

# Graduate Survey Report: Class of 2014

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Office of Institutional Effectiveness and Student Success Initiatives

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## **NORTHERN VIRGINIA COMMUNITY COLLEGE**

### **OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES**

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# Graduate Survey Report: Class of 2014

## Executive Summary

This Report presents the findings of the 2014 Northern Virginia Community College (NOVA) Graduate Survey, a survey mailed annually to NOVA graduates. The survey contains questions concerning educational goals, employment, educational status, and NOVA's impact on graduates' employment and education since receiving their degrees. Major findings of each section of the report are summarized below.

### *Section 1: Introduction*

- There were 6,598 graduates in 2014, of whom 871 responded to the 2014 Graduate Survey.
- The response rate to the NOVA graduate survey has varied from year to year, ranging from 7 percent in 2012 to 14 percent in 2009.

### *Section 2: Profile of Survey Respondents*

- In general, respondents of the 2014 Graduate Survey mirror the demographic makeup of the class of 2014 as a whole.
- More than half of all graduates and half of the survey respondents obtained an A.S. degree (55 percent and 54 percent, respectively).
- The majority of graduates (55 percent) and respondents (62 percent) were female.
- White students made up the largest percentage of both graduates (42 percent) and survey respondents (43 percent). Black students comprised 15 percent of graduates and 16 percent of respondents. Additionally, 19 percent of graduates and 17 percent of respondents were Asian, while Hispanic students accounted for 18 percent of graduates and 19 percent of respondents.
- The majority of graduates (72 percent) and respondents (66 percent) were under 30 years of age.
- Campus representation among graduates mirrored that of survey respondents, with Annandale having the largest proportion of both (29 percent and 27 percent, respectively).
- Seventy-five percent of graduates and 76 percent of respondents were U.S. citizens.

### *Section 3: Goals of Respondents*

- Seventy-four percent of respondents in 2014 stated that their primary goal upon enrolling at NOVA was to transfer to a four-year institution; this percentage has increased by 9 percentage points since 2009. Seventeen percent stated that their primary goal was to enter the workforce. Five percent enrolled at NOVA to improve job skills and the remaining 5 percent enrolled for personal enrichment.
- Most respondents (75 percent) did not change their primary goal while attending NOVA.
- Ninety-two percent of respondents stated that they had achieved their educational goal while attending NOVA.

- The majority of respondents (93 percent) stated that they intended to pursue a Bachelor's degree or higher after graduation; this percentage has increased slightly from 90 percent in 2009. Twenty-nine percent of respondents wanted to pursue only a Bachelor's degree, 44 percent stated that they planned to pursue a Master's degree, and 21 percent planned to pursue a Doctorate or professional degree.
- Minorities were more likely to report the future academic goal of attaining an advanced degree. While 58 percent of White respondents intended to attain either a master's or a doctorate, 77 percent of Black, 65 percent of Hispanic, and 63 percent of Asian respondents reported aiming to attain either a master's or a doctorate degree.

#### *Section 4: Employment and Income*

- Thirty-five percent of 2014 respondents were employed full-time. Additionally, 30 percent worked part-time, 18 percent of respondents were unemployed and seeking employment, while 11 percent were unemployed but not seeking employment.
- Respondents who earned an A.A.A. or A.A.S. had the highest percentage of those employed full-time (47 percent), followed by those who had earned a Certificate (35 percent).
- Older graduates tended to have higher rates of full-time employment than graduates under 30. For example, 54 percent of respondents ages 40 to 49 were employed full-time, compared to 29 percent of respondents under 30.
- Around 40 percent of males and 33 percent of females reported that they were employed full-time.
- Thirty-two percent of respondents obtained their job before attending NOVA, 36 percent while attending NOVA, and 32 percent after graduating from NOVA.
- For those respondents who reported being employed, 58 percent indicated that their job was related to their NOVA degree. Respondents who had obtained an occupational-technical degree were more likely than recipients of a transfer degree to report that their job was related to their degree (72 percent compared to 41 percent).
- The median salary for full-time employed respondents was highest for those who had obtained an A.A.A. or A.A.S. degree (\$45,900) or a certificate (\$45,000).

#### *Section 5: Education after NOVA*

- Forty-two percent of 2014 respondents indicated that they were attending school full-time; this is an increase from 40 percent in 2009. Twenty-nine percent of respondents were attending school part-time.
- Respondents who had received a transfer degree were more than twice as likely to be attending school full-time compared to those who had received an occupational-technical degree (58 percent and 25 percent, respectively).
- Regarding respondents who continued their education, 49 percent rated their NOVA education as excellent preparation for their current studies, while 45 percent rated their NOVA education as adequate preparation.
- Of those respondents who transferred to another institution, 18 percent reported difficulties transferring NOVA credits to another institution. Most difficulties were related to credits transferring as electives only (55 percent).



- Graduates continuing their education were asked to report which institution they attended. Most respondents were attending an institution in Virginia (83 percent), while 12 percent were attending an institution in another state, and 5 percent were attending an online or multi-state institution.

## Section 1: Introduction

Each year, NOVA conducts a survey of recent graduates in order to better understand the experiences of NOVA students. In addition to collecting information on graduates' educational goals and current education and/or employment status, the survey gives graduates an opportunity to evaluate the quality of the instruction, services, and facilities at NOVA. Additionally, graduates are invited to provide general feedback regarding their experiences at NOVA.<sup>1</sup>

This report summarizes the results of the survey of students who graduated in the 2013-14 academic year and is comprised of six sections. Following the introduction, Section 2 provides a profile of all 2013-14 graduates as well as survey respondents, including demographic information and degrees awarded. Section 3 examines graduate survey respondents' primary goals for attending NOVA, achievement of these goals, and possible future academic goals. Section 4 covers the survey respondents' employment status and income, and how their education at NOVA connects to their employment. Section 5 provides more information on the respondents' current educational status, their opinions on how well NOVA prepared them for further study, and the institutions to which the respondents transferred.

Readers should please note the following information: Throughout the report, graduates from the 2013-14 academic year are referred to as 2014 graduates (similarly, respondents from the 2012-13 academic year are referred to as 2013 graduates, etc.). Additionally, the totals and percentages provided in the tables are based on the number of respondents who answered the item in question; survey respondents may not have supplied an answer to every question. Furthermore, with the exception of Tables 1 and 2, data provided in the tables and figures are for the respondents to the survey and not to the graduating class as a whole.

From 2009 through 2014, the response rate to the Graduate Survey has ranged from 7 to 14 percent. As shown in Table 1, the 2014 survey had a response rate of 13 percent.

**Table 1. Graduate Survey Response Rates: 2009 through 2014<sup>2</sup>**

	2009	2010	2011	2012	2014
Graduates	3,289	4,016	5,795	6,926	6,598
Respondents	459	404	577	516	871
<b>Response Rate</b>	<b>14%</b>	<b>10%</b>	<b>10%</b>	<b>7%</b>	<b>13%</b>

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<sup>1</sup>Please see Graduate Survey of NOVA Instruction, Services, and Facilities: Class of 2014 and Comments from the Graduate Survey: Class of 2014.

<sup>2</sup>Survey results from 2013 were unavailable at the time of publication.

## Section 2: Profile of Survey Respondents

### Graduates and Respondents

This section explores the extent to which Graduate Survey respondents are representative of NOVA graduates as a whole. Table 2 shows the demographic and student status information for all 2013-14 graduates and for those graduates who responded to the survey. In general, respondents of the 2014 Graduate Survey mirror the demographic makeup of the class of 2014 as a whole.

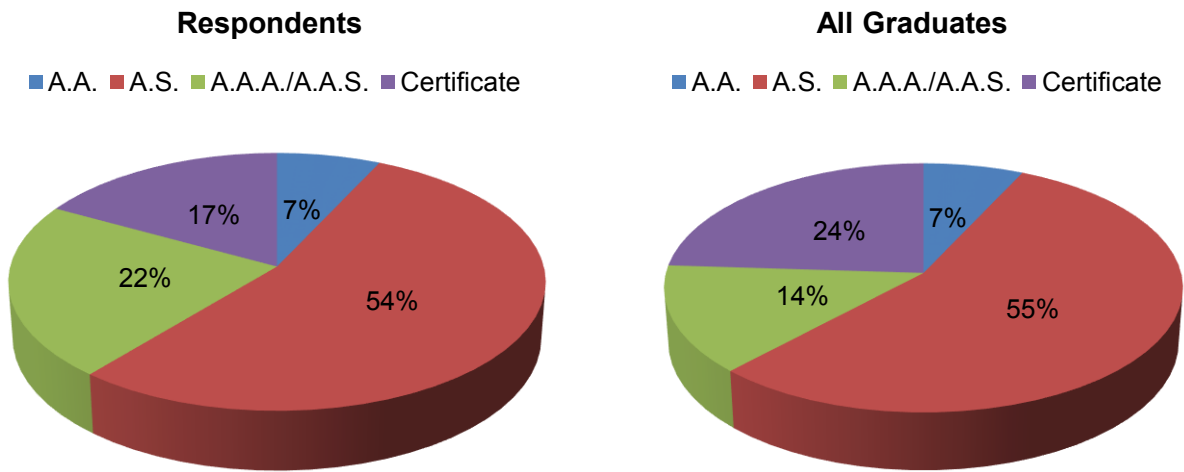
**Table 2. Graduates and Survey Respondents: Class of 2014**

