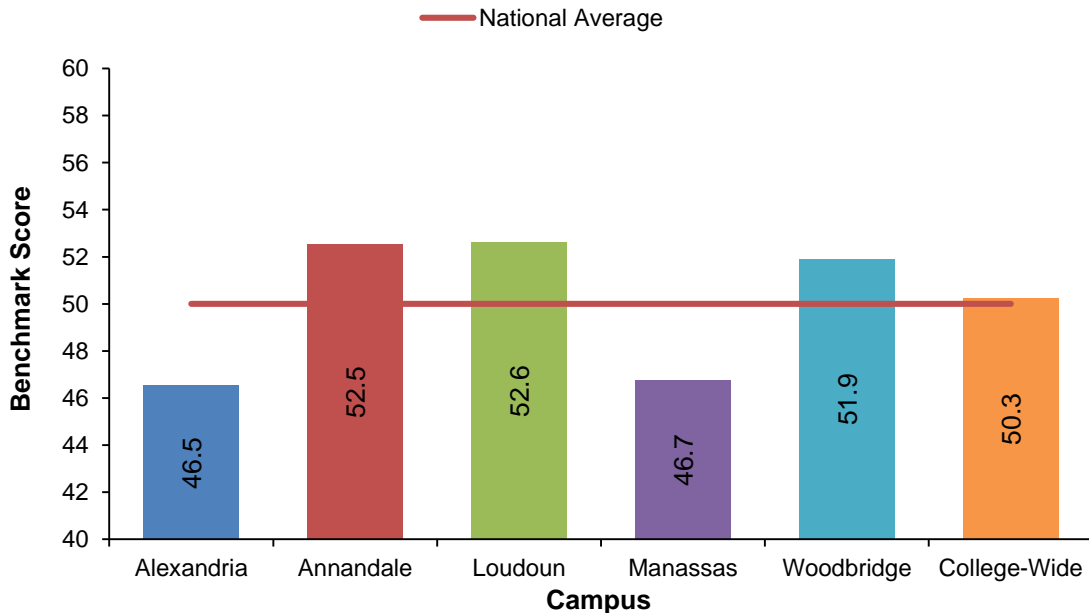
SENSE notes that, “Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.”⁵

The sixteen survey items that contribute to the *Engaged Learning* benchmark address topics such as class participation, use of electronic tools, asking for help from an instructor, and use of face-to-face tutoring, and writing, math, or computer labs.

How did NOVA’s Campuses Score?

- The highest overall score for this benchmark was at the Loudoun Campus (52.6) followed by the Annandale Campus (52.5). Scores for this benchmark were lowest at the Alexandria Campus (46.5) and Manassas Campus (46.7).
- Students at all five campuses gave their highest scores to the survey item “Ask questions in class or contribute to class discussions.”
- Students at all campuses except the Manassas Campus, gave their lowest scores to the survey item “Participate in a required study group outside of class.”
- When asked about how often student services were utilized, students at all campuses gave their highest scores to “Computer lab”, and their lowest scores to “Face-to-face tutoring.”

Figure 7. *Engaged Learning* – Benchmark Scores by Campus: Fall 2015



⁵ Ibid.

Benchmark 6. Academic and Social Support Network

What is Academic and Social Support Network?

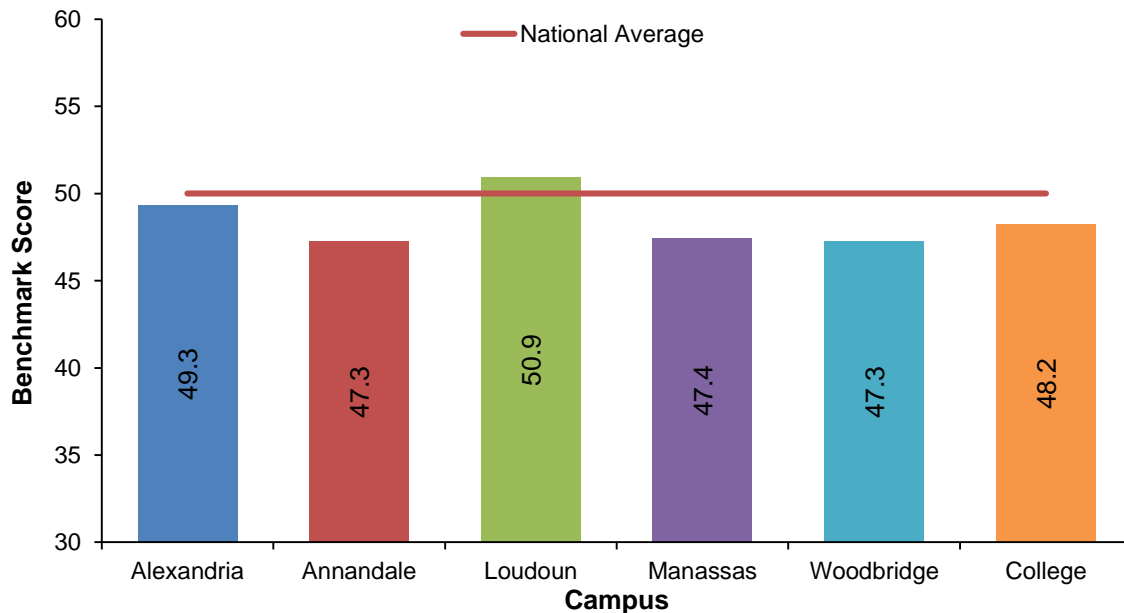
According to SENSE, “Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don’t know what they don’t know, colleges must purposefully create those networks.”⁶

