

## Graduate Survey Report: Class of 2016

Research Report No. 87-16

Office of Institutional Effectiveness and Student Success Initiatives  
DECEMBER 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.

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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; those results are presented in a separate report: *Graduate Evaluation of NOVA Instruction, Services, and Facilities: Class of 2016*.

In this report, 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).

Responses to the survey questions are disaggregated by the primary credential earned by the graduate. Two categories were created: occupational-technical respondents and transfer degree respondents. The occupational-technical category includes graduates who earned either an A.A.A. degree, A.A.S. degree, or a certificate; while the transfer degree category includes graduates who earned either an A.A. or an A.S. degree.

### Graduate Survey Response Rates

Table 1 provides graduate survey response rates from 2011 to 2016. The 2016 Graduate Survey had a response rate of 19 percent.

**Table 1. Graduate Survey Response Rates: 2011 through 2016**

|                      | Year       |           |            |            |            |
|----------------------|------------|-----------|------------|------------|------------|
|                      | 2011       | 2012      | 2014       | 2015       | 2016       |
| Graduates            | 5,795      | 6,926     | 6,598      | 6,771      | 6,939      |
| Respondents          | 577        | 516       | 871        | 1,315      | 1,323      |
| <b>Response Rate</b> | <b>10%</b> | <b>7%</b> | <b>13%</b> | <b>19%</b> | <b>19%</b> |

Note: The NOVA Graduate Survey was not administered in 2013

## Section 1. Profile of 2016 Graduate Survey Respondents

Table 2 presents demographic and student status information on the 2016 graduating class (graduates), compared to those 2016 graduates who responded to the survey (respondents). The two groups are fairly similar; however, a few differences deserve mention:

- Graduates who earned an A.S. award were underrepresented in the survey responses, accounting for 60 percent of graduates in comparison to 55 percent of respondents.
- Female graduates were overrepresented in the survey responses, accounting for 55 percent of graduates but 65 percent of respondents.
- Students under the age of 30 were underrepresented in the survey responses, accounting for 73 percent of graduates but 68 percent of respondents.

**Table 2. Graduates and Survey Respondents: Class of 2016**

| Characteristic     |                                     | Graduates    |               | Respondents  |               |
|--------------------|-------------------------------------|--------------|---------------|--------------|---------------|
|                    |                                     | #            | %             | #            | %             |
| <b>Award Type</b>  | A.A.                                | 445          | 6.4%          | 93           | 7.0%          |
|                    | A.S.                                | 4,168        | 60.1%         | 733          | 55.4%         |
|                    | A.A.A./A.A.S.                       | 918          | 13.2%         | 206          | 15.6%         |
|                    | Certificate                         | 1,408        | 20.3%         | 291          | 22.0%         |
| <b>Gender</b>      | Male                                | 3,153        | 45.4%         | 465          | 35.1%         |
|                    | Female                              | 3,786        | 54.6%         | 858          | 64.9%         |
| <b>Race</b>        | White                               | 2,811        | 40.5%         | 497          | 37.6%         |
|                    | Black/African American              | 985          | 14.2%         | 212          | 16.0%         |
|                    | Hispanic/Latino                     | 1,500        | 21.6%         | 320          | 24.2%         |
|                    | Asian                               | 1,202        | 17.3%         | 222          | 16.8%         |
|                    | American Indian/Alaska Native       | 25           | 0.4%          | 8            | 0.6%          |
|                    | Native Hawaiian/Other Pac. Islander | 30           | 0.4%          | 5            | 0.4%          |
|                    | Not Specified                       | 101          | 1.5%          | 13           | 1.0%          |
|                    | Two or More Races                   | 206          | 3.0%          | 35           | 2.6%          |
| Unknown            | 79                                  | 1.1%         | 11            | 0.8%         |               |
| <b>Age</b>         | Under 30                            | 5,077        | 73.2%         | 899          | 68.0%         |
|                    | 30-39                               | 1,169        | 16.8%         | 236          | 17.8%         |
|                    | 40-49                               | 433          | 6.2%          | 111          | 8.4%          |
|                    | 50-59                               | 210          | 3.0%          | 59           | 4.5%          |
|                    | 60+                                 | 50           | 0.7%          | 18           | 1.4%          |
| <b>Home Campus</b> | Alexandria                          | 1,238        | 17.8%         | 267          | 20.2%         |
|                    | Annandale                           | 2,021        | 29.1%         | 344          | 26.0%         |
|                    | Loudoun                             | 1,076        | 15.5%         | 188          | 14.2%         |
|                    | Manassas                            | 1,010        | 14.6%         | 191          | 14.4%         |
|                    | Medical Education                   | 607          | 8.7%          | 141          | 10.7%         |
|                    | Woodbridge                          | 987          | 14.2%         | 192          | 14.5%         |
| <b>Total</b>       |                                     | <b>6,939</b> | <b>100.0%</b> | <b>1,323</b> | <b>100.0%</b> |

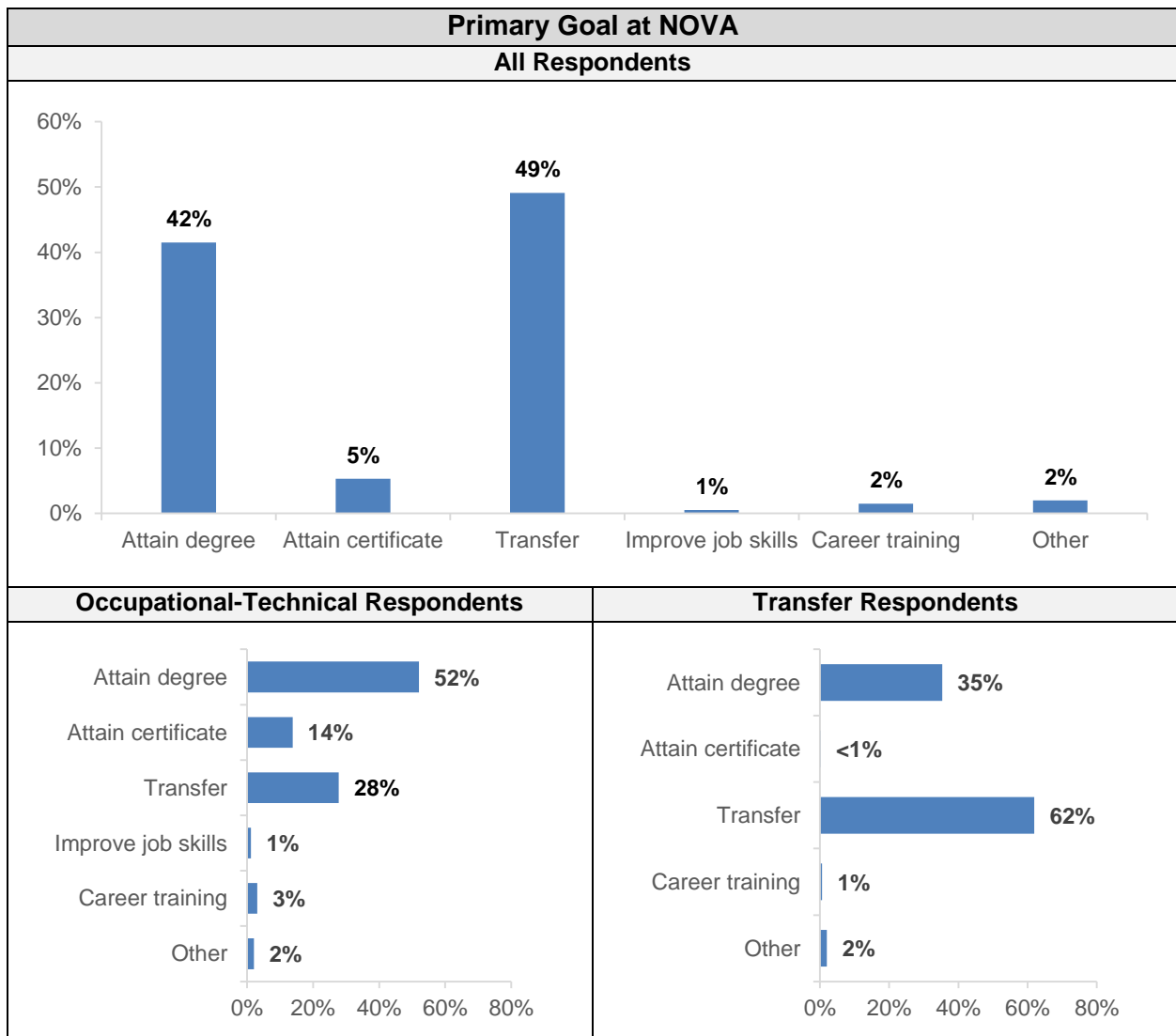
## Section 2. Goals of Respondents

### Stated Goals at NOVA

Transfer to a four-year institution was most often selected as the primary goal respondents held while attending NOVA (49 percent, Figure 1). Attaining an Associate’s degree was the second most popular response, accounting for 42 percent of respondents.

The primary goal of respondents was related to the type of degree the respondent attained from NOVA. For example, 52 percent of respondents who had attained an occupational-technical credential (A.A.A., A.A.S., or certificate) listed attaining an Associate’s degree as their primary goal. The majority (62 percent) of respondents who attained a transfer degree (A.A. or A.S.) listed transfer to a four-year institution as their primary goal while attending NOVA.

**Figure 1. Primary Goal of Respondents by Award Type**

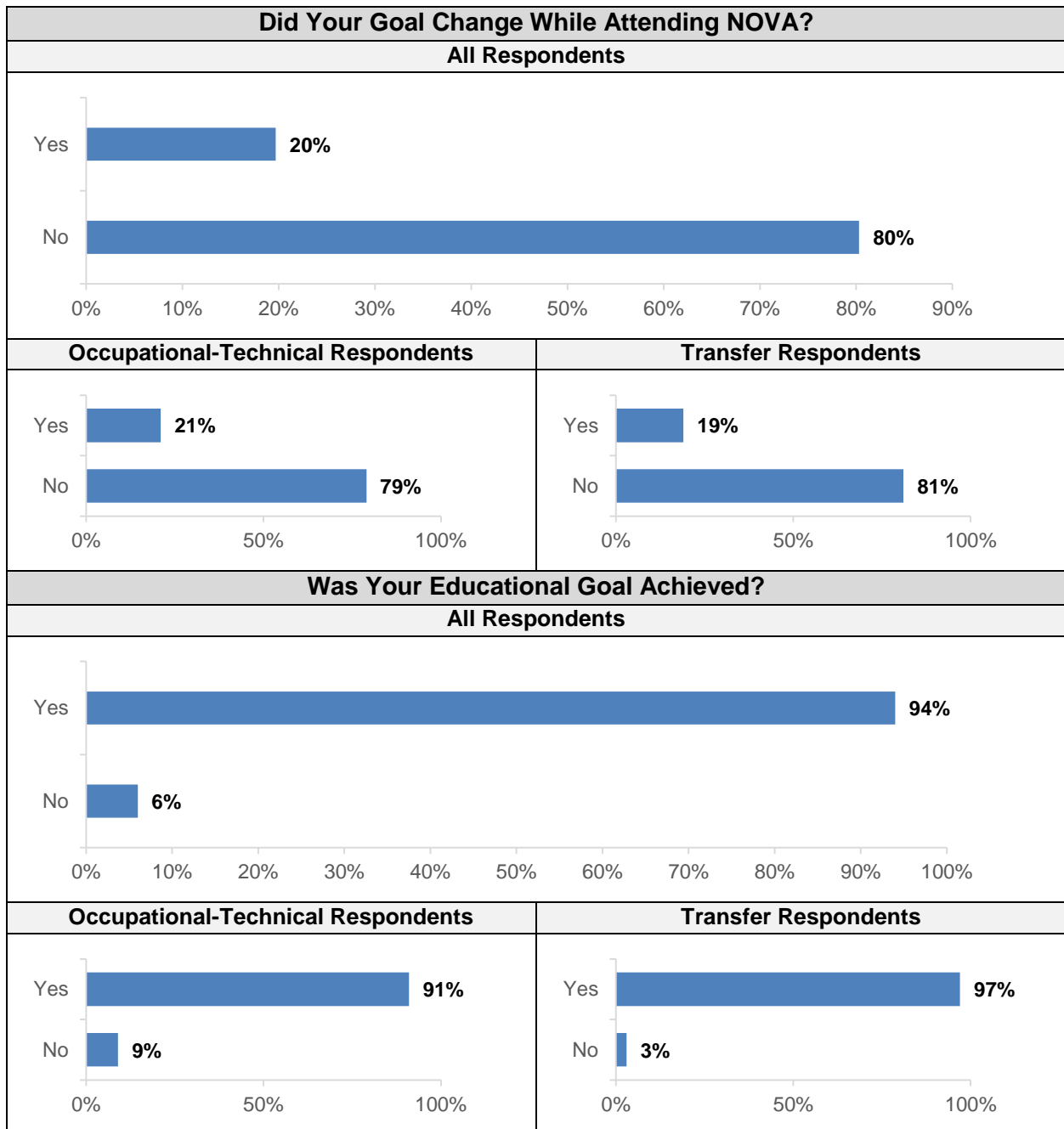


### Changes In and Achievement of Stated Goals

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 2, overall, the majority of respondents (80 percent) indicated that their goal had not changed while attending NOVA.