	Graduates		Survey Respondents	
	#	%	#	%
<b>Award Type</b>				
A.A.	472	6.6	71	7.3
A.S.	3,940	55.3	523	53.5
A.A.A./A.A.S.	1,021	14.3	218	22.3
Certificate	1,687	23.7	165	16.9
<b>Gender</b>				
Male	2,947	44.7	333	38.2
Female	3,651	55.3	538	61.8
<b>Race/Ethnicity</b>				
White	2,738	41.5	375	43.1
Black	972	14.7	142	16.3
Asian	1,261	19.1	144	16.5
Hispanic	1,155	17.5	161	18.5
American Indian/Alaska Native	26	0.4	4	0.5
Native Hawaiian/Other Pacific Islander	43	0.7	2	0.2
Two or more races	175	2.7	23	2.6
Unknown	53	0.8	4	0.5
Not Specified	175	2.7	16	1.8
<b>Age</b>				
Under 30	4,721	71.6	578	66.4
30-39	1,111	16.8	153	17.6
40-49	481	7.3	88	10.1
50-59	236	3.6	42	4.8
60 and Over	49	0.7	10	1.1
<b>Campus</b>				
Alexandria	1,275	19.3	171	19.6
Annandale	1,917	29.1	232	26.6
Loudoun	972	14.7	135	15.5
Manassas	859	13.0	96	11.0
Medical Education	595	9.0	118	13.5
Woodbridge	980	14.9	119	13.7
<b>Citizenship Status</b>				
U.S. Citizen	4,949	75.0	661	75.9
Not U.S. Citizen	1,621	24.6	210	24.1
Unknown	28	0.4	0	0.0
<b>Total</b>	<b>6,598</b>	<b>100.0</b>	<b>871</b>	<b>100.0</b>

Award Type

Figure 1 shows the breakdown of 2014 graduates and survey respondents by the type of award earned. Among both populations, the majority of graduates earned an Associate of Science (A.S.) degree (over half), and the least common degree was an Associate of Arts (A.A.) degree, representing only 7 percent of both graduates and respondents. Among survey respondents, graduates who earned an A.A.A. or A.A.S. degree were overrepresented by 8 percentage points compared to all graduates. Conversely, students earning certificates were underrepresented among survey respondents by about 7 percentage points.

**Figure 1. Award Types Earned by Respondents and Graduates: Class of 2014**



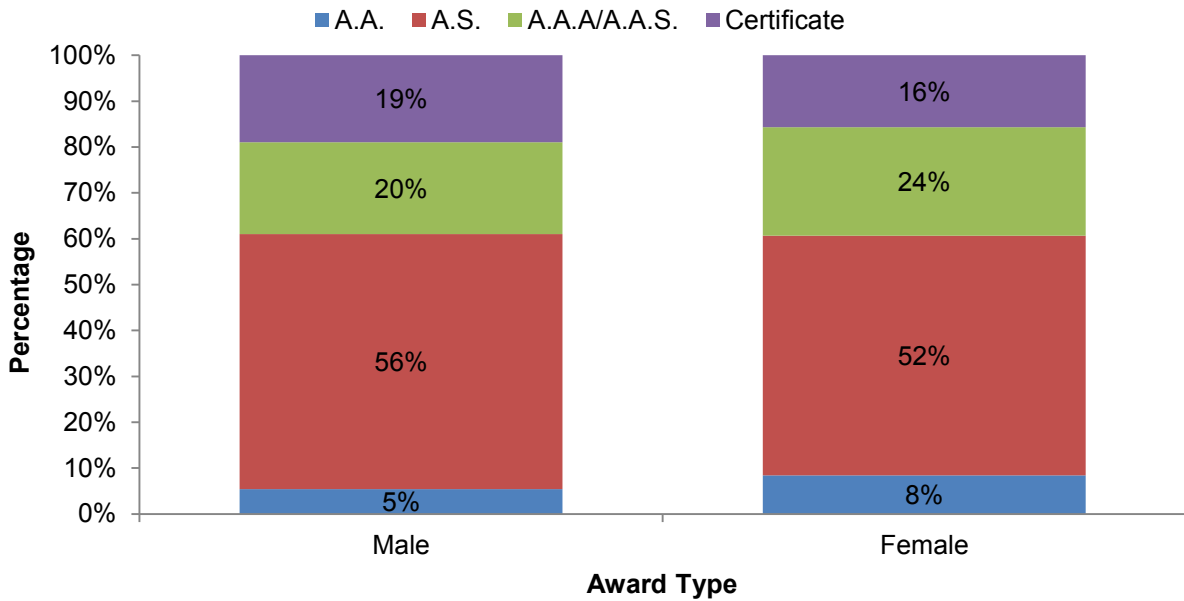
Gender

Women comprise the majority of 2014 graduates and of Graduate Survey respondents. However, women comprised a 7 percentage point greater proportion of survey respondents (62 percent of respondents compared to 55 percent of graduates). To better understand the Graduate Survey respondent population, Table 3 and Figure 2 show the breakdown of respondents by both gender and award type. Male respondents were more likely than female respondents to have earned an A.S. degree (56 percent versus 52 percent) or a certificate (19 percent versus 16 percent). Conversely, more female respondents than male respondents earned A.A. degrees (8 percent versus 5 percent) or A.A.S. degrees (24 percent versus 20 percent).

**Table 3. Gender of Respondents by Award Type: Class of 2014**

Award	Male		Female		Total	
	#	%	#	%	#	%
A.A.	20	5.4	51	8.4	71	7.3
A.S.	206	55.5	317	52.3	523	53.5
A.A.A./A.A.S.	75	20.2	143	23.6	218	22.3
Certificate	70	18.9	95	15.7	165	16.9
<b>Total</b>	<b>371</b>	<b>100.0</b>	<b>606</b>	<b>100.0</b>	<b>977</b>	<b>100.0</b>

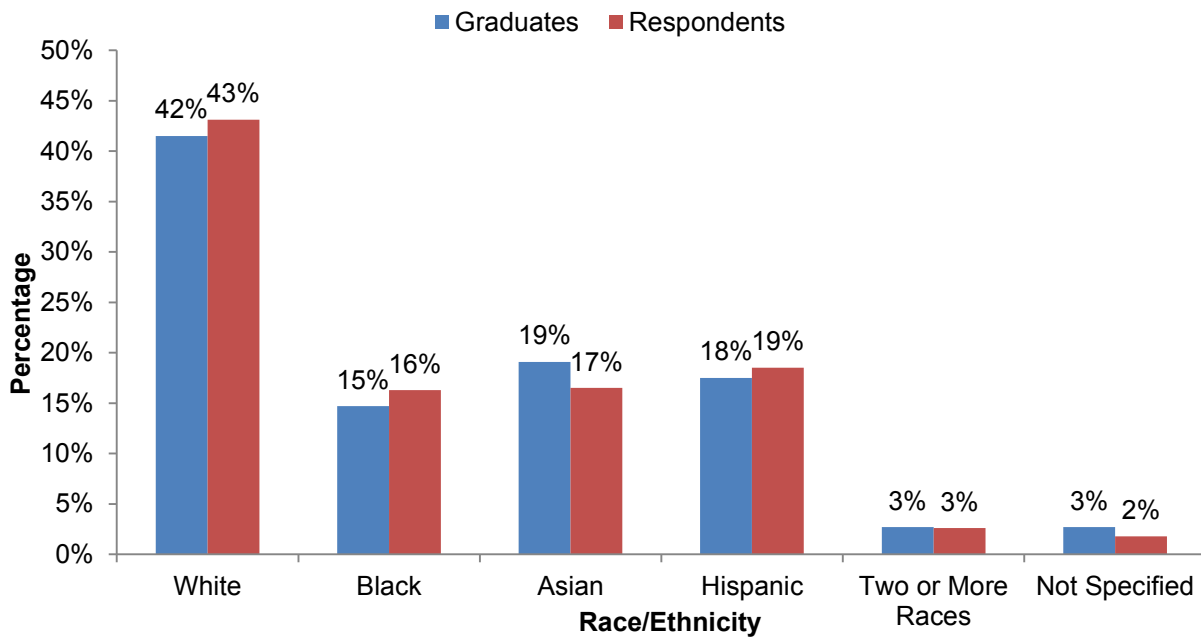
**Figure 2. Gender of Respondents by Award Type: Class of 2014**



Race/Ethnicity

As Figure 3 shows, the racial/ethnic breakdown of respondents was nearly equivalent to that of all graduates, and there was a less than 2 percentage point difference between graduates and respondents in every racial/ethnic group.

