

Strategies to Support Success of Underserved Students at Community Colleges



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OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

When citing data from this report, the Northern Virginia
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Strategies to Support Success of Underserved Students at Community Colleges

Introduction

Community colleges educate many underserved students, including students of color, first-generation students, and low-income students. There is an increased need to improve student success for these students in order to close achievement gaps. Considering the challenges in meeting the needs of various underserved populations, the demand for information regarding effective educational practices is growing.

This Report summarizes the key elements of the guidebook, “Supporting Postsecondary Student Success,” published by the Institute for Higher Education Policy (IHEP) with support from the Lumina Foundation.¹ The guide provides key promising practices and tools that communities are using to improve student success from the beginning of high school through to college and beyond.

The four chapters in the guidebook provide an in-depth account of academic and nonacademic support and services, including roles and responsibilities of all stakeholders. The guide includes 15 promising strategies for best practices to improve student success (see Table 1). Chapter 1 focuses on academic supports, such as advising and tutoring. Chapter 2 discusses career support services while Chapter 3 emphasizes personal supports, such as learning communities to ensure underserved students feel a sense of community. Finally, the last chapter focuses on financial supports and advocates a holistic approach to meeting students’ financial needs. The guidebook also includes interviews with community leaders about their partnership strategies and practices. Lastly, the guide provides tactical tools along with a list of additional resources for readers seeking more information.

Table 1. Fifteen Promising Practices to Support Student Success

Academic Support	Career Support	Personal Support	Financial Support
<p>1. College Readiness Programs</p> <p>2. Navigational Coaching</p> <p>3. Learn while you earn</p>	<p>4. Flexible and Accessible pathways</p> <p>5. Work-Based learning</p> <p>6. Align pathway destination with employer needs</p> <p>7. Accelerated pathways to post-secondary credentials</p>	<p>8. First Year Success programs</p> <p>9. Convocation</p> <p>10. Intensive Success Seminars</p> <p>11. Bridge Courses</p> <p>12. Mentoring and Coaching</p>	<p>13. Linking Campus and Community Resources</p> <p>14. Audit Institutional Policies and Processes</p> <p>15. Campus-Community Partnership to Support Student Well-Being</p>

¹ Coffey, B. and Ajinkya, J. (February 2016) Supporting Postsecondary Student Success, A Tactical Guidebook, The Institute for Higher Education Policy (IHEP) Publication. Retrieved from: <http://www.ihep.org/research/publications/supporting-postsecondary-student-success>

Section 1. Academic Support to Improve Underserved Student Retention and Completion

Chapter 1 of the guidebook focuses on academic supports to improve retention and completion rates of underserved students. As explained by the authors, robust partnerships involving colleges, school districts, government, foundations, nonprofit organizations, and businesses are critical for student success. The strategies or promising practices described below are examples of how students can benefit from partnerships that promote college readiness, persistence, completion, and workforce entry.

Strategy 1. College Readiness Programs

College Readiness Programs can help prepare students for the application process, placement tests, and college-level work. Programs involving local colleges and nonprofit organizations can work to motivate students to go to college, familiarize them with norms of a college-going culture, and help underserved students understand their options and what is expected of them.

Strategy 2. Navigational Coaching

Navigational Coaching provides students with one-on-one coaching and support as they navigate the college-to-career pathway. Nonprofit organizations can partner with community colleges to provide navigational support to students for career opportunities. This may mean extending career coaching opportunities, such as developing resumes, preparing for interviews, getting interviews, and job-shadowing opportunities. Navigational coaching provides a holistic approach to career support for underserved students.

Strategy 3. Learn While You Earn

Identifying and developing opportunities for students to work in paid internship positions while earning college credit is cited as another success strategy. Paid internships can keep students focused on their studies and their career at the same time. In addition to earning money to support themselves, paid internships are excellent ways to explore career paths

Case Study

The Guidebook includes an interview with Dr. Joan Becker, Vice Provost for Academic Support Services and Undergraduate Studies at the University of Massachusetts Boston. Dr. Becker discusses the Success Boston initiative, a coalition of higher education institutions, community organizations and foundations working together to increase the college completion rate of Boston Public School students. Dr. Becker provides details of how the initiative developed, discusses its four major constituents (higher education institutions, government, foundations, and nonprofit partners), and provides evidence for the program's effectiveness. Success Boston is an example of how community leaders in Boston provided navigational coaching to increase postsecondary completion rates.