The majority of respondents (94 percent) stated that they had achieved their educational goal. Occupational-technical respondents were slightly less likely to report that they had achieved their educational goal at NOVA (91 percent), compared to transfer degree respondents (97 percent).

**Figure 2. Goal Changes and Achievement of Respondents by Award Type**



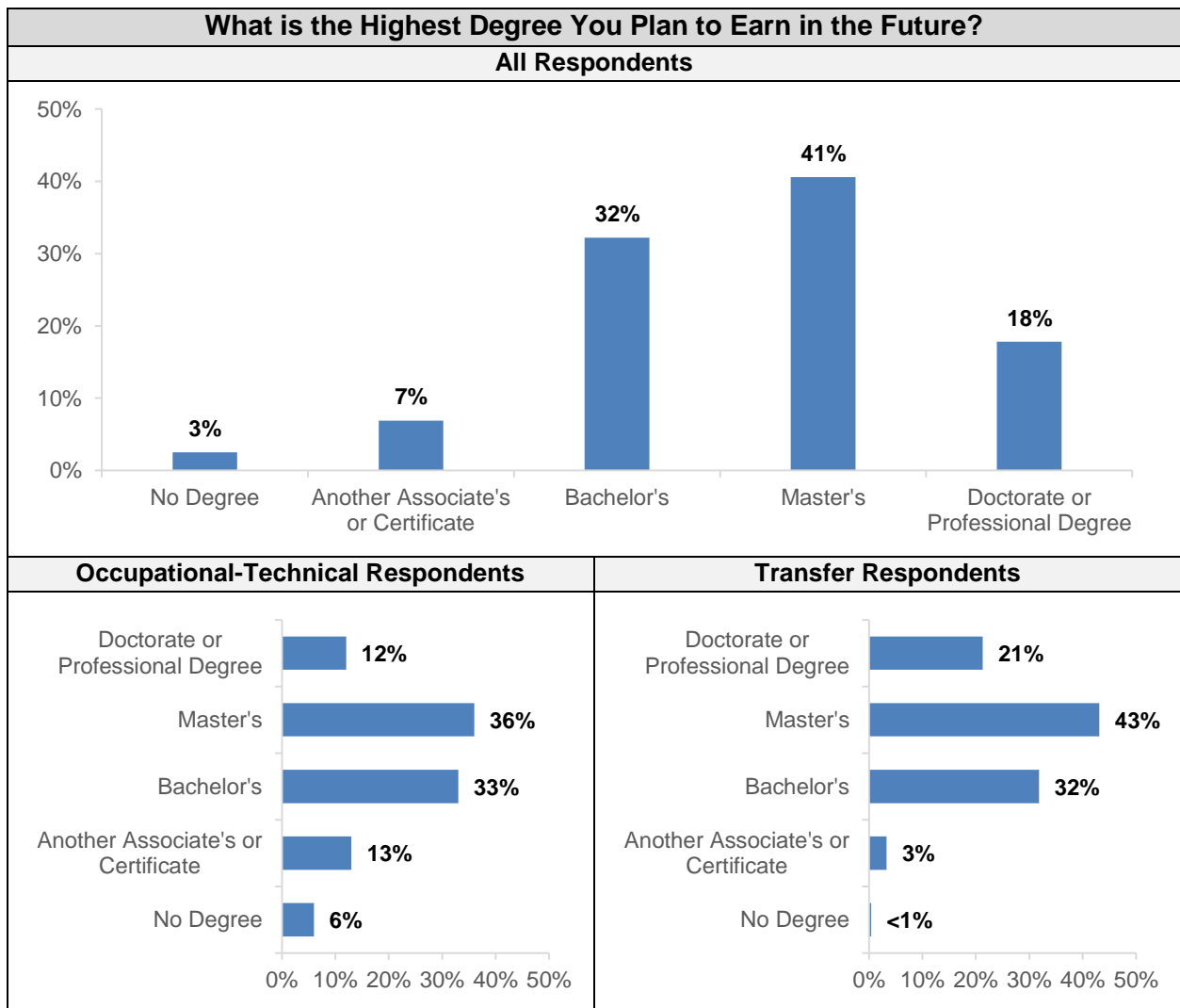


### Future Academic Goals

Respondents were asked to indicate their future academic goals in terms of the highest degree they planned to earn. Overall, about 32 percent of respondents intended to earn a Bachelor's degree and another 59 percent planned to earn a higher level degree such as a master's (41 percent), or doctorate or other professional degree (18 percent).

Around 81 percent of occupational-technical respondents had plans to continue on to earn a bachelor's degree or higher. In comparison, a higher proportion of respondents who had earned a transfer degree had plans to continue on to earn a bachelor's degree or higher (96 percent). In particular, while 12 percent of occupational-technical degree or certificate earners had plans to attain a doctorate or other professional degree, 21 percent of transfer degree earners indicated this goal.

**Figure 3. Future Academic Goals of Respondents by Award Type**



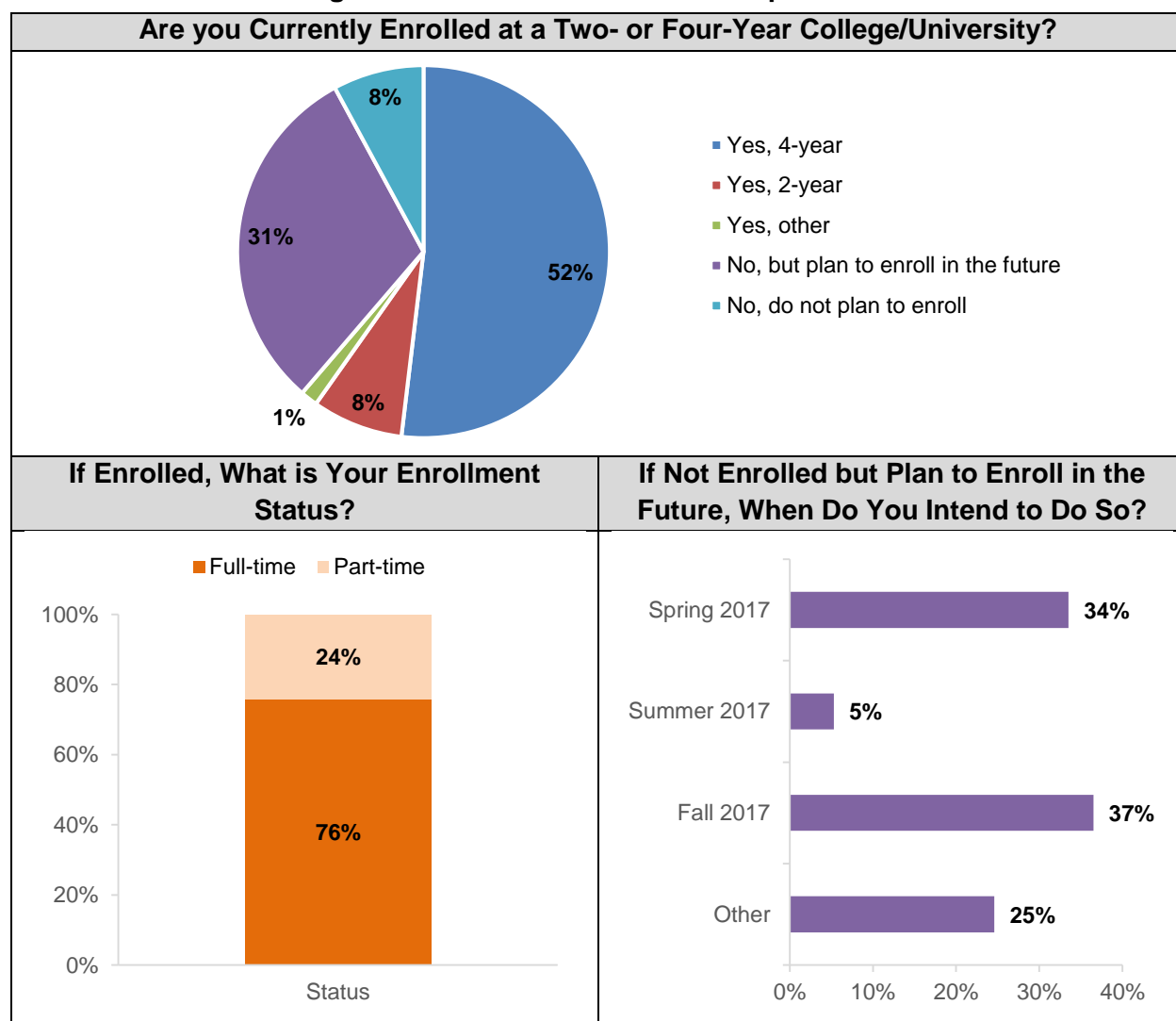
### Section 3. Education after NOVA

#### Current Education Status of Graduate Respondents

The majority of respondents (61 percent) were enrolled at a post-secondary institution. Sixty percent of survey respondents indicated that they were enrolled at a two- or four-year college or university: 52 percent were enrolled at four-year institution while 8 percent were enrolled at a two-year institution. For those respondents who indicated they were enrolled at a post-secondary institution, 76 percent indicated that they were attending the institution as a full-time student.

A sizable proportion of respondents (31 percent) who were not enrolled at a post-secondary institution had plans to enroll in the future. About 76 percent of these students planned to enroll in the year 2017. Eight percent of respondents were not enrolled at a post-secondary institution and did not plan to enroll at one in the future.