**Figure 3. Race/Ethnicity of Respondents and Graduates: Class of 2014<sup>3</sup>**



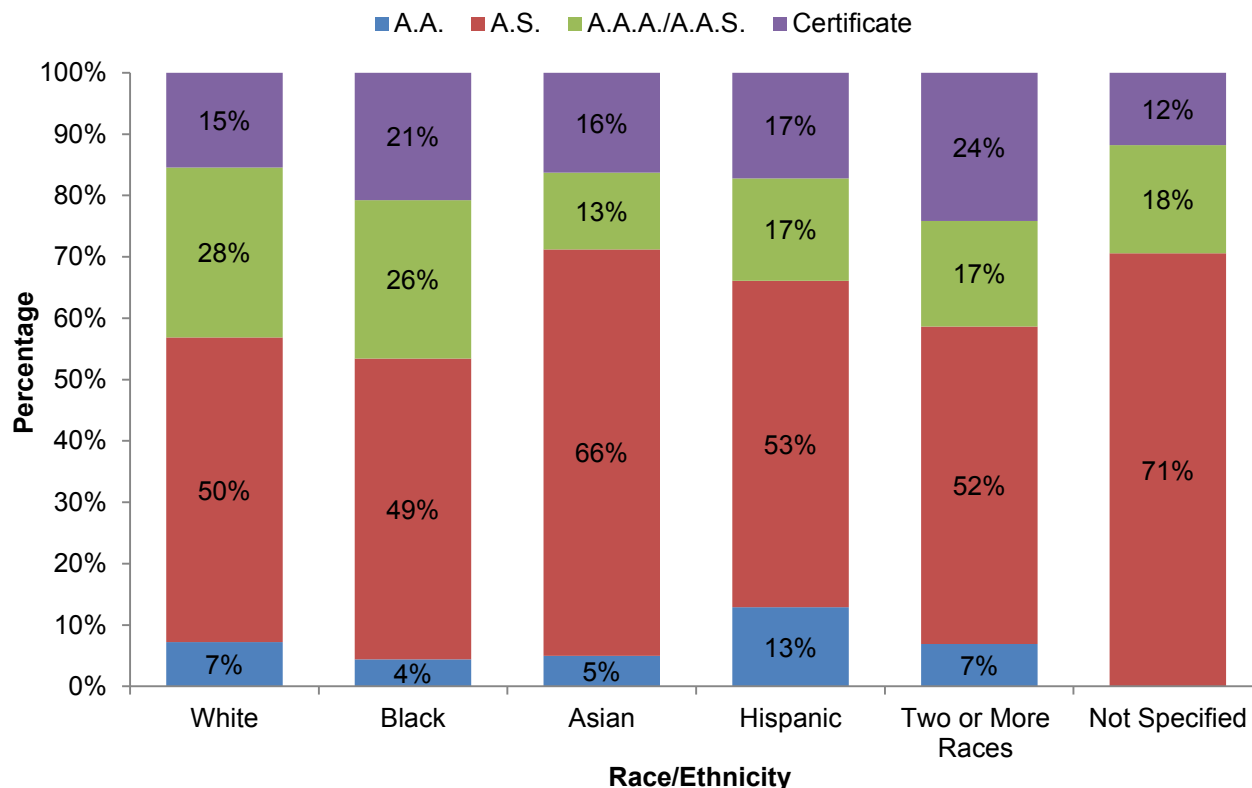
<sup>3</sup>Sample sizes of the following racial groups were too small to make accurate comparisons and are thus excluded from Figure 3: American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Unknown.

Table 4 and Figure 4 present the race/ethnicity of respondents by award type. For nearly every racial/ethnic group, the largest percentage of respondents received A.S. degrees; this ranged from 49 percent of Black students to 66 percent of Asian students. Students with A.A.A or A.A.S. degrees comprised the second most common awards for most groups (with a range of 13 percent of Asian students to 28 percent of White students).

**Table 4. Race/Ethnicity of Respondents by Award Type: Class of 2014**

Award	White		Black		Asian		Hispanic		American Indian/Alaska Native		Native Hawaiian/Other Pacific Islander		Two or More Races		Unknown		Not Specified	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
A.A.	30	7.2	7	4.4	8	5.0	24	12.9	0	0.0	0	0.0	2	6.9	0	0.0	0	0.0
A.S.	206	49.6	78	49.1	106	66.3	99	53.2	3	75.0	1	33.3	15	51.7	3	75.0	12	70.6
A.A.A./A.A.S.	115	27.7	41	25.8	20	12.5	31	16.7	1	25.0	2	66.7	5	17.2	0	0.0	3	17.6
Certificate	64	15.4	33	20.8	26	16.3	32	17.2	0	0.0	0	0.0	7	24.1	1	25.0	2	11.8
<b>Total</b>	<b>415</b>	<b>100.0</b>	<b>159</b>	<b>100.0</b>	<b>160</b>	<b>100.0</b>	<b>186</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>29</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>

**Figure 4. Race/Ethnicity of Respondents by Award Type: Class of 2014<sup>4</sup>**

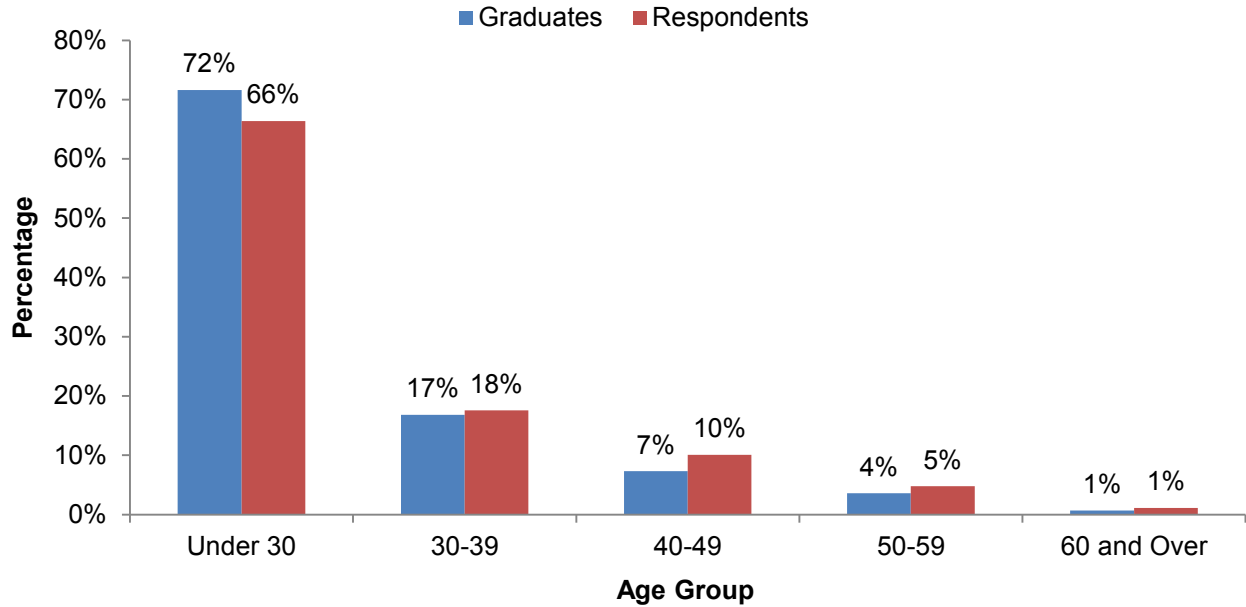


<sup>4</sup>Sample sizes of the following racial groups were too small to make accurate comparisons and are thus excluded from Figure 4: American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Unknown.

Age Group

Figure 5 shows the percentage of respondents and graduates by age group. Although students under 30 comprise the majority of both graduates and respondents, students in this age group were underrepresented by about 6 percentage points among respondents (66 percent of respondents compared to 72 percent of graduates). Conversely, students ages 40 to 49 were overrepresented among respondents by about 3 percentage points (10 percent of respondents compared to 7 percent of graduates).

**Figure 5. Age Group of Respondents and Graduates: Class of 2014**



**Table 5. Median Age of Respondents by Award Type: Class of 2014**

Award	#	%	Median Age
A.A.	71	7.3	22
A.S.	523	53.5	23
A.A.A./A.A.S.	218	22.3	33
Certificate	165	16.9	27
<b>Total</b>	<b>977</b>	<b>100.0</b>	<b>25</b>

## Section 3: Goals of Respondents

### Primary Goals of NOVA Graduates

In addition to gathering information on student characteristics, another purpose of the Graduate Survey is to help NOVA better understand whether graduates left NOVA having achieved their academic and professional goals. Graduates were asked to identify which of the following options was their primary goal while at NOVA: to transfer to a four-year institution, to receive career training to help them enter the workforce, to improve their job skills, or to gain personal enrichment. Overall, the majority (74 percent) of respondents said that transferring to a four-year institution was their primary goal for attending NOVA.