The *Academic and Social Support Network* benchmark is comprised of seven survey items. These items address topics regarding whether instructors clearly explained academic and student support services, the grading policy, course syllabi, and how to get in touch with them, whether at least one student learned their name, at least one instructor learned their name, and whether the student learned another student’s name in most of their classes.

How did NOVA’s Campuses Score?

- Overall scores for this benchmark by campus fell below the national average of 50, with the exception of the Loudoun Campus (50.9).
- Responses for individual benchmark items were fairly consistent across campuses, with students at four of the five campuses giving their highest scores to the survey item “All instructors clearly explained course syllabi,” and students at all campuses giving their lowest scores to the survey item “All instructors clearly explained academic and student support services available at this college.”
- This suggests that at most campuses, faculty explained course syllabi, but they infrequently described the academic and student support services at NOVA.

Figure 8. Academic and Social Support Network – Benchmark Scores by Campus: Fall 2015



⁶ Ibid.

Appendix Data Tables – SENSE Benchmark Scores by Survey Item and Campus: Fall 2015

Table A1. SENSE Benchmark Scores by NOVA Campus and College-Wide: Fall 2015

Benchmark	AL	AN	LO	MA	WO	CW
1. Early Connections	57.2	51.9	56.1	56.9	56.2	55.1
2. High Expectations and Early Aspirations	45.5	41.9	44.7	48.7	45.2	44.8
3. Clear Academic Plan and Pathway	56.6	49.7	57.0	50.5	53.8	52.8
4. Effective Track to College Readiness	56.8	54.0	53.1	52.2	55.9	54.3
5. Engaged Learning	46.5	52.5	52.6	46.7	51.9	50.3
6. Academic and Social Support Network	49.3	47.3	50.9	47.4	47.3	48.2

Note: The highest scores for each campus are indicated in **green**; the lowest scores are indicated in **red**.

Table A2. Early Connections – Means for Individual Benchmark Items: Spring 2015

Benchmark 1. Early Connections	AL	AN	LO	MA	WO	CW	
18. Response Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree							
18a. The very first time I came to this college I felt welcome.	3.83	3.85	3.99	3.95	4.03	3.91	
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.).	3.63	3.33	3.46	3.69	3.53	3.50	
18j. A college staff member helped me determine whether I qualified for financial assistance.	3.27	2.81	2.90	3.24	3.10	3.03	
18p. At least one college staff member (other than an instructor) learned my name.	3.22	3.32	3.21	3.21	3.09	3.23	
23. Response Scale: Dichotomous YES or NO Scale							
	%	%	%	%	%	%	
23. A specific person was assigned to me so I could see him/her each time I needed information or assistance.	Yes	57.6	50.7	61.1	51.2	58.5	54.7
	No	42.4	49.3	38.9	48.8	41.5	45.3

Note: The highest scores for each campus are indicated in **green**; the lowest scores are indicated in **red**.

Table A3. High Expectations and Early Aspirations – Means for Individual Benchmark Items: Spring 2015

Benchmark 2. High Expectations and Early Aspirations	AL	AN	LO	MA	WO	CW
18. Response Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree						
18b. The instructors at this college want me to succeed.	4.07	4.13	4.18	4.19	4.08	4.15
18t. I have the motivation to do what it takes to succeed in college.	4.25	4.22	4.29	4.25	4.38	4.26
18u. I am prepared academically to succeed in college.	4.20	4.19	4.29	4.24	4.34	4.24
19. Response Scale: 1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
19c. Turn in an assignment late	1.45	1.54	1.50	1.41	1.47	1.48
19d. Not turn in an assignment	1.48	1.58	1.54	1.43	1.60	1.53
19f. Come to class without completing readings or assignments	1.74	1.78	1.90	1.59	1.75	1.75
19s. Skip class	1.32	1.41	1.26	1.26	1.30	1.33

Note: The highest scores for each campus are indicated in **green**; the lowest scores are indicated in **red**.