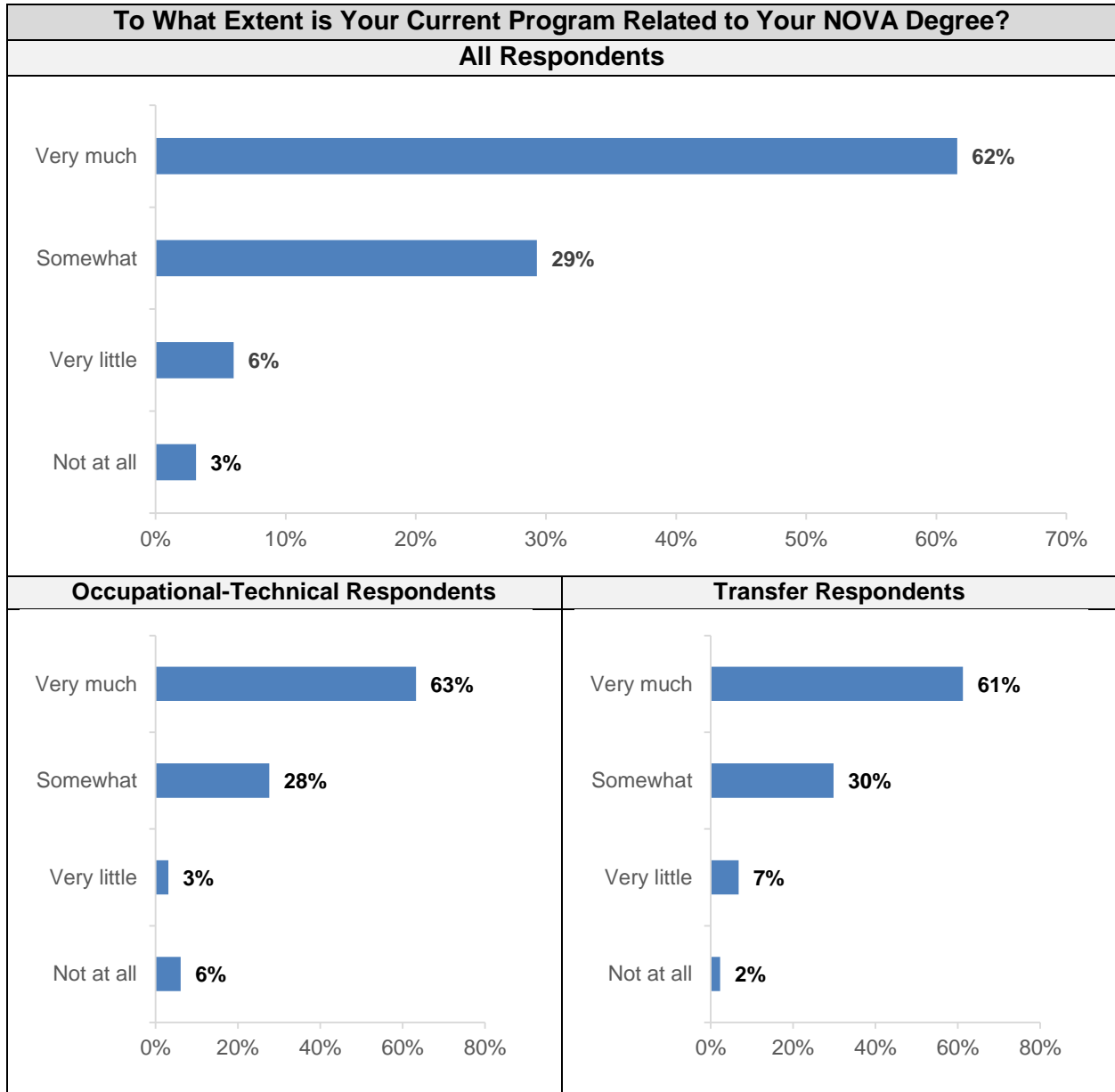
**Figure 4. Educational Status of Respondents**



### 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 ‘very much’ related to what they had majored in at NOVA (62 percent). Another 29 percent of respondents indicated that their new program was ‘somewhat’ related to their NOVA degree. About 9 percent of respondents indicated that their new program was ‘very little’ or ‘not at all’ related to what they had studied at NOVA.

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



Respondents were also asked to indicate the extent to which they felt their NOVA degree program had prepared them academically for their current program (Figure 6). The majority of respondents (55 percent) felt that NOVA had ‘very much’ prepared them for their current program, and 36 percent felt NOVA had ‘somewhat’ prepared them for their current program. These results varied depending on the credential respondents had earned from NOVA: occupational-technical respondents were more likely than transfer degree respondents to have found NOVA had ‘very much’ prepared them for their current educational studies (60 percent vs. 54 percent).

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

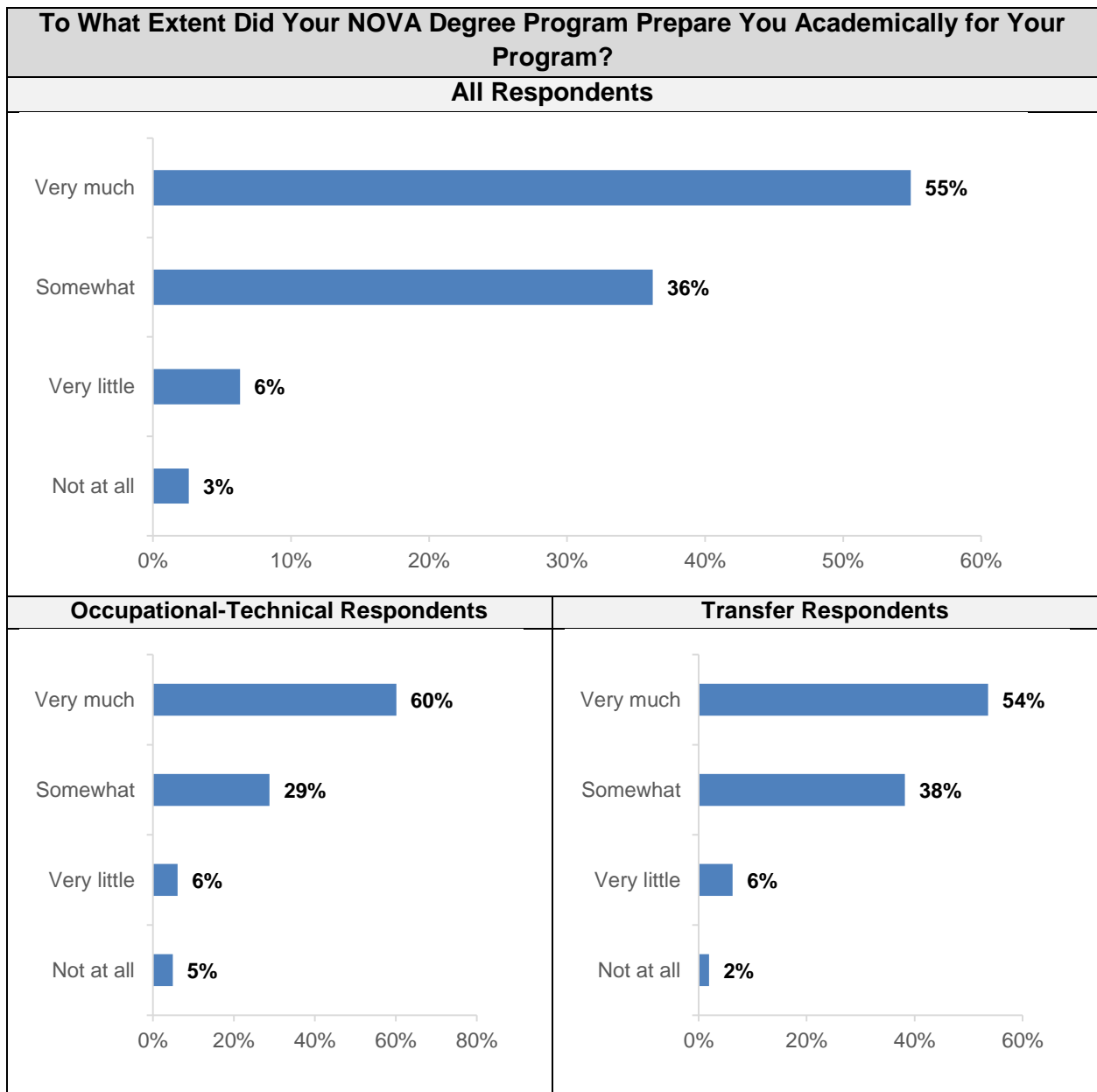
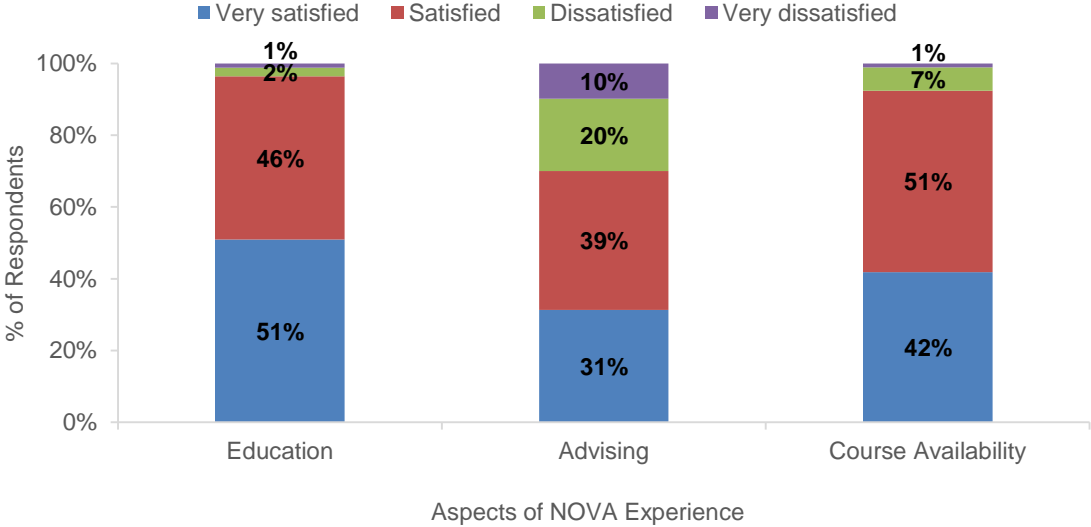


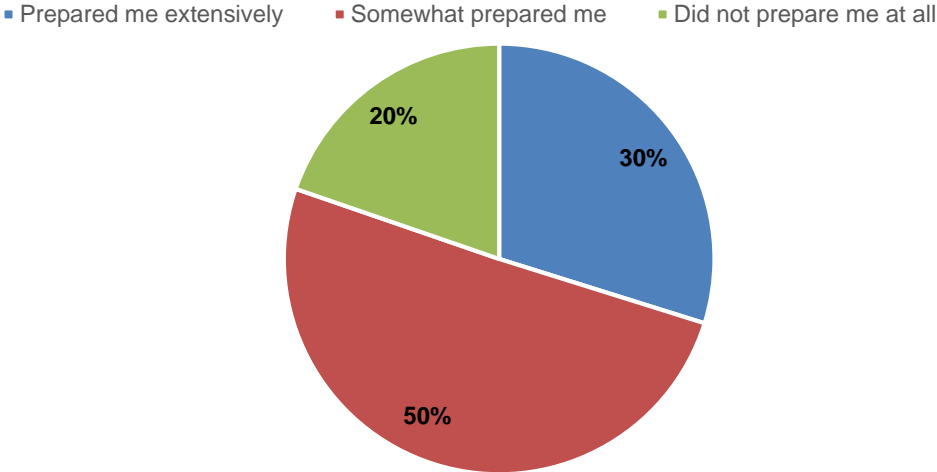
Figure 7 indicates the level at which respondents were satisfied with various aspects of their NOVA experience (education, advising, and course availability). Almost all respondents were either 'satisfied' or 'very satisfied' with their NOVA education (97 percent). Around 93 percent of respondents were 'satisfied' or 'very satisfied' with course availability at NOVA. Comparatively, respondents were less often satisfied with advising at NOVA as only 70 percent of respondents indicated that they were 'satisfied' or 'very satisfied' with NOVA's advising.

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



As indicated in Figure 8, 80 percent 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-fifth of respondents felt that their NOVA education had 'not at all' prepared them for citizenship.