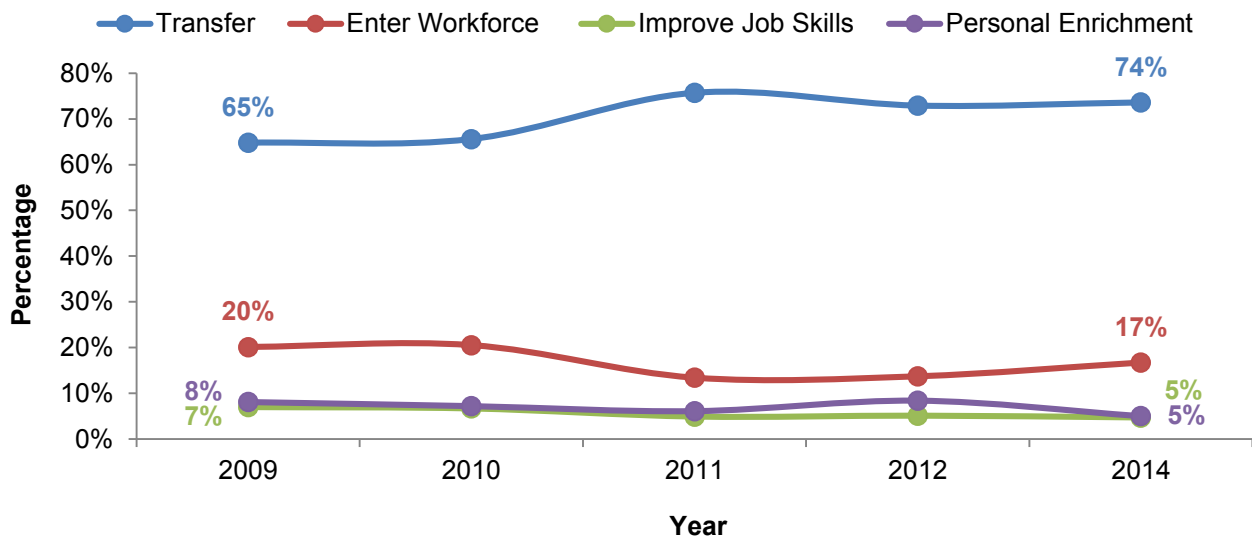
Table 6 and Figure 6 show the primary goals identified by graduates who responded to the survey between 2009 and 2014. Transfer to a four-year institution has been the most commonly cited reason for attending NOVA since 2009. In addition, the percentage of respondents selecting transfer as their primary goal also steadily increased over time – from 66 percent in 2010 to 74 percent in 2014. Conversely, the percentage of respondents selecting other goals has decreased over the same time period.

**Table 6. Primary Goal of Respondents: 2009 through 2014**

Primary Goal	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
Transfer	297	64.8	265	65.6	435	75.7	373	72.9	651	73.6
Enter Workforce	92	20.1	83	20.5	77	13.4	70	13.7	148	16.7
Improve Job Skills	32	7.0	27	6.7	28	4.9	26	5.1	42	4.7
Personal Enrichment	37	8.1	29	7.2	35	6.1	43	8.4	44	5.0
<b>Total</b>	<b>458</b>	<b>100.0</b>	<b>404</b>	<b>100.0</b>	<b>575</b>	<b>100.0</b>	<b>512</b>	<b>100.0</b>	<b>885</b>	<b>100.0</b>

Note: Survey results from 2013 were unavailable at the time of publication.

**Figure 6. Primary Goal of Respondents: 2009 through 2014**





Further examination of respondents' primary goals reveals some alignment between their goals and the type of degree earned. Table 7 shows primary goals broken down by degree type: occupational-technical degrees, which include A.A.A. and A.A.S. degrees and certificates, or transfer degrees (A.A. and A.S. degrees). Unsurprisingly, the overwhelming majority (92 percent) of respondents who earned transfer degrees cited transfer as their primary goal. However, among respondents who earned occupational-technical degrees, goals showed more variance. Similar percentages of respondents cited transfer (42 percent) or entering the workforce (39 percent) as their primary goal. Occupational-technical degree recipients were 10 percentage points more likely to cite improving job skills as their primary goal than transfer degree recipients (11 percent vs. 1 percent, respectively).

**Table 7. Primary Goal by Degree Type: Class of 2014**

Primary Goal	Occupational-Technical (A.A.A./A.A.S./Certificate)		Transfer (A.A./A.S.)		Total	
	#	%	#	%	#	%
Transfer	137	41.9	514	92.1	651	73.6
Enter Workforce	128	39.1	20	3.6	148	16.7
Improve Job Skills	36	11.0	6	1.1	42	4.7
Personal Enrichment	26	8.0	18	3.2	44	5.0
<b>Total</b>	<b>327</b>	<b>100.0</b>	<b>558</b>	<b>100.0</b>	<b>885</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

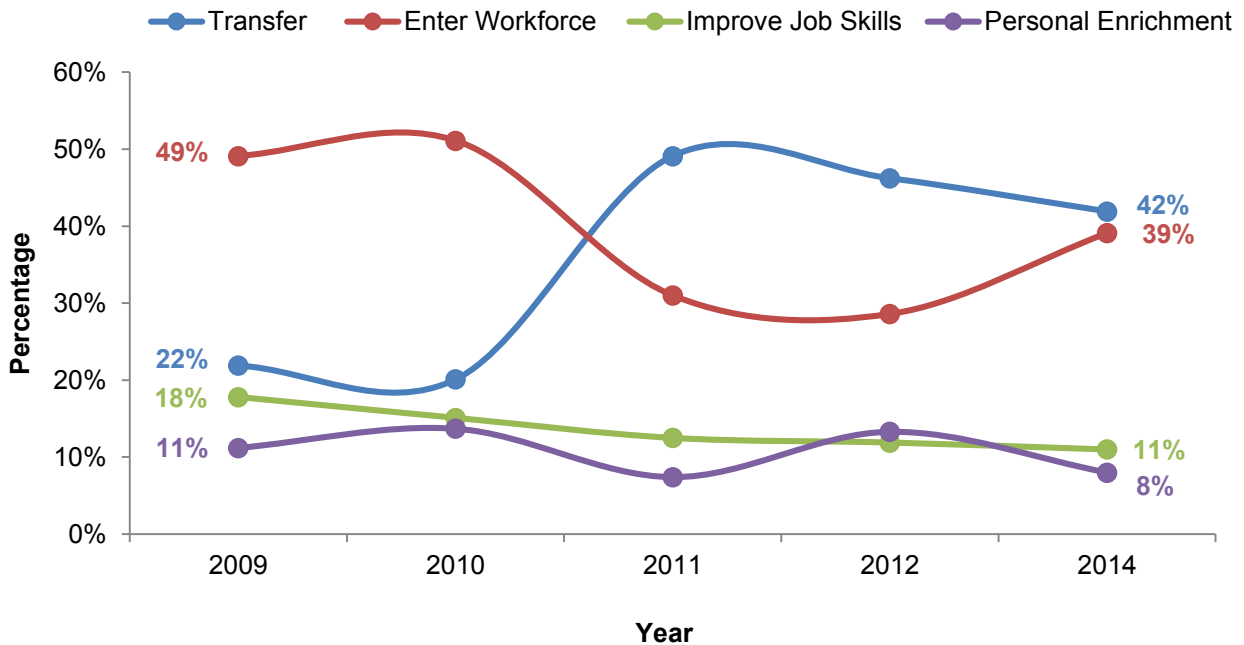
Table 8 and Figure 7 show the primary goals of respondents who earned occupational-technical degrees (A.A.A. or A.A.S. degrees or certificates) since 2009. The percentage of occupational-technical respondents choosing transfer as their primary goal sharply increased (from 20 percent to 49 percent) in 2010-11. One possible reason for this notable change was the establishment of a new Certificate for General Education, which is awarded automatically to students who fulfill a set of general education requirements. Thus, some respondents whose goal was to earn a transfer degree may have also earned a General Education Certificate, which as a Certificate falls under occupational-technical degrees. However, these students may plan to continue working toward a transfer degree. In addition, the percentage of respondents who cite improving job skills and personal enrichment as primary goals has decreased steadily since 2009.

**Table 8. Primary Goal for Occupational-Technical Graduate Respondents: 2009 through 2014**

Primary Goal	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
Transfer	37	21.9	28	20.1	106	49.1	97	46.2	137	41.9
Enter Workforce	83	49.1	71	51.1	67	31.0	60	28.6	128	39.1
Improve Job Skills	30	17.8	21	15.1	27	12.5	25	11.9	36	11.0
Personal Enrichment	19	11.2	19	13.7	16	7.4	28	13.3	26	8.0
<b>Total</b>	<b>169</b>	<b>100.0</b>	<b>139</b>	<b>100.0</b>	<b>216</b>	<b>100.0</b>	<b>210</b>	<b>100.0</b>	<b>327</b>	<b>100.0</b>

Note: Survey results from 2013 were unavailable at the time of publication.

**Figure 7. Primary Goal for Occupational-Technical Graduate Respondents: 2009 through 2014**



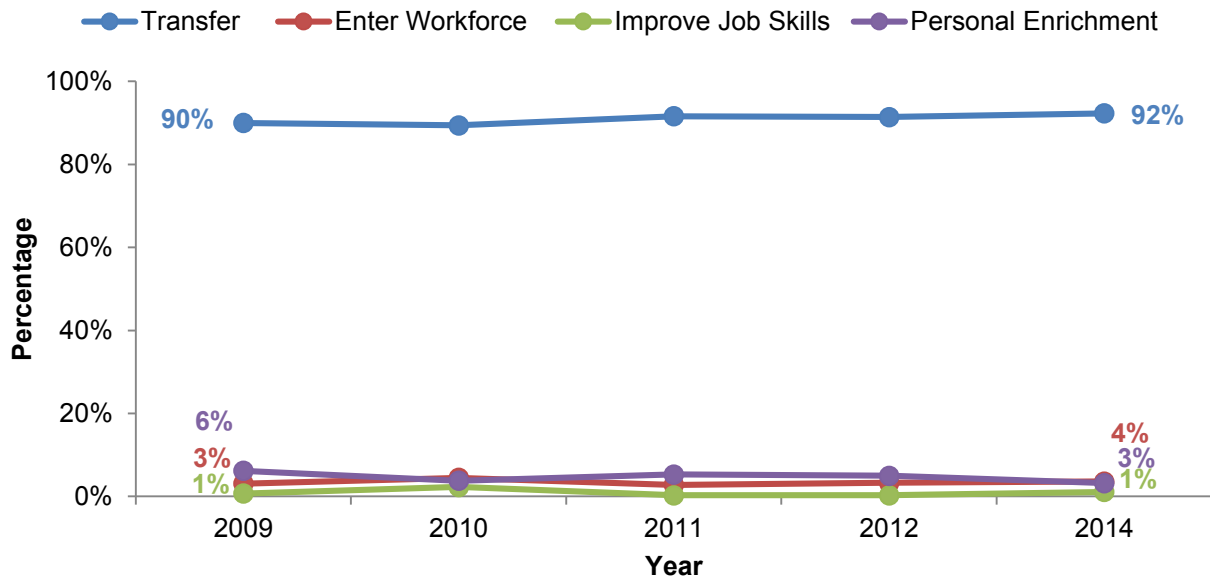
In contrast to the goals of respondents who earned occupational-technical degrees, the stated goals of those who earned transfer (A.A. or A.S.) degrees have changed little over time. Table 9 and Figure 8 show the primary goals of transfer graduate respondents. Each year since 2009, between 89 and 92 percent of respondents who earned transfer degrees have indicated that transferring to a four-year institution was their primary goal in attending NOVA. Personal enrichment was the second most common goal of transfer graduate respondents, but the percentage of respondents with that goal never exceeded 6 percent.