Success Boston, formed in 1982, has four components. The first component, 'Getting Ready,' is led by Boston Public Schools and is geared towards student readiness for college. The 'Getting Ready' stage focuses on helping students prepare for the application process. The second component, 'Getting In,' is a network of nonprofits led by the Boston Foundation and provides

students with support through and after the college application process. Navigational coaching is a major focus of this component. The nonprofits start working with students in high school to provide support over the summer and into the first two years of postsecondary schooling. The coaches teach students how to navigate higher education. The third component, 'Getting Through,' is led by the University of Massachusetts Boston and includes other local higher education institutions. The fourth component is 'Getting Connected,' and is led by the Private Industry Council. The 'Getting Connected' component focuses on helping students secure employment after graduation.

Additional Resources

College Persistence and Completion Strategies: Opportunities for Scaling Up

2010. Terry E. Spradlin, Nathan A. Burroughs, David J. Rutkowski, Justin R. Lang, and Jacob W. Hardesty

http://ceep.indiana.edu/pdf/PB_V8N4_Fall_2010_EPB.pdf

This study published by Indiana University's Center for Evaluation and Education Policy is a review of current research on persistence and completion of underrepresented populations. It includes promising interventions and strategies and reviews current programs at postsecondary institutions in Indiana.

The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring

2011. Dr. Eric P. Bettinger, Stanford University School of Education Rachel Baker, Stanford University School of Education

https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf

This study by Stanford researchers investigated the effectiveness of individualized coaching provided to students at post-secondary institutions. Coaching topics included goal setting, academic skill building, time management, and self-advocacy. The study found that coaching improved student persistence.

Section 2. Career Support to Improve Underserved Student Retention and Completion

Chapter 2 of the guidebook discusses career supports that can improve underserved student retention and completion. The authors explain that an educated workforce, where the skills of the community match employer demands, is the key to the success of a community. To thrive economically, communities must ensure that the skills of workers align well with industry needs. However, even in successful communities, there are many who find a disconnect within the education-to-career pathways. Many students at community colleges are left to navigate this alone. Due to the lack of guidance and relevance of their education, they may lose momentum, end up frustrated, and eventually drop out of college. The authors of the guidebook believe it is the responsibility of community colleges, civic leaders, and regional employers to create educational opportunities, training programs, and support services that enable these disconnected students to get back on track. Below are a few strategies the authors propose to develop clear education-to-career pathways.

Strategy 4. Flexible and Accessible Pathways

Promoting access to education and training opportunities for traditional age students who are disconnected from school and a career path can have tremendous impact on bringing students back on track. Students may get disconnected from their educational and career paths due to personal, financial, or other reasons. Flexible and accessible pathways can provide opportunities for high-quality educational experiences consistent with an individual's learning goals, learning styles, and abilities so that they increase the chance of completion. Student input is critical while developing strategies for flexible and accessible pathways.

Strategy 5. Work-Based Learning

Engaging students in both training and paid work experience is a good approach for college students. Work-based learning, such as internships, project-based learning, job tours, and job shadowing can help students apply their knowledge, gain hands-on experience, and develop readiness and skills to succeed in the work place. Students find internships to be beneficial, relevant, and engaging experiences in their field of choice thereby increasing their chances for degree completion. Colleges can identify community businesses for sponsoring internship placements, hosting job shadowing and tours, and providing coaches to help students hone interview skills and develop résumés.

Strategy 6. Align Pathway Destinations with Employer Needs

Responding to regional labor market demands by providing skilled and trained graduates in high-need job areas can strengthen the relationship between community colleges and employers. Employers have numerous opportunities to engage in pathway development. They can serve on advisory boards in developing curricula to ensure programs are relevant and meet the needs of the industry. Employers can also inform the college community of opportunities in high-value fields. Providing available data sources in high-growth job areas and unfilled labor market needs can ensure that community college education and training programs are targeted to address high-need areas.