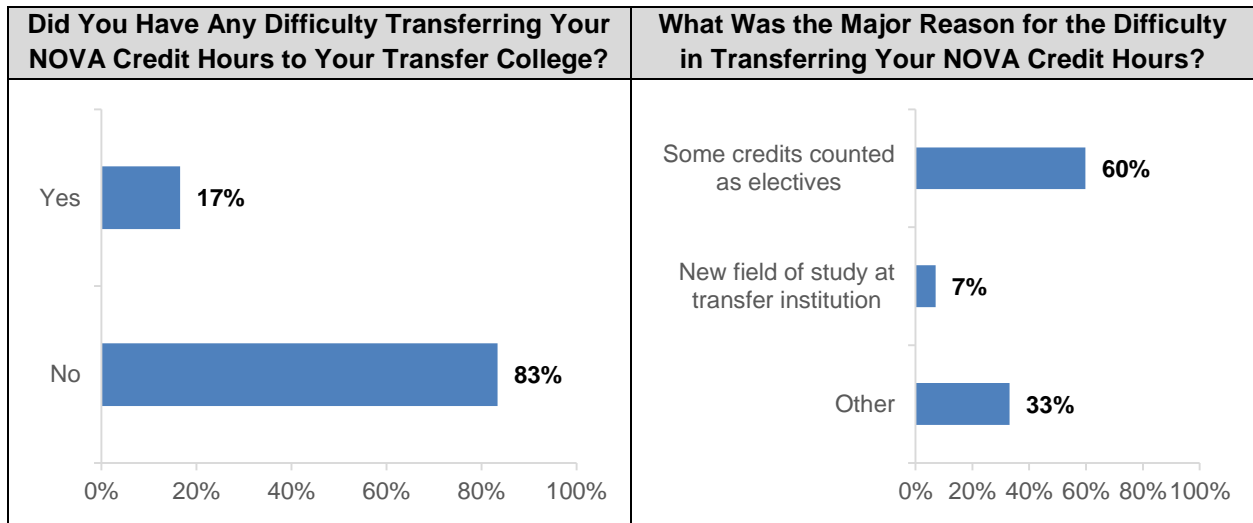
**Figure 8. Extent to Which Respondent Felt Their NOVA Education Prepared Them for Citizenship**



### Difficulties with Transferring Credits

The majority of respondents (83 percent) indicated that they did not experience any difficulties transferring their NOVA credit hours to their transfer institution. For the 17 percent that did experience difficulties, the majority of these difficulties (60 percent) were seemingly due to some of the respondent's credits transferring as elective credits only.

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



### Colleges Attended by NOVA Graduates

Respondents attended over 90 institutions across the country; however George Mason University was by far the most popular transfer institution. Figure 10 below lists the top 5 institutions attended by respondents. About 49 percent of respondents indicated that they had transferred to George Mason University and another 8 percent returned to NOVA after graduating.

**Figure 10. Top 5 Institutions Attended by Respondents**

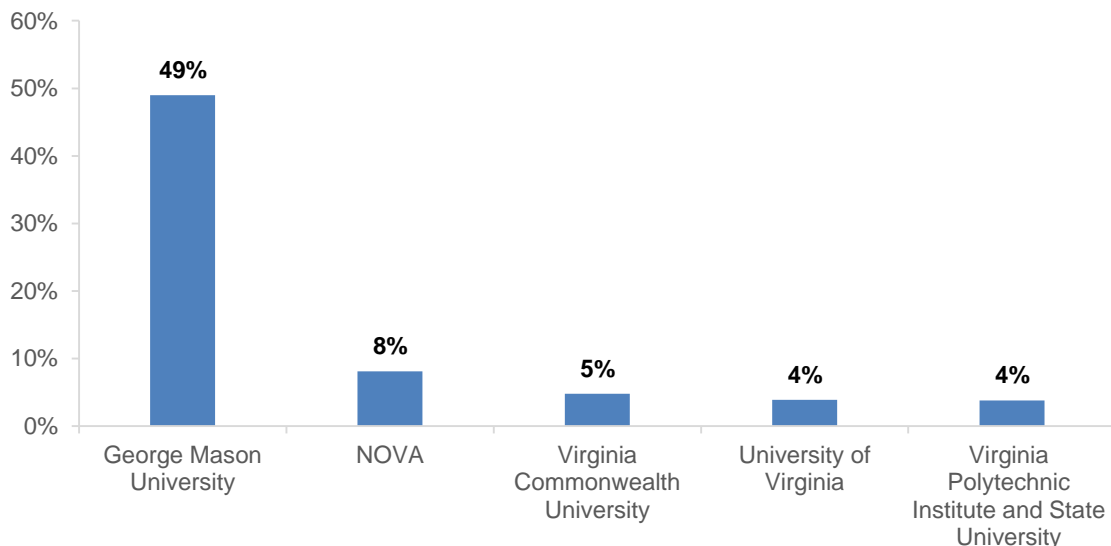
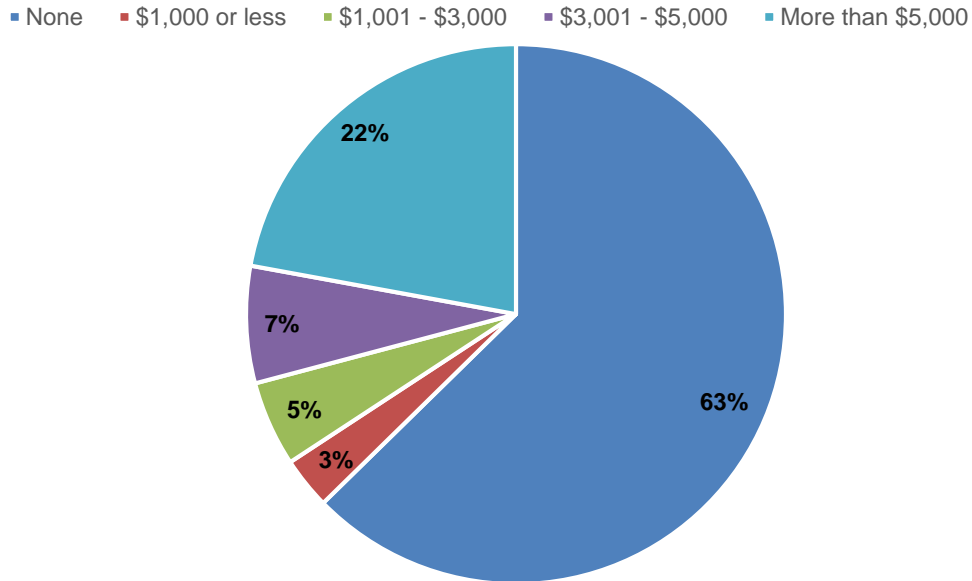


Figure 11 illustrates the proportion of respondents who borrowed money in order to finance their NOVA education and the monetary amount borrowed. The majority of respondents (63 percent) indicated that they did not borrow any money to finance their NOVA education. However, when respondents indicated that they did borrow money, they most often borrowed an amount in excess of \$5,000 (22 percent of all respondents).

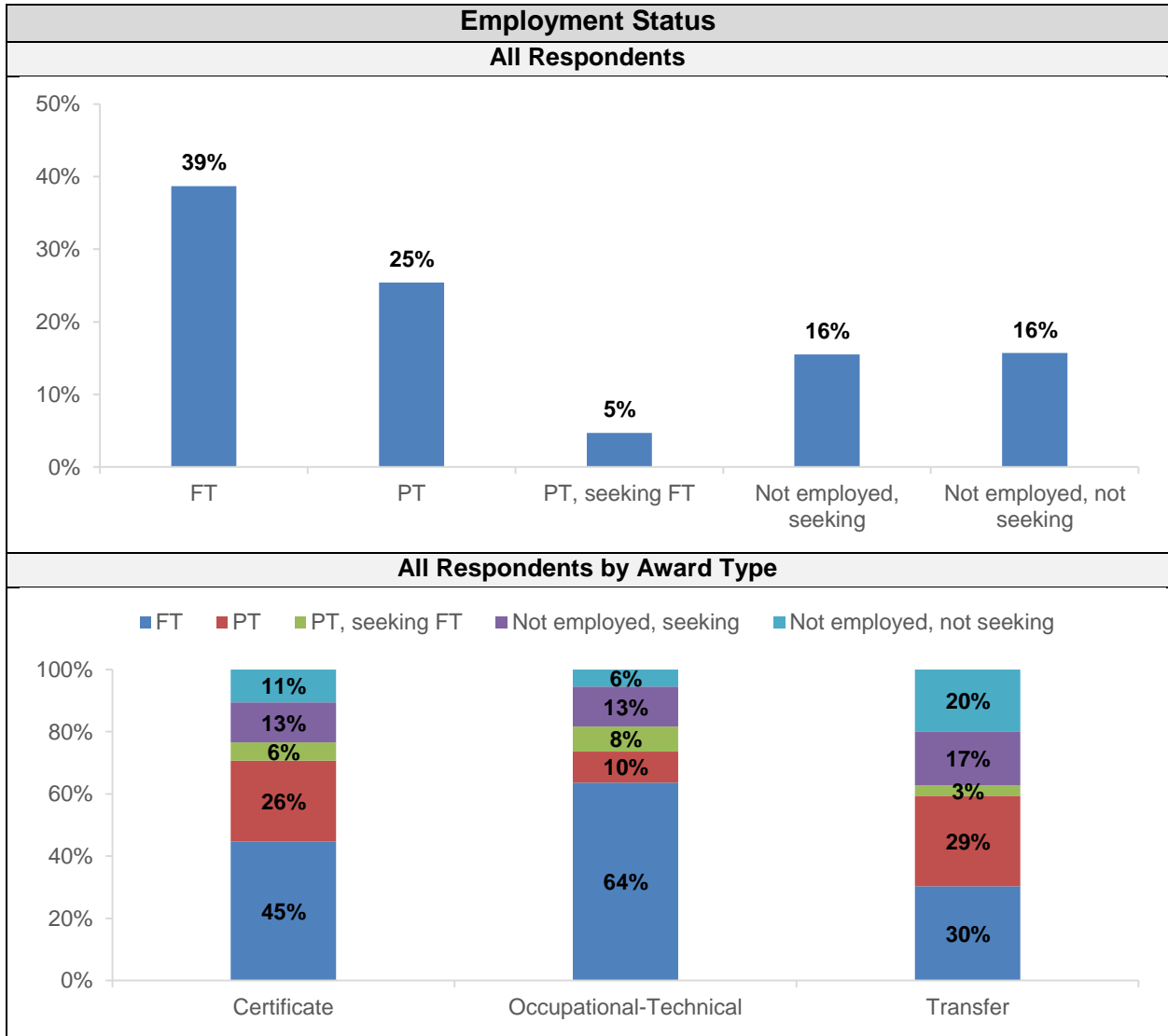
**Figure 11. Amount of Money Borrowed by Respondents to Finance Their NOVA Education**



## Section 4. Employment

Overall, 69 percent of respondents were employed: 39 percent were employed full-time, 25 percent were employed part-time, and 5 percent were employed part-time but seeking full-time employment. Around 16 percent of respondents were unemployed and seeking employment. Respondents who earned an A.A.A. or A.A.S. degree from NOVA (Occupational-Technical) had the highest proportion of respondents working full-time (64 percent). Respondents who earned an A.A. or A.S. award (Transfer) had the smallest proportion of respondents working full-time (30 percent); these students were almost equally likely to be working part-time (29 percent).