**Table 9. Primary Goal for Transfer Graduate Respondents: 2009 through 2014**

Primary Goal	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
Transfer	260	90.0	237	89.4	329	91.6	276	91.4	514	92.1
Enter Workforce	9	3.1	12	4.5	10	2.8	10	3.3	20	3.6
Improve Job Skills	2	0.7	6	2.3	1	0.3	1	0.3	6	1.1
Personal Enrichment	18	6.2	10	3.8	19	5.3	15	5.0	18	3.2
<b>Total</b>	<b>289</b>	<b>100.0</b>	<b>265</b>	<b>100.0</b>	<b>359</b>	<b>100.0</b>	<b>302</b>	<b>100.0</b>	<b>558</b>	<b>100.0</b>

Note: Survey results from 2013 were unavailable at the time of publication.  
Due to rounding, totals may not equal 100 percent.

**Figure 8. Primary Goal for Transfer Respondents: 2009 through 2014**



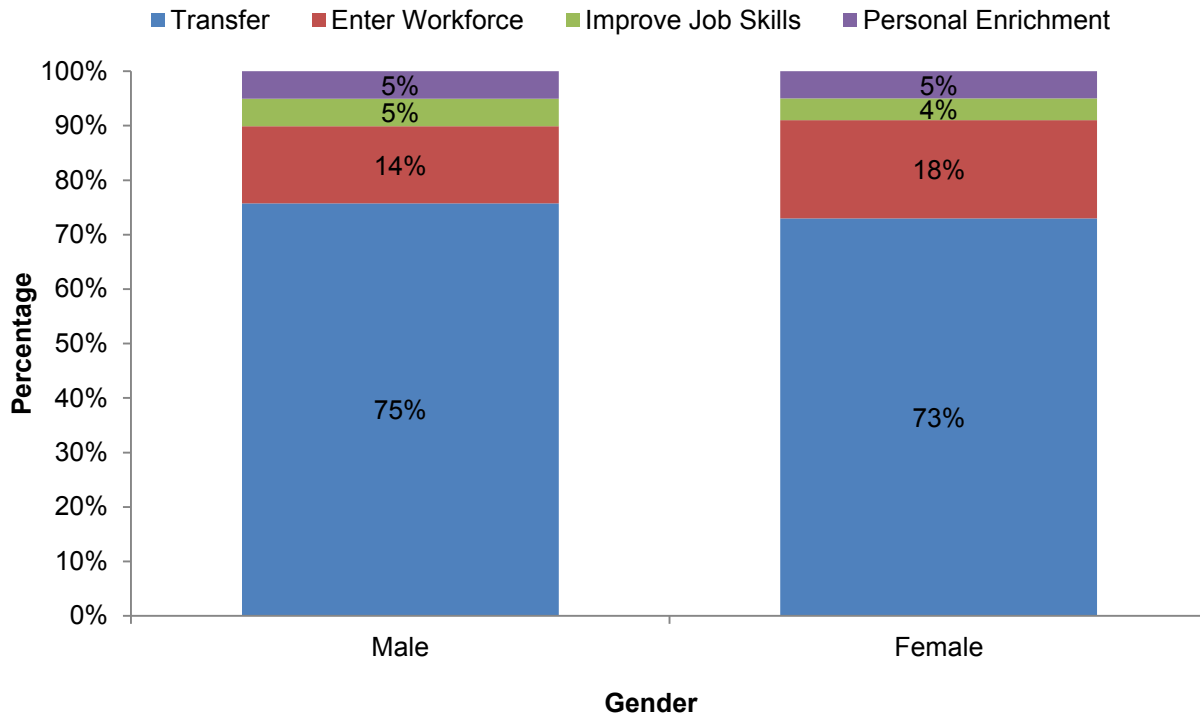
In addition to degree type, Graduate Survey respondents' goals also varied depending on their gender, race, and age. Table 10 and Figure 9 show respondents' primary goals by degree type and gender. While the goals transfer degree respondents were quite similar regardless of gender, small differences did emerge between male and female respondents with occupational-technical degrees. For example, female occupational-technical respondents were 7 percentage points more likely to cite entering the workforce as their primary goal compared to their male counterparts (42 percent vs. 35 percent, respectively).

**Table 10. Primary Goal of Respondents by Degree Type and Gender: Class of 2014**

Primary Goal	Occupational-Technical				Transfer			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
Transfer	51	42.5	86	41.5	201	93.5	313	91.3
Enter Workforce	42	35.0	86	41.5	6	2.8	14	4.1
Improve Job Skills	15	12.5	21	10.1	3	1.4	3	0.9
Personal Enrichment	12	10.0	14	6.8	5	2.3	13	3.8
<b>Total</b>	<b>120</b>	<b>100.0</b>	<b>207</b>	<b>100.0</b>	<b>215</b>	<b>100.0</b>	<b>343</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

**Figure 9. Primary Goal of Respondents by Gender: Class of 2014**



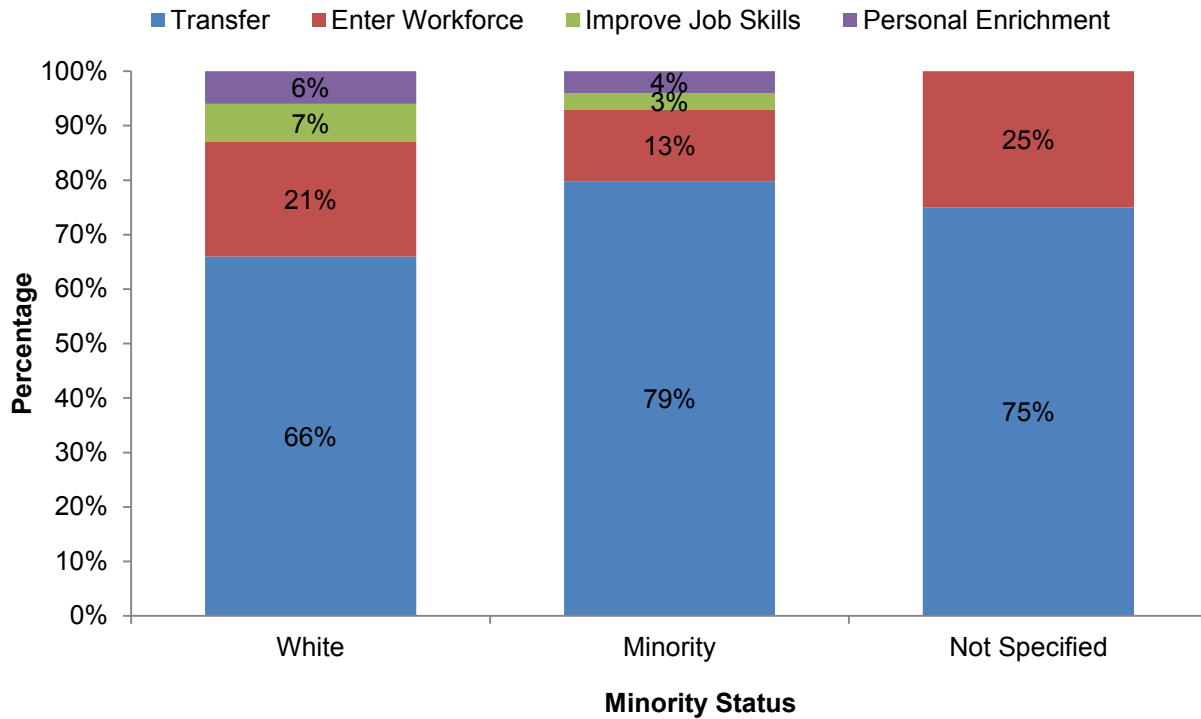
The goals of occupational-technical degree respondents varied considerably when disaggregated by minority status, as shown in Table 11 and Figure 10. Minority respondents were far more likely than White students to indicate transfer to a four-year institution as their primary goal (52 percent versus 32 percent, respectively). In contrast, White respondents were more likely than Minority respondents to cite entering the workforce as their primary goal (44 percent versus 34 percent, respectively). In addition, White respondents almost twice as likely as Minority respondents to cite improving job skills as their primary goal (15 percent versus 8 percent, respectively).