Strategy 7. Provide Adult Learners with Accelerated Pathways to Postsecondary Credentials

Community colleges across the country are striving to provide more programs to cater to the needs of adult learners, including those who did not graduate high school. Strategies that allow students to enroll in courses at community colleges while completing their GED can accelerate the time to degree and also accelerate access to employment in high-value fields. Examples of these programs are apprenticeships, credit for prior learning, and dual enrollment.

Case Study

The guidebook features an interview from the case study “Made in Durham: Building Partnerships in Support of Connecting Young People with Careers”. Two strategists, Lydia Newman, Youth Transitions Strategist and Laura Wendell, Business Engagement Strategist, talk about a public-private partnership of educators, civic leaders, and the business sector that is working together to ensure that all of Durham’s young people have graduated college and found career employment by age 25. The project uses data to develop education-to-career pathways, develops intervention strategies based on the population’s needs, and focuses on re-engaging youths who are disconnected from school and career opportunities.

The Made in Durham project has 250 students enrolled in alternative education programs. The programs help students navigate from education to career systems. The programs have three intervention strategies that help disconnected youth attain a postsecondary credential. The first strategy is to connect students with work-based learning opportunities, such as internships or job tours. The second strategy involves using funds from the United Way to create two positions. The first position is for an employer engagement associate, whose role will be to ensure that young people are getting the work-based learning experiences they need and also to build relationships with employers and help employers connect with educators. The second position is a resource specialist who will provide career and college guidance and support to help students successfully transition into college, and to persist and graduate. The third strategy involves launching a peer and adult mentorship program to match students at alternative education schools with mentors.

Additional Resources

Mentoring: At the Crossroads of Education, Business, and Community

2015. Ernst & Young & Mentor: The National Mentoring Partnership

http://www.mentoring.org/images/uploads/MENTOR_EY_Report.pdf

This study reported that young people who are at risk for not completing high school but who have a mentor are far more likely to go on to college, participate in positive activities, and volunteer in their communities. The study also identifies promising practices and case studies drawn from current programs and outlines a set of recommendations for future mentoring initiatives.

Education to Employment: Designing a System That Works

2012. McKinsey Center for Government By Dominic Barton, Diana Farrell, and Mona Mourshed
<https://www.mckinsey.com/industries/social-sector/our-insights/education-to-employment-designing-a-system-that-works>

Worldwide, young people are three times more likely than their parents to be out of work. This report takes an international and comparative approach to seeking better understanding of the problem of disconnected youth, including an analysis of over 100 education-to-career initiatives in 25 countries.

Findings From the Field: Regional Pathways to Prosperity Model Development

2014. North Carolina New Schools
<https://www.thinkncfirst.org/research/nc-pathways-to-prosperity-connecting-young-people-to-jobs>

This report by North Carolina New Schools highlights efforts to develop pilot education-to-career pathways in two North Carolina regions. The North Carolina Pathways to Prosperity Leadership Council is part of the national Pathways to Prosperity Network and seeks to ensure that more youth complete high school and attain a post-secondary credential with currency in the labor market. Each regional profile includes a list of key partners, initial findings, and lessons learned that are informing continued program development. The report recommends using relevant data metrics and investments in cross-regional networks to share promising practices as future areas of focus.

Improved Adult Education Support Critical to Georgia's Bottom Line

2015. Georgia Budget and Policy Institute
<https://gbpi.org/wp-content/uploads/2015/08/Improved-Adult-Education-Support-Critical-to-Georgia%E2%80%99s-Bottom-Line.pdf>

Georgia's economic well-being is threatened by the high numbers of adults without a high school diploma or a General Equivalency Development credential (GED). This report emphasizes adult education programs as a strategy to improve Georgia's competitive economic standing while addressing a prevalent opportunity gap for adult learners. The report talks about an initiative that provides students, who lack a high school diploma, the opportunity to enroll in technical college while completing the requirements for a GED.