**Figure 12. Employment Status of Respondents by Award Type**

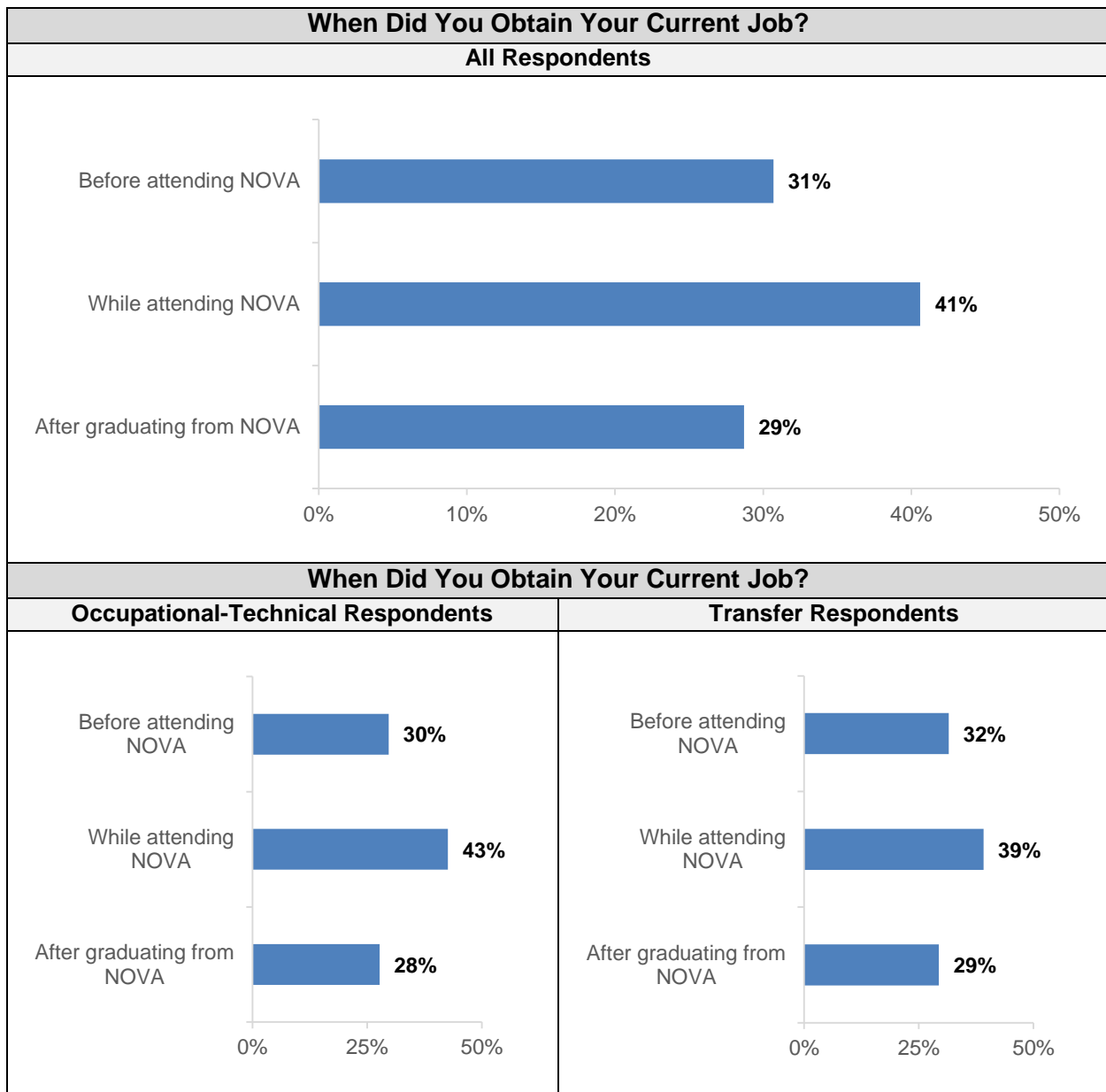




### Outcomes of Employed Respondents

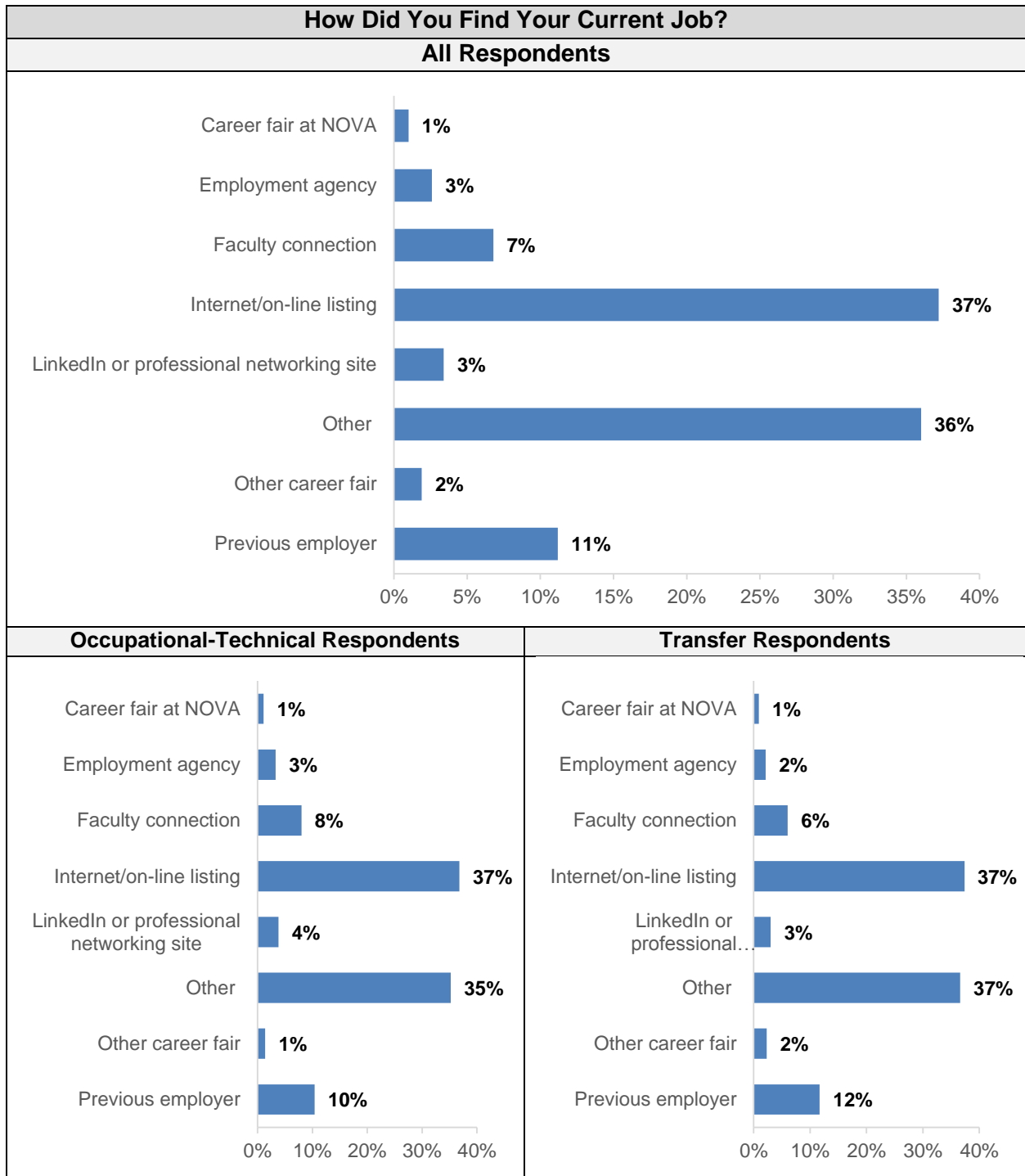
Respondents who indicated that they were employed at the time of the survey were asked a series of questions concerning how their job relates to their educational achievements at NOVA. Respondents were asked when they obtained their job and if their NOVA education had helped them to acquire the position they currently held. The majority of respondents (72 percent) either attained their job before attending NOVA (31 percent) or while attending NOVA (41 percent). However, variation in responses existed between occupational-technical respondents and transfer respondents: occupational-technical respondents were slightly more likely than transfer respondents to have attained their job while attending NOVA (43 percent vs. 39 percent).

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



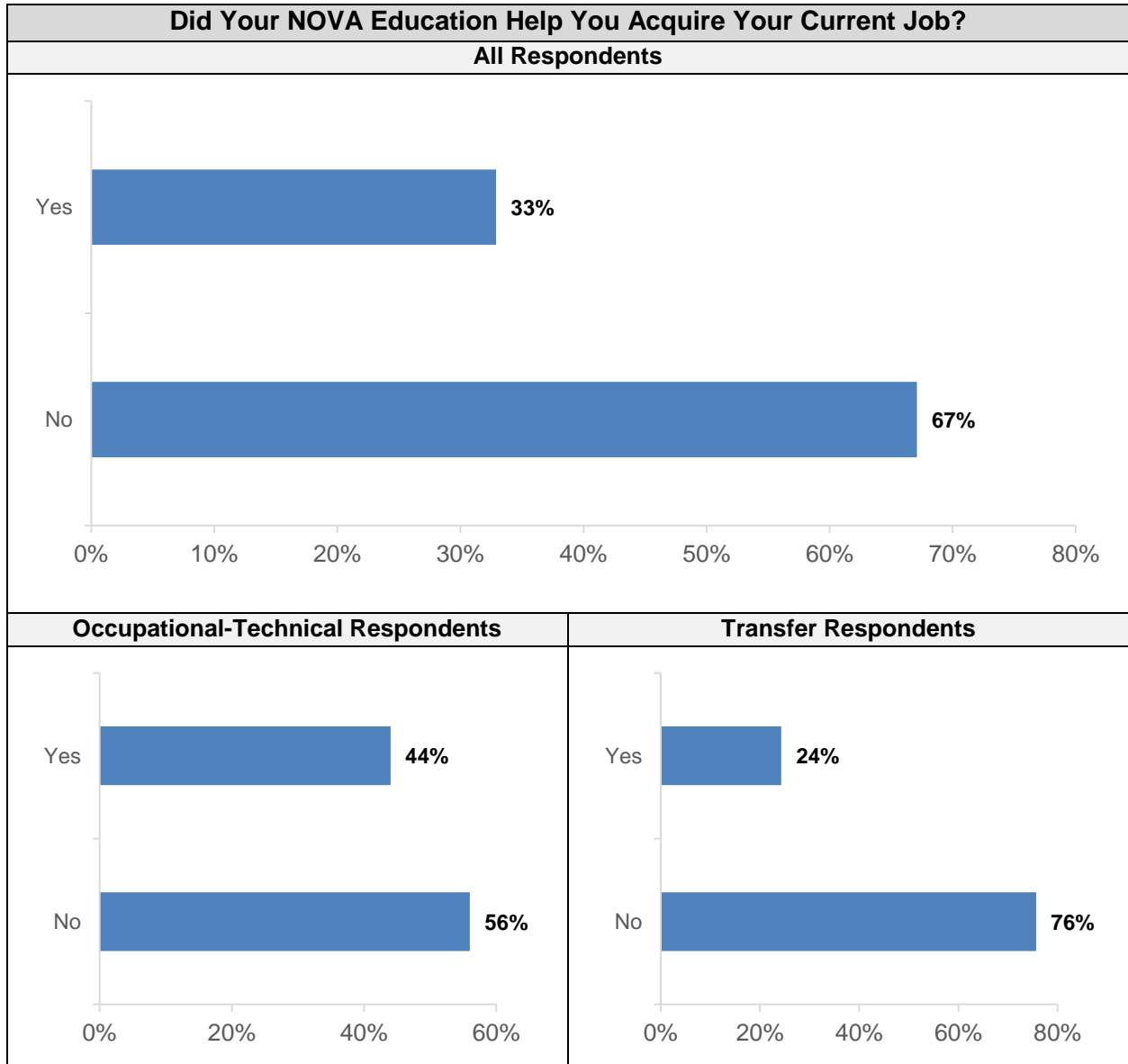
Respondents most often indicated that they found their current job by viewing online listings. An almost equally large proportion of respondents indicated they used 'other' methods to find their current position, and these methods most often included leveraging their social networks; particularly their friends and family.