**Table 11. Primary Goal of Respondents by Degree Type and Minority Status: Class of 2014**

Primary Goal	Occupational-Technical						Transfer					
	White		Minority		Not Specified		White		Minority		Not Specified	
	#	%	#	%	#	%	#	%	#	%	#	%
Transfer	49	31.8	87	51.8	1	20.0	198	89.6	305	93.6	11	100.0
Enter Workforce	67	43.5	57	33.9	4	80.0	12	5.4	8	2.5	0	0.0
Improve Job Skills	23	14.9	13	7.7	0	0.0	4	1.8	2	0.6	0	0.0
Personal Enrichment	15	9.7	11	6.5	0	0.0	7	3.2	11	3.4	0	0.0
<b>Total</b>	<b>154</b>	<b>100.0</b>	<b>168</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>	<b>221</b>	<b>100.0</b>	<b>326</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

**Figure 10. Primary Goal of Respondents by Minority Status: Class of 2014**

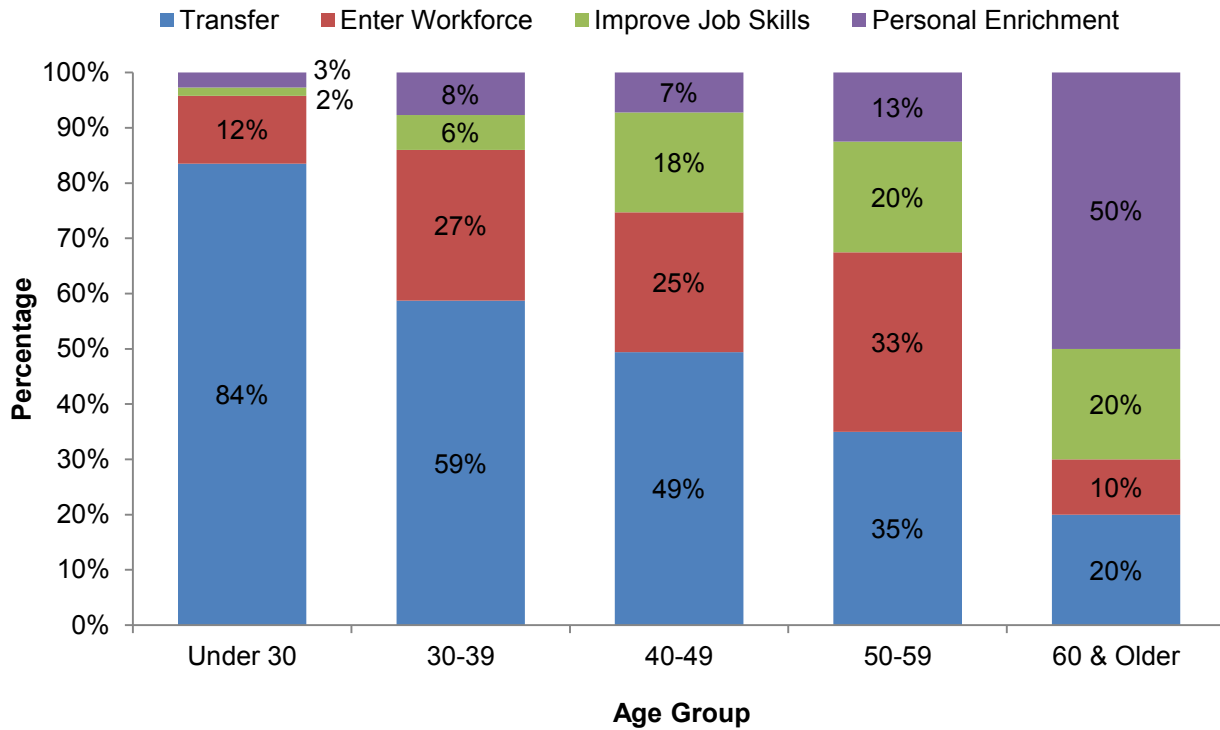


Respondents' primary goals for attending NOVA also varied by age. Table 12 and Figure 11 show the goals of respondents disaggregated by age. As might be expected, respondents under 30 (who comprise the majority of respondents) overwhelmingly tended to have transfer to a four-year institution as their primary goal (84 percent). However, as the age of respondents increased, the likelihood of transfer as their primary goal decreased, and the percentage of respondents choosing improving job skills or personal enrichment as a goal increased. Respondents ages 50 to 59 were almost equally likely to choose transfer (35 percent) as entering the workforce (32.5 percent) as a primary goal. Half of respondents 60 and older indicated that they were primarily attending NOVA for personal enrichment.

**Table 12. Primary Goal by Age Group: Class of 2014**

Primary Goal	Under 30		30-39		40-49		50-59		60 & Older	
	#	%	#	%	#	%	#	%	#	%
Transfer	456	83.5	84	58.7	41	49.4	14	35.0	2	20.0
Enter Workforce	67	12.3	39	27.3	21	25.3	13	32.5	1	10.0
Improve Job Skills	8	1.5	9	6.3	15	18.1	8	20.0	2	20.0
Personal Enrichment	15	2.7	11	7.7	6	7.2	5	12.5	5	50.0
<b>Total</b>	<b>546</b>	<b>100.0</b>	<b>143</b>	<b>100.0</b>	<b>83</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

**Figure 11. Primary Goal by Age Group: Class of 2014**



Achievement of Stated Goals

Responses of 2014 graduates also suggest that graduates' goals did not tend to change during their time at NOVA. Table 13 shows responses to the question, "Did your goal change while attending NOVA?" disaggregated by degree type. Occupational-technical degree respondents were more likely than transfer degree respondents to change their goal (33 percent versus 21 percent), but the majority of respondents' goals did not change, regardless of degree type.

**Table 13. Goal Change by Degree Type: Class of 2014**

"Did Your Goal Change?"	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Yes	107	32.8	116	20.8	223	25.2
No	219	67.2	442	79.2	661	74.8
<b>Total</b>	<b>326</b>	<b>100.0</b>	<b>558</b>	<b>100.0</b>	<b>884</b>	<b>100.0</b>

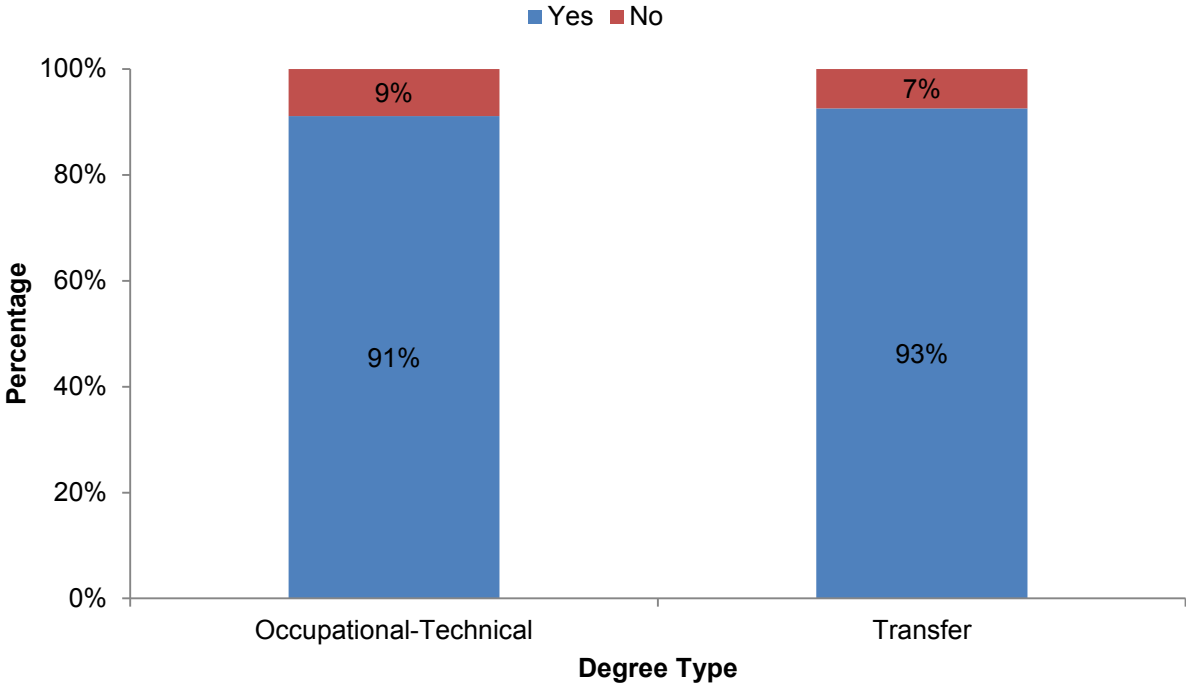
Regardless of whether graduates' goals changed while they were at NOVA, Table 14 and Figure 12 show that the overwhelming majority of respondents (92 percent) reported that they had achieved their goals. This was true regardless of degree type, though occupation-technical degree respondents were slightly more likely than transfer degree respondents to report not having achieved their goals (9 percent versus 7 percent).