Section 3. Personal Support to Improve Underserved Student Retention and Completion

Providing personal supports to underserved students is the focus of Chapter 3 of the guidebook. Students arrive on campus with multiple challenges and varied levels of preparedness. According to the authors, obstacles most community college students face include a lack of college readiness, familial support, and financial stability. Racial underrepresentation, low academic self-esteem, and difficulty adjusting to college can manifest while enrolled and contribute to a lower rate of college completion.

Improving outcomes in community college is essential. Academic pathways allow students to overcome many of the barriers towards college completion. The idea behind academic pathways is straightforward. College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.

Community colleges can create partnerships with stakeholders such as school districts and employers and can help provide holistic support for students before, during, and after college. The activities can range from coaching and advising to internships, job shadowing, and career skill development. A community college and industry partnership is a collaboration between a community college and an individual business. Partners can contribute human resources, finances, facilities and equipment, and leadership to help accomplish the agreed upon goals and outcomes. The holistic approach provides an engaging opportunity leading to student success. Below are a few examples of student support programs and courses that advance a persistence and completion agenda through targeted interventions and partnership building.

Strategy 8. First-Year Success Programs as an Intervention in Support of Equity and Inclusion

Many community colleges are restructuring how to welcome, integrate, and support incoming students as a strategy to support broader equity and inclusion goals. First-year experience is an umbrella title and may include a wide variety of experiences and services designed to help make the transition to college a positive one, paving the road for students' success both academically and socially. Colleges continue to experience an achievement gap between students of color and white students. Programs that emphasize equity, diversity, and inclusion can help improve college completion, especially for underserved students.

Strategy 9. Convocation

Community colleges are trying to provide students with tips, advice, and strategies on how to transition from high school to college and start immersing them in campus life. Convocation is one such example. Convocation marks the entrances and exits of students into the academic life of the college. New student convocation is often the event officially welcoming students to their academic career. It is intended also to convey to students the importance of their educational work and to show the school's commitment to support students as they pursue their education. It

can inspire new students, and especially underserved students, to connect and engage. It helps students make early connections with their discipline and stay on the path.

Strategy 10. Success Seminars

Offering courses that introduce student support services, academic skill building, and career planning is a strategic approach to help students build knowledge and skills for success in college. Students can also get exposure to various support services personnel by enrolling in a success seminar or course. Students who participate in these courses are more likely to earn better grades, have a higher overall GPA, and obtain degrees.

Strategy 11. Intensive Bridge Courses

Most community college students take placement exams in English and mathematics to determine whether they are ready for college-level courses. Students with lower scores are referred to developmental courses. Community colleges can offer short-term, intensive bridge courses that can help students address academic deficiencies and quickly progress. Students who test at the high end of the developmental range in English or math benefit from short-term bridge programs that help them reach the college-level more quickly, while saving time and money.

Strategy 12. Mentoring and Coaching

Community partners can support student success through mentoring and coaching programs. Building mentoring relationships with students is a way to help students be retained and persist towards a successful completion. Mentoring programs work by pairing new students with community partners, such as employers, civic and professional organizations, as well as appropriate faculty members. Mentors may provide a number of valuable functions, including helping new students by guiding them through the academic process with professional and structured support.

Case Study

The guidebook features a best practice from Cuyahoga Community College in Cleveland, Ohio. The case study explores the institution's First-Year Experience program – a comprehensive suite of programs, events, and courses designed to positively impact the completion rate of new students.

The First-Year Experience program has four goals: help students connect, engage, plan, and succeed. Increasing equity and closing achievement gaps is a major part of the program and thus focus is given to developmental students, students of color, Pell-eligible students, and adult students. Cuyahoga Community College has aimed to improve the first-year experience of college students by, for example, embedding new-student orientation, offering a one-credit success seminar, holding campus convocations, and requiring students to take practice placement tests. The college found that prior to mandating practice placement testing, 72 percent of students were placed into developmental English. After practice placement testing was mandated, 70 percent of students placed directly into college-level English.