**Figure 14. Platforms Used by Respondents to Find Employment**



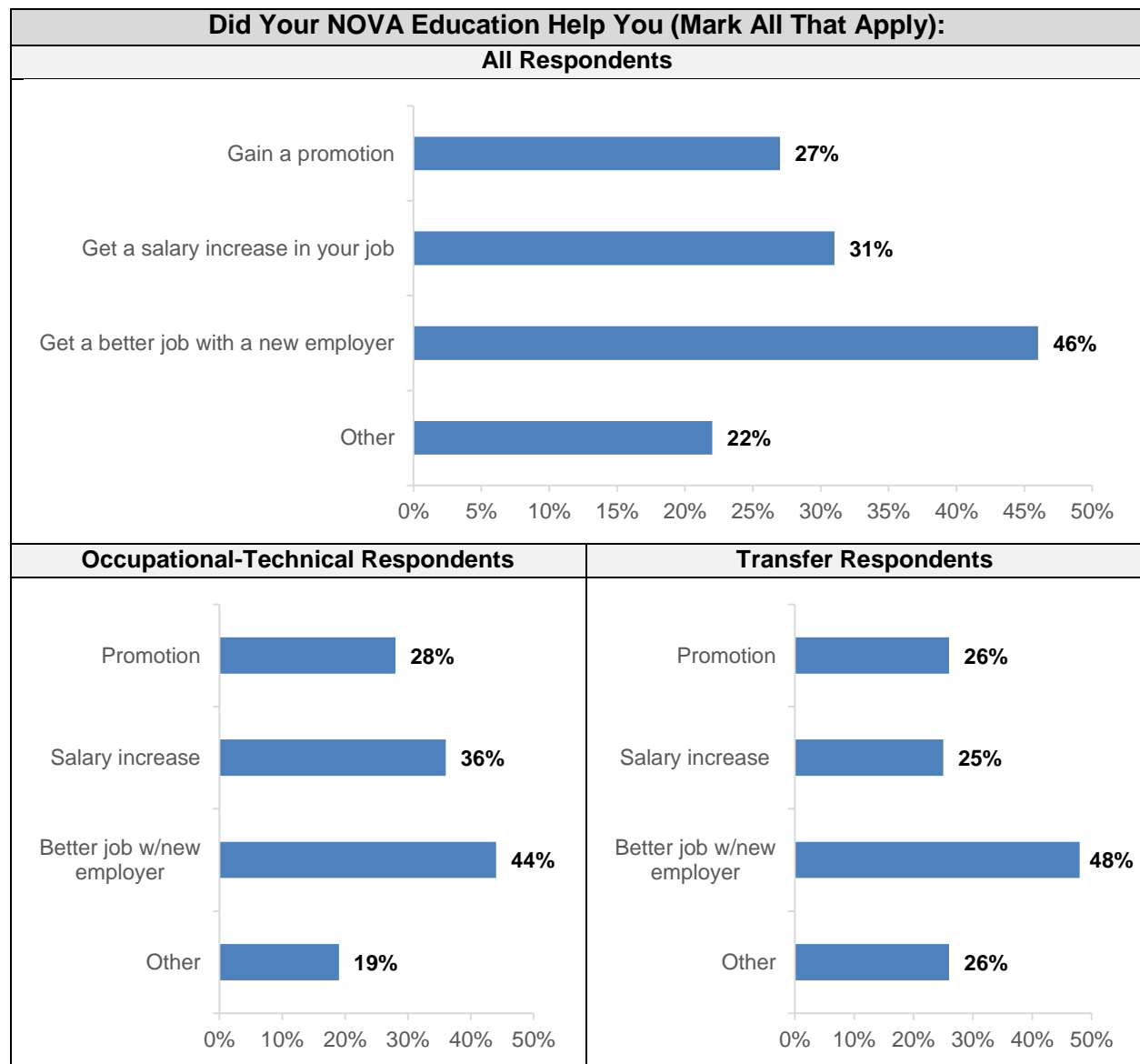
A minority of respondents (33 percent) indicated that their NOVA education helped them acquire the position they held at the time of the survey. Occupational-technical respondents were far more likely than transfer degree respondents to state that their NOVA education had helped them attain their job (44 percent compared to 24 percent).

**Figure 15. 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 16). Only 298 respondents made an entry for this question; of these respondents, 46 percent indicated that their NOVA education helped them attain a better job with a new employer. Compared to transfer degree respondents, a higher proportion of occupational-technical respondents indicated that their NOVA education had helped them secure a salary increase (36 percent compared to 25 percent).

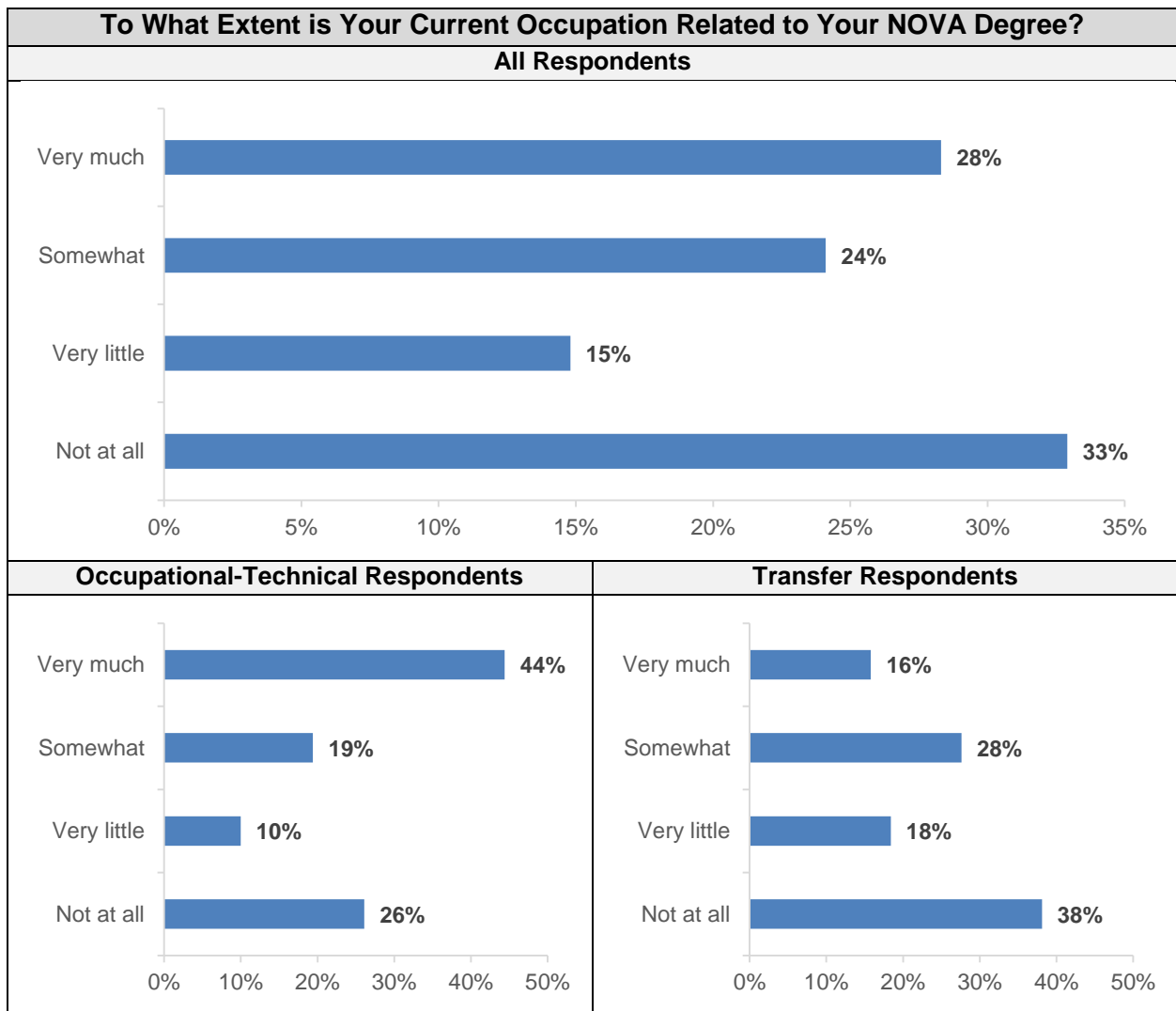
**Figure 16. Effect of NOVA Education on Career Advancement of Respondents by Award Type**



Note: Figures don't add to 100 percent as respondents were allowed to select all responses that applied.

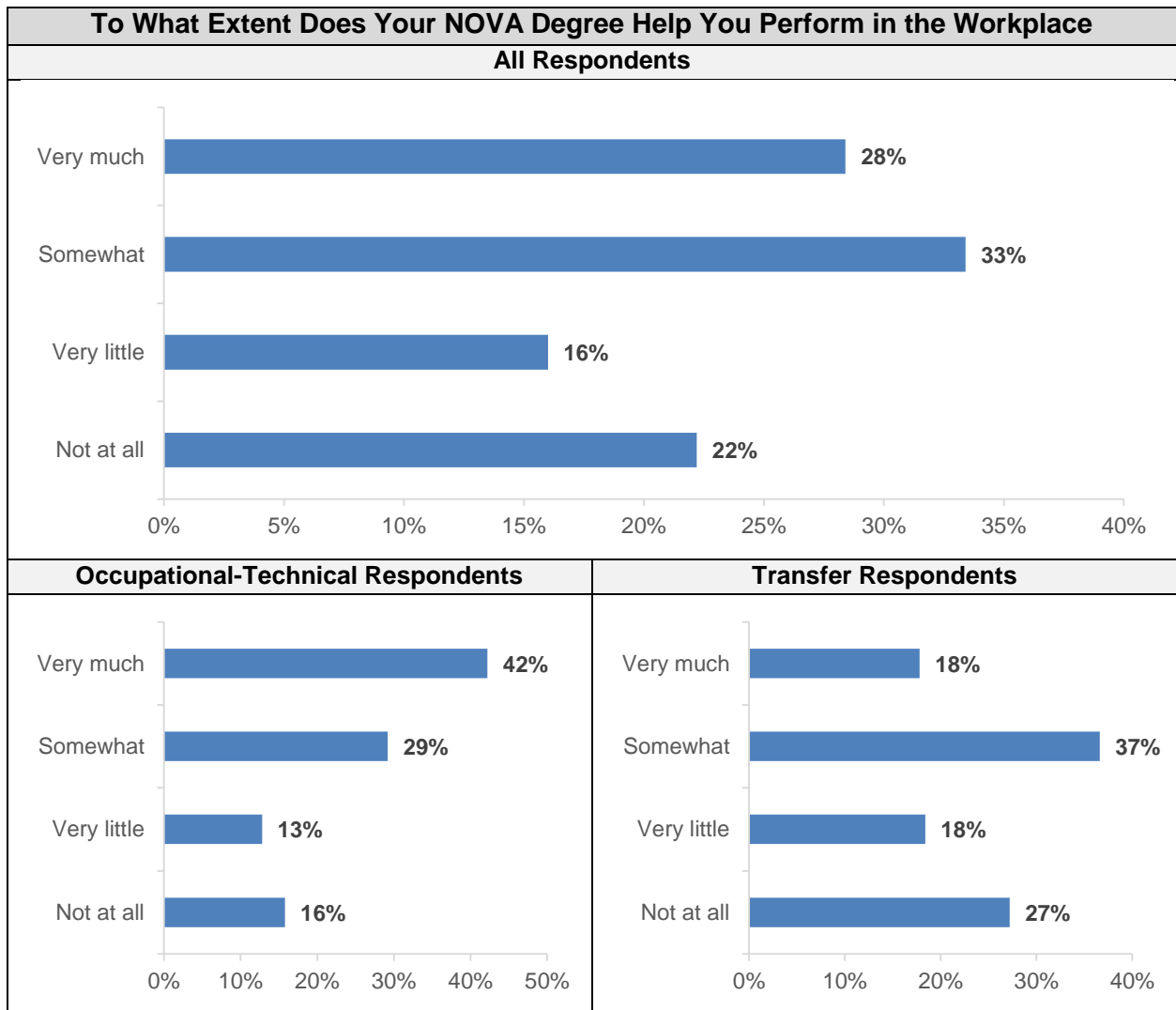
Respondents were asked to what extent their occupation at the time of the survey was related to their NOVA degree (Figure 17). About 28 percent of respondents indicated that their occupation was ‘very much’ related to their NOVA degree program while 24 percent felt that their occupation was ‘somewhat’ related to their NOVA degree program. However, the largest proportion of students indicated that their NOVA credential was ‘not at all’ related to their current occupation (33 percent). Results varied largely by the credential type earned by respondents. While 44 percent of occupational-technical respondents indicated that their NOVA degree was ‘very much’ related to their occupation, 16 percent of transfer degree respondents indicated the same.

**Figure 17. Relevance of NOVA Education to Respondents’ Occupation by Degree Type**



Overall, 28 percent of respondents indicated that their NOVA credential ‘very much’ helps them perform in the workplace and another 33 percent indicated that their credential ‘somewhat’ helps them to perform in the workplace. Around one-fifth (22 percent) of respondents indicated that their NOVA credential did ‘not at all’ help them perform in the workplace. These results varied by respondent type. In particular, 42 percent of occupational-technical respondents indicated that their NOVA credential ‘very much’ helped them perform in the workplace; while in comparison, only 18 percent of transfer degree respondents felt the same.