**Table 14. Goal Achieved by Degree Type: Class of 2014**

"Was Your Goal	Occupational-	Transfer	Total
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Achieved?"	Technical					
	#	%	#	%	#	%
Yes	296	91.1	515	92.6	811	92.1
No	29	8.9	41	7.4	70	7.9
<b>Total</b>	<b>325</b>	<b>100.0</b>	<b>556</b>	<b>100.0</b>	<b>881</b>	<b>100.0</b>

**Figure 12. Goal Achieved by Degree Type: Class of 2014**



Future Academic Goals

As shown in Table 15 and Figure 13, nearly all (98 percent) respondents to the Graduate Survey indicated that they planned to continue to pursue their academic goals and earn a degree in the future. The largest percentage of 2014 respondents (44 percent) reported a master’s degree as the highest degree they planned to earn in the future, while 29 percent planned to pursue a bachelor’s degree, and 21 percent planned to earn a doctorate or professional degree.

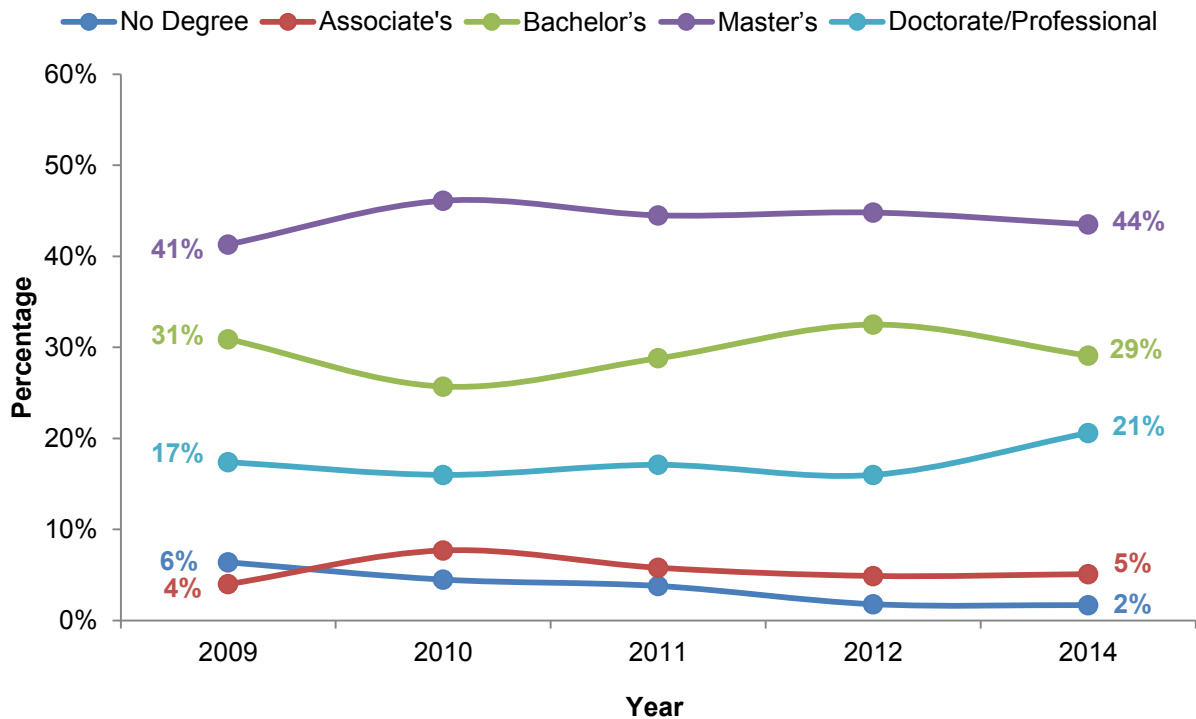
The future academic goals of NOVA graduates have changed over time, with graduates increasingly reporting a desire to pursue higher academic degrees. While less than 2 percent of 2014 graduates reported that they did not plan on earning any degree, 6 percent did so in 2009. Correspondingly, the percentage of respondents planning to earn a master’s degree or a doctorate has increased since 2009. The percentage of graduates planning to earn a bachelor’s degree as their highest degree has fluctuated over the years, but ultimately decreased slightly since 2009.

**Table 15. Future Academic Goal of Respondents: 2009 through 2014**

Academic Goal	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
No Degree	29	6.4	18	4.5	22	3.8	9	1.8	14	1.7
Associate's	18	4.0	31	7.7	33	5.8	25	4.9	42	5.1
Bachelor's	140	30.9	103	25.7	165	28.8	166	32.5	239	29.1
Master's	187	41.3	185	46.1	255	44.5	229	44.8	357	43.5
Doctorate/Professional	79	17.4	64	16.0	98	17.1	82	16.0	169	20.6
<b>Total</b>	<b>453</b>	<b>100.0</b>	<b>401</b>	<b>100.0</b>	<b>573</b>	<b>100.0</b>	<b>511</b>	<b>100.0</b>	<b>821</b>	<b>100.0</b>

Note: Survey results from 2013 were unavailable at the time of publication.

**Figure 13. Future Academic Goal of Respondents: 2009 through 2014**



The future academic goals of NOVA graduates also varied somewhat depending on respondents' age. Table 16 and Figure 14 show the future academic goals of respondents by age. Given that most respondents ages 60 and older reported that personal enrichment was their primary goal for attending NOVA, it is unsurprising that nearly one-third of this age group did not plan to pursue an academic degree. The percentage of respondents planning to earn a bachelor's degree as their highest degree increased as age increased (27 percent of respondents under 30 versus 50 percent of respondents ages 60 and older). Respondents ages 40 to 49 were more likely than any other age group to report wanting to earn a master's degree as their highest degree (49 percent). No more than 10 percent of any age group reported wanting to earn an associate degree as their highest degree.

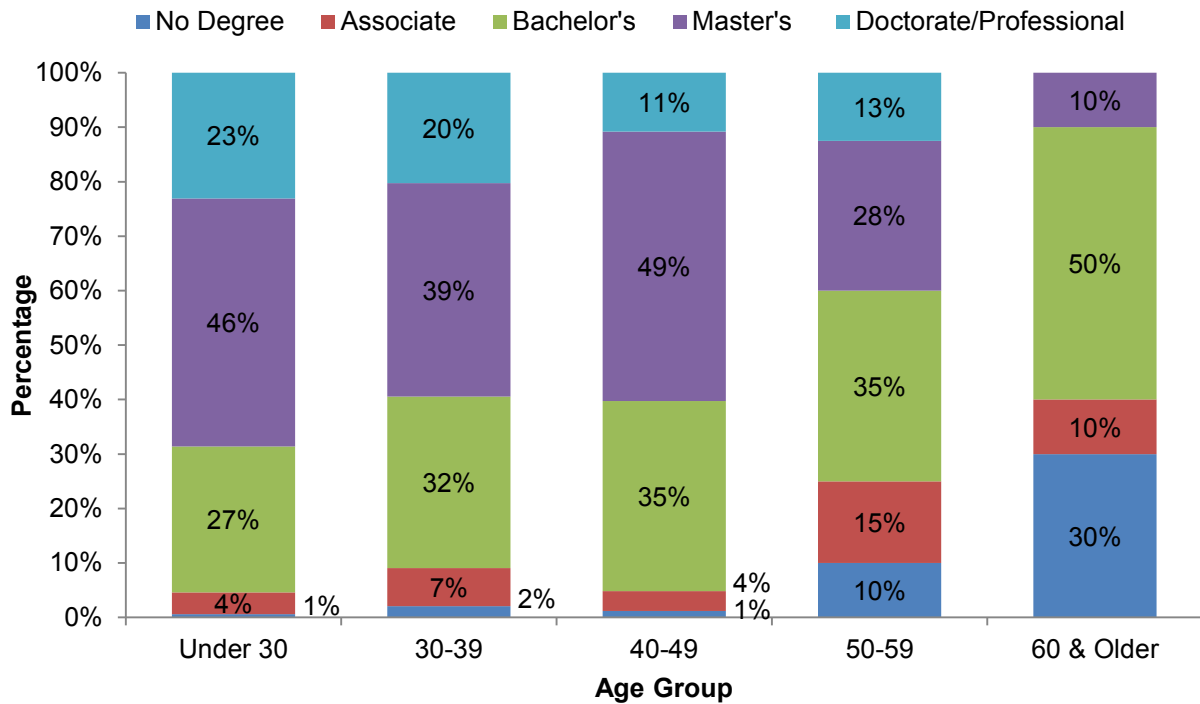


**Table 16. Future Academic Goal of Respondents by Age Group: Class of 2014**

Academic Goal	Under 30		30-39		40-49		50-59		60 & Older	
	#	%	#	%	#	%	#	%	#	%
No Degree	3	0.6	3	2.1	1	1.2	4	10.0	3	30.0
Associate	22	4.0	10	7.0	3	3.6	6	15.0	1	10.0
Bachelor's	146	26.8	45	31.5	29	34.9	14	35.0	5	50.0
Master's	248	45.5	56	39.2	41	49.4	11	27.5	1	10.0
Doctorate/Professional	126	23.1	29	20.3	9	10.8	5	12.5	0	0.0
<b>Total</b>	<b>545</b>	<b>100.0</b>	<b>143</b>	<b>100.0</b>	<b>83</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