Section 4. Financial Support to Improve Underserved Student Retention and Completion

Chapter 4 of the guidebook focuses on financial supports that can improve underserved student retention and completion. The guide explains that low-income students from community colleges face a number of obstacles that go beyond the cost of tuition and fees. The amount received through financial aid may not be enough to cover expenses such as text books and commuting costs. Furthermore, education is often competing for students' time with other responsibilities, such as their job and taking care of family. Students with financial challenges would benefit from a more comprehensive, holistic approach to financial aid. Namely, they could benefit from a location-based network of supports that helps improve their financial stability so they may succeed in college.

The authors find that it is important to review quantitative and qualitative data to better understand student experiences before building interventions providing financial supports to low-income students. This entails exploring who these students are, what financial hurdles these students routinely encounter, and where institutional resources can best be targeted. It is also important to consider how institutional processes and policies may have unintended negative impacts on low-income student access and persistence. This background research will help understand the demand and justify the supply and fulfillment of financial supports.

Many community colleges are taking action and trying a variety of approaches to serve low-income students. The following are some examples of interventions that community colleges are undertaking to help students complete their programs and meet their goals.

Strategy 13. Linking Campus and Community Resources

Community colleges can direct students to critical financial resources to improve access for low-income students. Community colleges can provide holistic support to low-income students by informing students of resources provided by nonprofit organizations. This could include a range of services such as personal and financial support, education and career planning, legal aid, food, and healthcare.

Strategy 14. Audit Institutional Policies and Processes

Community colleges can perform an evaluation of their policies and processes to identify any unintended financial barriers to low-income students, and make adjustments to meet their needs. The authors find that underserved students who attend colleges that have support programs and services targeted to their needs do better than those who attend colleges without specialized supports for these students.

Strategy 15. Campus-Community Partnerships to Support Low-Income Student Well-Being

Developing a coalition of campus, civic, and nonprofit organizations in support of low-income students is another good practice to support low-income students. Leveraging partnerships of community colleges with civic, faith-based, and nonprofit organizations can strengthen networks of care for low-income students.

Chapter 4 of the guidebook includes a guide, “Beyond Financial Aid” by the Lumina Foundation, which is displayed in the Appendix Figure A2. This financial guide is a resource for institutions to build their capacity to strengthen the financial stability of students.

Conclusion

This Research Brief highlights some of the best practices and strategies related to increasing student success among underserved students. Colleges must liaise with community partners to provide support and services so that students are motivated to attend college and obtain a degree or certificate that is relevant to the workforce. The multitude of efforts, partnerships, and initiatives included in this Research Brief can improve the academic and career outcomes and overall economic health of NOVA’s community.

NOVA plays an important role in creating opportunities for underserved students in the Northern Virginia region. Programs and initiatives such as dual enrollment, GPS for Success, Pathways to the Baccalaureate, Guided Pathways, placement testing, developmental education, and Workforce Development programs are some examples of approaches towards meeting student success goals. Using this guide, NOVA can evaluate its own promising practices and adopt new and proven approaches to effectively support underserved students.

Appendix

Table A1. Support Services Offered by Various Service Providers

Service Provider	Student Supports
Financial Aid Office	- Financial Aid Counseling and Literacy
Community-Based Organizations	- Financial Aid Counseling and Literacy - Parental Engagement
Academic Departments	- Degree Mapping Advising
Math and English Departments	- Remedial Advising and Tutors
Online and Technology Services	- Technology Supports
Writing Center	- Writing Tutors
Math Center	- Math Tutors
Student Affairs Office	- First Year Experience - Family Engagement
Academic Advising Office	- Early Warning Systems - Intrusive Advising
Residence Halls	- First Year Experience
Registrar	- Flexible Scheduling - Transfer Advising
Testing Office	- Prior Learning Assessments
Business Community	- Flexible Scheduling - Work Experience - Mentoring
Career Center	- Career Counseling
Executive Office	- Articulation Agreements
High Schools	- Remedial Advising and Tutors
Diversity Office	- Learning Communities/Cohorts - First Year Experience
Office for Military Students	- Support for Military - Students
Counseling Center	- Personal Counseling
Childcare Center	- Childcare
Faculty Offices	- Mentoring
Student Organizations	- Mentoring
Institutional Research Offices	- Early Warning Systems
English Language Learning Center	- Language Supports

Figure A1. The Postsecondary Student Supports Map



Figure A2. Financial Aid Guide to Support Underserved Students

Beyond Financial Aid: An Approach to Meeting Students' Unmet Financial Need

Even after receiving financial aid, many low-income students have an unmet financial need that can significantly contribute to their failure to complete educational goals. Institutions can mitigate this unmet financial need by integrating supports that enable students to address the broader spectrum of financial hardships—nutrition, housing, transportation, and childcare, as well as financial, tax, and legal services—while providing greater academic supports.