**Figure 18. Extent with Which a NOVA Education Prepared Respondents to Perform in the Workforce**



## Appendix A: Data Tables

**Table A1. Primary Goal of Respondents by Award Type**

| Primary Goal at NOVA by Award Type                           | Occupational-Technical |               | Transfer   |               | Total        |               |
|--|------------------------|---------------|------------|---------------|--------------|---------------|
|  | #                      | %             | #          | %             | #            | %             |
| Attain an associate's degree                                 | 252                    | 52.0%         | 286        | 35.3%         | 538          | 41.5%         |
| Attain a certificate   | 67                     | 13.8%         | 2          | 0.2%          | 69           | 5.3%          |
| Transfer to a four-year college/university                   | 135                    | 27.8%         | 501        | 61.9%         | 636          | 49.1%         |
| Improve job skills (without earning a degree or certificate) | 6                      | 1.2%          | 0          | 0.0%          | 6            | 0.5%          |
| Attain career training in order to enter the workforce       | 15                     | 3.1%          | 5          | 0.6%          | 20           | 1.5%          |
| Other  | 10                     | 2.1%          | 16         | 2.0%          | 26           | 2.0%          |
| <b>Total</b>   | <b>485</b>             | <b>100.0%</b> | <b>810</b> | <b>100.0%</b> | <b>1,295</b> | <b>100.0%</b> |

**Table A2. Goal Changes of Respondents by Award Type**

| Did Your Goal Change While Attending NOVA? | Occupational-Technical |               | Transfer   |               | Total        |               |
|--|------------------------|---------------|------------|---------------|--------------|---------------|
|  | #                      | %             | #          | %             | #            | %             |
| Yes  | 102                    | 21.0%         | 153        | 18.9%         | 255          | 19.7%         |
| No   | 383                    | 79.0%         | 657        | 81.1%         | 1,040        | 80.3%         |
| <b>Total</b>                               | <b>485</b>             | <b>100.0%</b> | <b>810</b> | <b>100.0%</b> | <b>1,295</b> | <b>100.0%</b> |

**Table A3. Goal Achievement of Respondents by Award Type**

| Was Your Educational Goal Achieved? | Occupational-Technical |               | Transfer   |               | Total        |               |
|-------------------------------------|------------------------|---------------|------------|---------------|--------------|---------------|
|                                     | #                      | %             | #          | %             | #            | %             |
| Yes                                 | 440                    | 90.7%         | 779        | 96.5%         | 1,219        | 94.3%         |
| No                                  | 45                     | 9.3%          | 28         | 3.5%          | 73           | 5.7%          |
| <b>Total</b>                        | <b>485</b>             | <b>100.0%</b> | <b>807</b> | <b>100.0%</b> | <b>1,292</b> | <b>100.0%</b> |

**Table A4. Future Academic Goals of Respondents by Award Type**

| What is the Highest Degree You Plan to Earn in the Future? | Occupational-Technical |               | Transfer   |               | Total        |               |
|--|------------------------|---------------|------------|---------------|--------------|---------------|
|  | #                      | %             | #          | %             | #            | %             |
| No Degree  | 29                     | 6.0%          | 3          | 0.4%          | 32           | 2.5%          |
| Another Associate or Certificate                           | 62                     | 12.9%         | 27         | 3.3%          | 89           | 6.9%          |
| Bachelor   | 158                    | 32.8%         | 257        | 31.8%         | 415          | 32.2%         |
| Master   | 175                    | 36.3%         | 348        | 43.1%         | 523          | 40.6%         |
| Doctorate or Professional Degree                           | 58                     | 12.0%         | 172        | 21.3%         | 230          | 17.8%         |
| <b>Total</b>   | <b>482</b>             | <b>100.0%</b> | <b>807</b> | <b>100.0%</b> | <b>1,289</b> | <b>100.0%</b> |

**Table A5. Educational Status of Respondents by Award Type**

| Are You Currently Enrolled at a Two- of Four-Year College/University?          | Occupational-Technical |               | Transfer   |               | Total        |               |
|--|------------------------|---------------|------------|---------------|--------------|---------------|
|  | #                      | %             | #          | %             | #            | %             |
| Yes, four-year college/university  | 96                     | 19.8%         | 572        | 71.2%         | 668          | 51.9%         |
| Yes, two-year college  | 62                     | 12.8%         | 40         | 5.0%          | 102          | 7.9%          |
| Enrolled at postsecondary institution but it is neither a 2- or 4-year college | 10                     | 2.1%          | 9          | 1.1%          | 19           | 1.5%          |
| No, but I plan to enroll in the future   | 234                    | 48.3%         | 162        | 20.2%         | 396          | 30.8%         |
| No, do not intend to enroll in the future                                      | 82                     | 16.9%         | 20         | 2.5%          | 102          | 7.9%          |
| <b>Total</b>   | <b>484</b>             | <b>100.0%</b> | <b>803</b> | <b>100.0%</b> | <b>1,287</b> | <b>100.0%</b> |

| If Enrolled, What is Your Enrollment Status? | Occupational-Technical |               | Transfer   |               | Total      |               |
|--|------------------------|---------------|------------|---------------|------------|---------------|
|  | #                      | %             | #          | %             | #          | %             |
| Full-time                                    | 93                     | 58.1%         | 494        | 80.6%         | 587        | 75.9%         |
| Part-time                                    | 67                     | 41.9%         | 119        | 19.4%         | 186        | 24.1%         |
| <b>Total</b>                                 | <b>160</b>             | <b>100.0%</b> | <b>613</b> | <b>100.0%</b> | <b>773</b> | <b>100.0%</b> |

| When Do You Intend to Enroll at a Two- or Four-Year College? | Occupational-Technical |               | Transfer   |               | Total      |               |
|--|------------------------|---------------|------------|---------------|------------|---------------|
|  | #                      | %             | #          | %             | #          | %             |
| Spring 2017  | 62                     | 26.6%         | 70         | 43.5%         | 132        | 33.5%         |
| Summer 2017  | 15                     | 6.4%          | 6          | 3.7%          | 21         | 5.3%          |
| Fall 2017  | 93                     | 39.9%         | 51         | 31.7%         | 144        | 36.5%         |
| Other  | 63                     | 27.0%         | 34         | 21.1%         | 97         | 24.6%         |
| <b>Total</b>   | <b>233</b>             | <b>100.0%</b> | <b>161</b> | <b>100.0%</b> | <b>394</b> | <b>100.0%</b> |

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

| To What Extent is Your Current Program Related to Your NOVA Degree? | Occupational-Technical |               | Transfer   |               | Total      |               |
|---|------------------------|---------------|------------|---------------|------------|---------------|
|   | #                      | %             | #          | %             | #          | %             |
| Very much   | 103                    | 63.2%         | 378        | 61.2%         | 481        | 61.6%         |
| Somewhat  | 45                     | 27.6%         | 184        | 29.8%         | 229        | 29.3%         |
| Very little   | 5                      | 3.1%          | 42         | 6.8%          | 47         | 6.0%          |
| Not at all  | 10                     | 6.1%          | 14         | 2.3%          | 24         | 3.1%          |
| <b>Total</b>  | <b>163</b>             | <b>100.0%</b> | <b>618</b> | <b>100.0%</b> | <b>781</b> | <b>100.0%</b> |



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

| To What Extent Did Your NOVA Degree Program Prepare You Academically for Your Program? | Occupational-Technical |               | Transfer   |               | Total      |               |
|--|------------------------|---------------|------------|---------------|------------|---------------|
|  | #                      | %             | #          | %             | #          | %             |
| Very much  | 98                     | 60.1%         | 331        | 53.6%         | 429        | 54.9%         |
| Somewhat   | 47                     | 28.8%         | 236        | 38.2%         | 283        | 36.2%         |
| Very little  | 10                     | 6.1%          | 39         | 6.3%          | 49         | 6.3%          |
| Not at all   | 8                      | 4.9%          | 12         | 1.9%          | 20         | 2.6%          |
| <b>Total</b>   | <b>163</b>             | <b>100.0%</b> | <b>618</b> | <b>100.0%</b> | <b>781</b> | <b>100.0%</b> |

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

| All Respondents                |              |               |              |               |                     |               |
|--------------------------------|--------------|---------------|--------------|---------------|---------------------|---------------|
| Satisfaction Level             | Education    |               | Advising     |               | Course Availability |               |
|                                | #            | %             | #            | %             | #                   | %             |
| Very satisfied                 | 598          | 50.9%         | 332          | 31.3%         | 486                 | 41.8%         |
| Satisfied                      | 535          | 45.5%         | 411          | 38.7%         | 587                 | 50.5%         |
| Dissatisfied                   | 28           | 2.4%          | 214          | 20.2%         | 76                  | 6.5%          |
| Very dissatisfied              | 14           | 1.2%          | 104          | 9.8%          | 13                  | 1.1%          |
| <b>Total</b>                   | <b>1,175</b> | <b>100.0%</b> | <b>1,061</b> | <b>100.0%</b> | <b>1,162</b>        | <b>100.0%</b> |
| Occupational-Technical Degrees |              |               |              |               |                     |               |
| Satisfaction Level             | Education    |               | Advising     |               | Course Availability |               |
|                                | #            | %             | #            | %             | #                   | %             |
| Very satisfied                 | 226          | 50.4%         | 132          | 33.1%         | 168                 | 38.1%         |
| Satisfied                      | 203          | 45.3%         | 159          | 39.8%         | 227                 | 51.5%         |
| Dissatisfied                   | 13           | 2.9%          | 72           | 18.0%         | 40                  | 9.1%          |
| Very dissatisfied              | 6            | 1.3%          | 36           | 9.0%          | 6                   | 1.4%          |
| <b>Total</b>                   | <b>448</b>   | <b>100.0%</b> | <b>399</b>   | <b>100.0%</b> | <b>441</b>          | <b>100.0%</b> |
| Transfer Degrees               |              |               |              |               |                     |               |
| Satisfaction Level             | Education    |               | Advising     |               | Course Availability |               |
|                                | #            | %             | #            | %             | #                   | %             |
| Very satisfied                 | 372          | 51.2%         | 200          | 30.2%         | 318                 | 44.1%         |
| Satisfied                      | 332          | 45.7%         | 252          | 38.1%         | 360                 | 49.9%         |
| Dissatisfied                   | 15           | 2.1%          | 142          | 21.5%         | 36                  | 5.0%          |
| Very dissatisfied              | 8            | 1.1%          | 68           | 10.3%         | 7                   | 1.0%          |
| <b>Total</b>                   | <b>727</b>   | <b>100.0%</b> | <b>662</b>   | <b>100.0%</b> | <b>721</b>          | <b>100.0%</b> |

**Table A9. To What Extent Did Your NOVA Degree Program Prepare You for Responsible Citizenship?**

| To What Extent Did Your NOVA Degree Program Prepare You for Responsible Citizenship? | Occupational-Technical |               | Transfer   |               | Total        |               |
|--|------------------------|---------------|------------|---------------|--------------|---------------|
|  | #                      | %             | #          | %             | #            | %             |
| Prepared me extensively  | 127                    | 28.5%         | 227        | 30.7%         | 354          | 29.8%         |
| Somewhat prepared me   | 210                    | 47.1%         | 388        | 52.4%         | 598          | 50.4%         |
| Did not prepare me at all  | 109                    | 24.4%         | 125        | 16.9%         | 234          | 19.7%         |
| <b>Total</b>   | <b>446</b>             | <b>100.0%</b> | <b>740</b> | <b>100.0%</b> | <b>1,186</b> | <b>100.0%</b> |

**Table A10. 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? | Occupational-Technical |               | Transfer   |               | Total      |               |
|---|------------------------|---------------|------------|---------------|------------|---------------|
|   | #                      | %             | #          | %             | #          | %             |
| Yes   | 28                     | 17.5%         | 100        | 16.4%         | 128        | 16.6%         |
| No  | 132                    | 82.5%         | 511        | 83.6%         | 643        | 83.4%         |
| <b>Total</b>  | <b>160</b>             | <b>100.0%</b> | <b>611</b> | <b>100.0%</b> | <b>771</b> | <b>100.0%</b> |

| What was the Major Reason for the Difficulty in Transferring Your NOVA Credit Hours? | Occupational-Technical |               | Transfer  |               | Total      |               |
|--|------------------------|---------------|-----------|---------------|------------|---------------|
|  | #                      | %             | #         | %             | #          | %             |
| Some credits only transferred electives  | 17                     | 60.7%         | 59        | 59.6%         | 76         | 59.8%         |
| New field of study at transfer institution   | 2                      | 7.1%          | 7         | 7.1%          | 9          | 7.1%          |
| Other  | 9                      | 32.1%         | 33        | 33.3%         | 42         | 33.1%         |
| <b>Total</b>   | <b>28</b>              | <b>100.0%</b> | <b>99</b> | <b>100.0%</b> | <b>127</b> | <b>100.0%</b> |