**Table A4. Clear Academic Plan and Pathway – Means for Individual Benchmark Items:
Spring 2015**

Benchmark 3. Clear Academic Plan and Pathway	AL	AN	LO	MA	WO	CW
18. Response Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree						
18d. I was able to meet with an academic advisor at times convenient for me.	3.91	3.75	3.92	3.87	3.94	3.85
18e. An advisor helped me to select a course of study, program, or major.	3.94	3.73	3.97	3.70	3.87	3.82
18f. An advisor helped me to set academic goal and to create a plan for achieving them.	3.53	3.27	3.59	3.35	3.55	3.42
18g. An advisor helped me to identify the courses I need to take during my first semester/quarter.	4.22	3.94	4.09	3.83	3.95	3.99
18h. A college staff member talked to me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take.	3.12	2.84	3.21	2.94	2.94	2.98

Note: The highest scores for each campus are indicated in green; the lowest scores are indicated in red.

**Table A5. Effective Track to College Readiness – Means for Individual Benchmark Items:
Spring 2015**

Benchmark 4. Effective Track to College Readiness	AL	AN	LO	MA	WO	CW	
12 and 14. Response Scale: Dichotomous YES or NO scale							
	%	%	%	%	%	%	
12a. Before I could register for classes I was required to take a placement test to assess my skills in reading, writing, and/or math.	Yes	95.2	91.0	91.2	93.0	94.9	92.7
	No	4.8	9.0	8.8	7.0	5.1	7.3
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter.	Yes	83.4	77.4	70.3	69.9	76.8	75.8
	No	16.6	22.6	29.7	30.1	23.2	24.2
21. Response Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree							
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	3.95	3.96	3.99	3.87	4.01	3.96	
21b. I learned to understand my academic strengths and weaknesses.	3.95	3.87	3.91	3.79	3.98	3.89	
21c. I learned skills and strategies to improve my test-taking ability.	3.52	3.61	3.63	3.55	3.63	3.59	

Note: The highest scores for each campus are indicated in green; the lowest scores are indicated in red.

Table A6. Engaged Learning – Means for Individual Benchmark Items: Spring 2015

Benchmark 5. Engaged Learning	AL	AN	LO	MA	WO	CW
19 and 20. Response Scale: 1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
19a. Ask questions in class or contribute to class discussions.	2.59	2.91	2.81	2.74	2.69	2.77
19b. Prepare at least two drafts of a paper or assignment before turning it in.	1.79	2.19	2.01	2.06	2.25	2.07
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student).	1.41	1.56	1.60	1.49	1.48	1.51
19g. Work with other students on a project or assignment during class.	2.43	2.38	2.50	2.38	2.48	2.42
19h. Work with classmates outside of class on class projects or assignments.	1.57	1.72	1.81	1.56	1.65	1.66
19i. Participate in a required study group outside of class.	1.22	1.32	1.34	1.32	1.37	1.31
19j. Participate in a student-initiated (not required) study group outside of class.	1.22	1.39	1.36	1.31	1.40	1.34
19k. Use an electronic tool (e-mail, text messaging, Facebook, Myspace, class Web site, etc.) to communicate with an instructor about coursework.	2.34	2.31	2.49	2.11	2.33	2.31
19m. Discuss an assignment or grade with an instructor.	2.04	2.10	2.06	2.01	2.12	2.07
19n. Ask for help from an instructor regarding questions or problems related to a class.	2.33	2.41	2.33	2.33	2.31	2.35
19o. Receive prompt written or oral feedback from instructors on your performance.	2.24	2.42	2.52	2.26	2.33	2.36
19q. Discuss ideas from readings or classes with instructors outside of class.	1.57	1.62	1.59	1.61	1.79	1.63
20.2d. Face-to-face tutoring	1.27	1.32	1.22	1.17	1.32	1.27
20.2f. Writing, math, or other skill lab	1.68	1.75	1.63	1.58	1.79	1.69
20.2h. Computer lab	2.07	2.03	1.80	1.67	2.04	1.93

Note: The highest scores for each campus are indicated in green; the lowest scores are indicated in red.

Table A7. Academic and Social Support Network - Means for Individual Benchmark Items: Spring 2015

Benchmark 6. Academic and Social Support Network	AL	AN	LO	MA	WO	CW
18. Response Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree						
18l. All instructors clearly explained academic and student support services available at this college.	3.89	3.70	3.79	3.79	3.78	3.78
18m. All instructors clearly explained course grading policies.	4.35	4.21	4.22	4.28	4.14	4.24
18n. All instructors clearly explained course syllabi (syllabuses).	4.41	4.39	4.38	4.37	4.33	4.38
18o. I knew how to get in touch with my instructors outside of class.	4.25	4.28	4.32	4.27	4.24	4.27
18q. At least one other student whom I didn't previously know learned my name.	4.05	4.02	4.20	4.05	4.18	4.08
18r. At least one instructor learned my name.	4.18	4.22	4.39	4.10	4.12	4.20
18s. I learned the name of at least one other student in most of my classes.	4.20	4.17	4.24	4.16	4.20	4.19

Note: The highest scores for each campus are indicated in green; the lowest scores are indicated in red.

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**

703-323-3000 | www.nvcc.edu