The Beyond Financial Aid (BFA) guidebook is designed to support community colleges and four-year institutions in facilitating discussions about strengthening students' financial stability in order to improve student success and completion. The centerpiece of BFA is an institutional self-assessment that can help campuses assess existing efforts and identify strategies to build their capacity to strengthen the financial stability of students.

In addition to the self-assessment, BFA includes a primer that makes the case for broader financial supports and lays out a framework of six concrete strategies for providing this support— strategies distilled from best and promising practices at colleges across the country.

THE SIX BFA STRATEGIES TO INCREASE FINANCIAL SUPPORT FOR LOW-INCOME STUDENTS

1. Know the low-income students at your institution by reviewing quantitative and qualitative institutional data to better understand their experiences.
2. Provide supports to help low-income students overcome practical barriers by bundling diverse on-campus and off-campus resources and centralizing their access.
3. Leverage external partnerships for service delivery by connecting with groups that have shared missions and values and can help bring services to students.
4. Empower low-income students to use available resources by normalizing the use of financial supports. Also, consider opt-out versus opt-in models.
5. Review your internal processes from the student's perspective. This can uncover unintended impacts and suggest ways to revise and streamline processes and policies.
6. Implement other effective practices that strengthen the academic progression of all students, knowing that these practices can make a greater difference for low-income students.

To learn more, visit the BFA website at <http://www.luminafoundation.org/bfa> where you can (1) browse the BFA website and materials, (2) sign up for periodic updates delivered straight to your inbox, (3) join the BFA electronic mailing list, (4) listen to archived webinars and obtain resources, (5) provide feedback on BFA through a brief survey, and (6) share your college story. Please e-mail bfa@luminafoundation.org if you have any questions or would like assistance in adopting and implementing BFA strategies.

PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023

THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES

To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve, and Every Community to Prosper.**

To advance the completion agenda described above, thereby promoting students' success and enhancing their social mobility, ensuring that programs achieve, and producing an educated citizenry for the 21st Century, the following goals and objectives are adopted:

GOAL 1: Every Student Succeeds

- **Objective 1:** Develop a College-wide approach to advising that ensures all students are advised and have access to support throughout their time at NOVA
- **Objective 2:** Implement VIP-PASS System as the foundational technology based on NOVA Informed Pathways for student self-advising, assignment and coordination of advisors, and course registration

GOAL 2: Every Program Achieves

- **Objective 3:** Develop comprehensive, fully integrated Informed Pathways for every program to ensure seamless transitions from high school and other entry points to NOVA, and from NOVA to four-year transfer institutions or the workforce
- **Objective 4:** Develop effective processes and protocols for programmatic College-wide collective decisions that include consistent, accountable leadership and oversight of each academic program with designated "owners," active advisory committees, clear student learning outcomes and assessments, and program reviews in all modalities of instruction
- **Objective 5:** Align NOVA's organizational structures, position descriptions, and expectations for accountability with its overarching mission to support student engagement, learning, success and institutional effectiveness

GOAL 3: Every Community Prospers

- **Objective 6:** Enhance the prosperity of every community in Northern Virginia by refocusing and prioritizing NOVA's workforce development efforts
- **Objective 7:** Further develop NOVA's IT and Cybersecurity programs to support regional job demand and position NOVA as the leading IT community college in the nation
- **Objective 8:** Re-envision workforce strategies and integrate workforce development into a NOVA core focus
- **Objective 9:** Plan to expand the breadth and reach of NOVA's healthcare and biotechnology programs, and prioritize future programs to support regional economic development goals economic development goals

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