**Table A11. Top 5 Transfer Institutions of Respondents**

| Institution   | Respondents |       |
|---|-------------|-------|
|   | #           | %     |
| George Mason University                             | 377         | 48.9% |
| NOVA  | 64          | 8.3%  |
| Virginia Commonwealth University                    | 37          | 4.8%  |
| University of Virginia                              | 29          | 3.8%  |
| Virginia Polytechnic Institute and State University | 29          | 3.8%  |

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

| Money Borrowed    | Respondents  |               |
|-------------------|--------------|---------------|
|                   | #            | %             |
| None              | 743          | 62.6%         |
| \$1,000 of less   | 37           | 3.1%          |
| \$1,001 - \$3,000 | 61           | 5.1%          |
| \$3,001 - \$5,000 | 83           | 7.0%          |
| More than \$5,000 | 262          | 22.1%         |
| <b>Total</b>      | <b>1,186</b> | <b>100.0%</b> |

**Table A13. Employment Status of Respondents by Award Type**

| Occupational Status                          | Certificate |               | Occupational-Technical |               | Transfer   |               | Total        |               |
|--|-------------|---------------|------------------------|---------------|------------|---------------|--------------|---------------|
|  | #           | %             | #                      | %             | #          | %             | #            | %             |
| Full-time (35 or more hours per week)        | 122         | 44.7%         | 128                    | 63.7%         | 239        | 30.3%         | 489          | 38.7%         |
| Part-time (fewer than 35 hours per week)     | 71          | 26.0%         | 20                     | 10.0%         | 230        | 29.1%         | 321          | 25.4%         |
| Part-time, but seeking full-time             | 16          | 5.9%          | 16                     | 8.0%          | 27         | 3.4%          | 59           | 4.7%          |
| Not currently employed, but actively seeking | 35          | 12.8%         | 26                     | 12.9%         | 135        | 17.1%         | 196          | 15.5%         |
| Not currently employed, not actively seeking | 29          | 10.6%         | 11                     | 5.5%          | 159        | 20.1%         | 199          | 15.7%         |
| <b>Total</b>                                 | <b>273</b>  | <b>100.0%</b> | <b>201</b>             | <b>100.0%</b> | <b>790</b> | <b>100.0%</b> | <b>1,264</b> | <b>100.0%</b> |

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

| When did you get your current job? | Occupational-Technical |               | Transfer   |               | Total      |               |
|------------------------------------|------------------------|---------------|------------|---------------|------------|---------------|
|                                    | #                      | %             | #          | %             | #          | %             |
| Before attending NOVA              | 108                    | 29.7%         | 148        | 31.5%         | 256        | 30.7%         |
| While attending NOVA               | 155                    | 42.6%         | 184        | 39.1%         | 339        | 40.6%         |
| After graduating from NOVA         | 101                    | 27.7%         | 138        | 29.4%         | 239        | 28.7%         |
| <b>Total</b>                       | <b>364</b>             | <b>100.0%</b> | <b>470</b> | <b>100.0%</b> | <b>834</b> | <b>100.0%</b> |

**Table A15. Platforms Used by Respondents to Find Employment**

| How did you find your current job?       | Occupational-Technical |               | Transfer   |               | Total      |               |
|--|------------------------|---------------|------------|---------------|------------|---------------|
|  | #                      | %             | #          | %             | #          | %             |
| Career fair at NOVA                      | 4                      | 1.1%          | 4          | 0.9%          | 8          | 1.0%          |
| Employment agency                        | 12                     | 3.3%          | 10         | 2.1%          | 22         | 2.6%          |
| Faculty connection                       | 29                     | 8.0%          | 28         | 6.0%          | 57         | 6.8%          |
| Internet/on-line listing                 | 134                    | 36.8%         | 176        | 37.4%         | 310        | 37.2%         |
| LinkedIn or professional networking site | 14                     | 3.8%          | 14         | 3.0%          | 28         | 3.4%          |
| Other                                    | 128                    | 35.2%         | 172        | 36.6%         | 300        | 36.0%         |
| Other Career Fair                        | 5                      | 1.4%          | 11         | 2.3%          | 16         | 1.9%          |
| Previous employer                        | 38                     | 10.4%         | 55         | 11.7%         | 93         | 11.2%         |
| <b>Total</b>                             | <b>364</b>             | <b>100.0%</b> | <b>470</b> | <b>100.0%</b> | <b>834</b> | <b>100.0%</b> |

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

| Did your NOVA education help you acquire your current job? | Occupational-Technical |               | Transfer   |               | Total      |               |
|--|------------------------|---------------|------------|---------------|------------|---------------|
|  | #                      | %             | #          | %             | #          | %             |
| Yes  | 160                    | 44.0%         | 114        | 24.3%         | 274        | 32.9%         |
| No   | 204                    | 56.0%         | 356        | 75.7%         | 560        | 67.1%         |
| <b>Total</b>   | <b>364</b>             | <b>100.0%</b> | <b>470</b> | <b>100.0%</b> | <b>834</b> | <b>100.0%</b> |

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

| Did your NOVA education help you (mark all that apply): | Occupational-Technical |           | Transfer   |           | Total      |           |
|---|------------------------|-----------|------------|-----------|------------|-----------|
|   | #                      | %         | #          | %         | #          | %         |
| Gain a promotion  | 46                     | 27.5%     | 34         | 26.0%     | 80         | 26.8%     |
| Get a salary increase in your job                       | 60                     | 35.9%     | 33         | 25.2%     | 93         | 31.2%     |
| Get a better job with a new employer                    | 74                     | 44.3%     | 63         | 48.1%     | 137        | 46.0%     |
| Other   | 32                     | 19.2%     | 34         | 26.0%     | 66         | 22.1%     |
| <b>Total</b>  | <b>167</b>             | <b>--</b> | <b>131</b> | <b>--</b> | <b>298</b> | <b>--</b> |

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

| To what extent is your current occupation related to your NOVA degree? | Occupational-Technical |               | Transfer   |               | Total      |               |
|--|------------------------|---------------|------------|---------------|------------|---------------|
|  | #                      | %             | #          | %             | #          | %             |
| Very much  | 160                    | 44.4%         | 74         | 15.8%         | 234        | 28.3%         |
| Somewhat   | 70                     | 19.4%         | 129        | 27.6%         | 199        | 24.1%         |
| Very little  | 36                     | 10.0%         | 86         | 18.4%         | 122        | 14.8%         |
| Not at all   | 94                     | 26.1%         | 178        | 38.1%         | 272        | 32.9%         |
| <b>Total</b>   | <b>360</b>             | <b>100.0%</b> | <b>467</b> | <b>100.0%</b> | <b>827</b> | <b>100.0%</b> |

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

| To what extent does your NOVA degree help you perform in the workplace? | Occupational-Technical |               | Transfer   |               | Total      |               |
|---|------------------------|---------------|------------|---------------|------------|---------------|
|   | #                      | %             | #          | %             | #          | %             |
| Very much   | 152                    | 42.2%         | 83         | 17.8%         | 235        | 28.4%         |
| Somewhat  | 105                    | 29.2%         | 171        | 36.6%         | 276        | 33.4%         |
| Very little   | 46                     | 12.8%         | 86         | 18.4%         | 132        | 16.0%         |
| Not at all  | 57                     | 15.8%         | 127        | 27.2%         | 184        | 22.2%         |
| <b>Total</b>  | <b>360</b>             | <b>100.0%</b> | <b>467</b> | <b>100.0%</b> | <b>827</b> | <b>100.0%</b> |

## **Appendix B: Survey Instrument**

### **2016 NOVA Graduate Survey**

NOVA Graduate Survey 2016 Please answer all of the questions in this short survey. For each question, choose or write-in the answer that best describes your situation. This survey is for internal research purposes only, and all respondents' identities will be kept confidential. Thank you in advance for taking the survey.

#### **Q1 What was your primary educational goal upon entering NOVA?**

- Attain an associate's degree
- Attain a certificate
- Transfer to a four-year college/university
- Improve job skills (without earning a degree or certificate)
- Attain career training in order to enter the workforce
- Other (please explain) \_\_\_\_\_

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

- Yes
- No

#### **Q3 What did your goal change to?**

- Attain an associate's degree
- Attain a certificate
- Transfer to a four-year college/university
- Improve job skills (without earning a degree or certificate)
- Attain career training in order to enter the workforce
- Other (please explain) \_\_\_\_\_

#### **Q4 Did you achieve your educational goal at NOVA?**

- Yes
- No

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

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

**Q6 Are you currently enrolled at a post-secondary institution?**

- Yes, I am currently enrolled at a two-year college
- Yes, I am currently enrolled at a four-year college/university
- I am enrolled at a post-secondary institution, but it is neither a two- or four-year college
- No, but I plan to enroll at one in the future
- No, I am not currently enrolled at a post-secondary institution and do not intend to enroll in the future

**Q7 Are you currently pursuing a bachelor's degree?**

- Yes, full-time
- Yes, part-time
- Yes, completed a baccalaureate program
- Yes, but stopped before graduation
- No

**Q8 To what extent is your bachelor's degree program related to your NOVA degree?**

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

**Q9 To what extent did your NOVA degree program prepare you academically for your bachelor's program?**

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

**Q10 What is your current educational status?**

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

**Q11 To what extent did your NOVA degree program prepare you academically for your present college studies?**

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

**Q12 To what extent is your current program related to your NOVA degree?**

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

**Q13 What is the name of the college/university you attend?**

**Q14 What is your present major or field of study?**

**Q15 Did you have any difficulty transferring your NOVA credit hours to your transfer college?**

- Yes
- No (or not applicable)

**Q16 What was the major reason for the difficulty in transferring your NOVA credit hours?**

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

**Q17 When do you intend to enroll at a two- of four-year college?**

- Spring 2017
- Summer 2017
- Fall 2017
- Other (please specify) \_\_\_\_\_

**Q18 Which of the following choices best describes your current occupational status?**

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

**Q19 What is your job title?**

**Q20 Please provide the name and address of your employer (street address, city, state, and zip code).**

**Q21 When did you get your current job?**

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

**Q22 How did you find your current job?**

- Internet/on-line listing
- Career fair at NOVA
- Other career fair
- Faculty connection
- Previous employer
- LinkedIn or professional networking site
- Employment agency
- Other \_\_\_\_\_

**Q23 Did your NOVA education help you acquire your current job?**

- Yes
- No

**Q24 How did your NOVA education help you obtain your current job?**

**Q25 Did your NOVA education help you (mark all that apply):**

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

**Q26 To what extent is your current occupation related to your NOVA degree?**

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

**Q27 To what extent does your NOVA degree help you perform in the workplace?**

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

**Q28 What is your annual salary or hourly wage? (Do not include overtime)**



**Q29 OVERALL, to what extent were you satisfied with each of these aspects of your NOVA degree program?**

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

**Q30 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"/> |

**Q31 Based on your OVERALL experience at NOVA, please rate the quality of the faculty and instruction at NOVA in each of the areas listed below.**

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

**Q32 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"/> |
| 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"/> |

**Q33 To what extent did your NOVA degree program prepare you for responsible citizenship (e.g., better informed about your community and the political process)?**

- Prepared me extensively
- Somewhat prepared me
- Did not prepare me at all

**Q34 How much money in student loans did you borrow to pay for tuition, books, and other educational expenses before you graduated from NOVA?**

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

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

**Q35 What was best about your NOVA education?**

**Q36 What were the major problems, if any, in your NOVA experience?**

**Q37 How can NOVA improve its instruction and services?**

## ***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](http://www.nvcc.edu)**