**Figure 14. Future Academic Goal of Respondents by Age Group: Class of 2014**



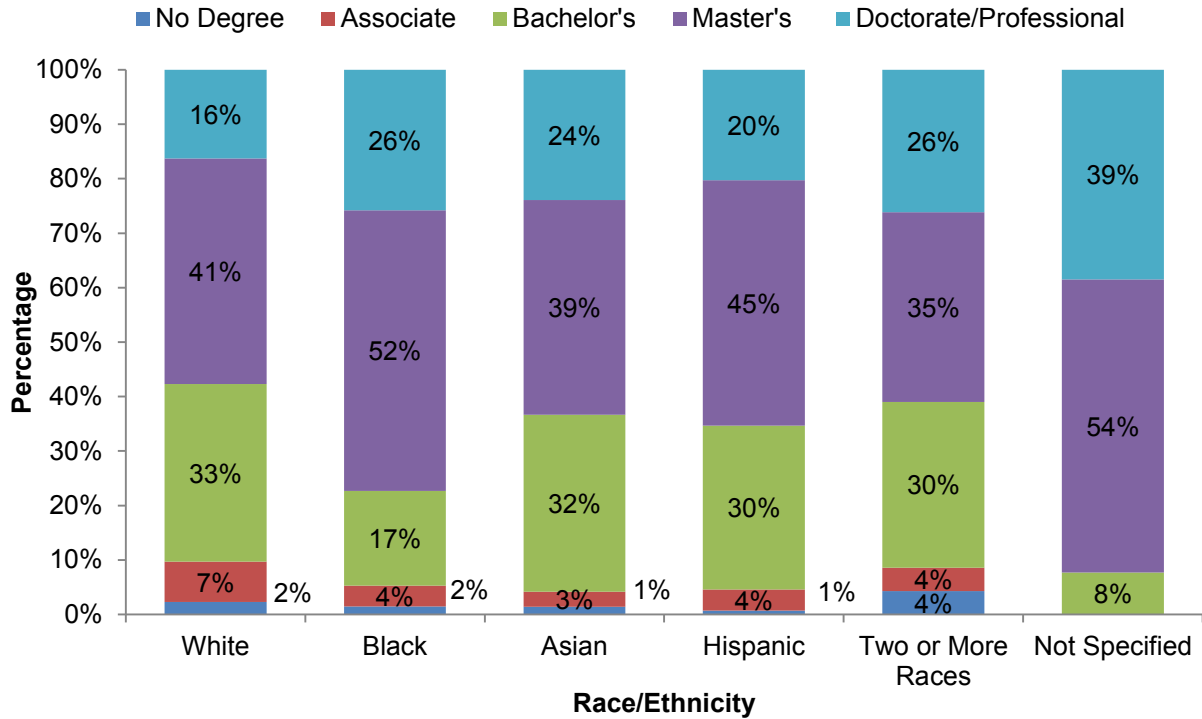
Respondents' future academic goals also varied when disaggregated by race. Table 17 and Figure 15 show the future academic goals of respondents by race. While a higher percentage of Black graduates reported that their highest academic goal was a master's degree than any other racial group (52 percent), Black respondents were the least likely to plan on earning a bachelor's degree as their highest academic goal (17 percent). In contrast, between 30 and 33 percent of White, Asian, and Hispanic respondents reported a bachelor's degree as their highest academic goal.

**Table 17. Future Academic Goal of Respondents by Race/Ethnicity: Class of 2014**

Academic Goal	White		Black		Asian		Hispanic		American Indian/Alaska Native		Native Hawaiian/Other Pacific Islander		Two or More Races		Unknown		Not Specified	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No Degree	8	2.3	2	1.5	2	1.4	1	0.7	0	0.0	0	0.0	1	4.3	0	0.0	0	0.0
Associate	26	7.4	5	3.8	4	2.8	6	3.9	0	0.0	0	0.0	1	4.3	0	0.0	0	0.0
Bachelor's	114	32.6	23	17.4	46	32.4	46	30.1	1	33.3	1	50.0	7	30.4	0	0.0	1	7.7
Master's	145	41.4	68	51.5	56	39.4	69	45.1	2	66.7	1	50.0	8	34.8	1	33.3	7	53.8
Doctorate/Prof.	57	16.3	34	25.8	34	23.9	31	20.3	0	0.0	0	0.0	6	26.1	2	66.7	5	38.5
<b>Total</b>	<b>350</b>	<b>100.0</b>	<b>132</b>	<b>100.0</b>	<b>142</b>	<b>100.0</b>	<b>153</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

**Figure 15. Future Academic Goal of Respondents by Race/Ethnicity: Class of 2014<sup>5</sup>**



<sup>5</sup>Sample sizes of the following racial groups were too small to make accurate comparisons and are thus excluded from Figure 13: American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander.

## Section 4: Employment and Income

### Employment Status

Graduates from the class of 2014 who responded to the Graduate Survey provided information on their current employment and the extent to which their NOVA education supported them in reaching their career goals.

Table 18 and Figure 16 show the employment status of respondents to the Graduate Survey from 2009 through 2014. Full-time employment of respondents has been on an overall downward trajectory from 2009 (48 percent) to 2014 (35 percent). Meanwhile, the percentage of respondents employed part-time has increased from 22 percent in 2009 to 30 percent in 2014. In addition, the percentage of respondents who were unemployed but seeking employment has increased from 12 percent in 2009 to 18 percent in 2014.

**Table 18. Employment Status of Respondents: 2009 through 2014**

Employment Status	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
Full-Time	216	47.7	161	39.9	202	35.4	232	45.4	340	35.3
Part-Time	99	21.9	89	22.0	152	26.6	112	21.9	284	29.5
Part-Time, Seeking Full-Time	25	5.5	27	6.7	33	5.8	30	5.9	59	6.1
Unemployed, Seeking Employment	54	11.9	73	18.1	64	11.2	63	12.3	174	18.0
Unemployed, Not Seeking Employment	59	13.0	54	13.4	120	21.0	74	14.5	107	11.1
<b>Total</b>	<b>453</b>	<b>100.0</b>	<b>404</b>	<b>100.0</b>	<b>571</b>	<b>100.0</b>	<b>511</b>	<b>100.0</b>	<b>964</b>	<b>100.0</b>

Note: Survey results from 2013 were unavailable at the time of publication.

**Figure 16. Employment Status of Respondents: 2009 through 2014**

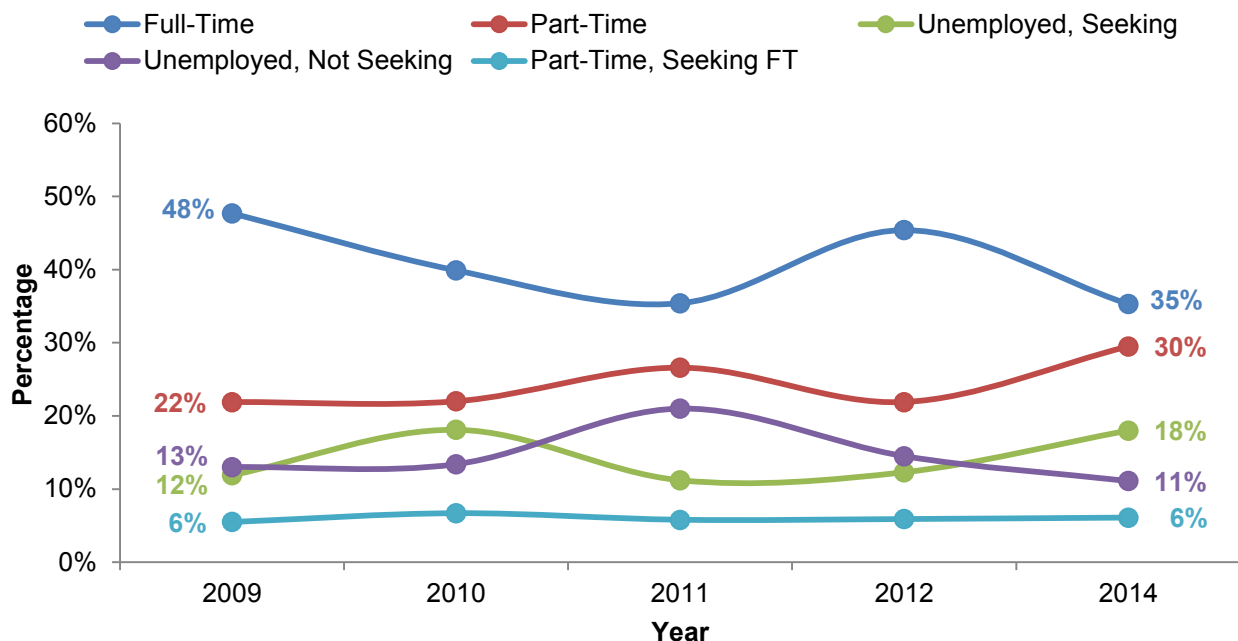


Table 19 shows unemployment rates for the U.S. and Virginia over the same time period. In 2009 through 2011, the unemployment rates reported by NOVA graduates were higher than state and national trends. In 2014, national and state unemployment rates were at their lowest since 2009, while the unemployment rate reported by NOVA graduates was at its highest since 2010.

**Table 19. Unemployment Rates for U.S. and Virginia: 2009 through 2014**

Employment Rate	Year				
	2009	2010	2011	2012	2014
United States <sup>6</sup>	9.3%	9.6%	8.9%	8.1%	6.2%
Virginia <sup>7</sup>	7.0%	7.1%	6.4%	5.9%	5.2%

To better understand the employment information reported by respondents, employment data is disaggregated below by award type, gender, age, and race/ethnicity. Table 20 and Figure 17 show the employment status of respondents by award type. Respondents with A.A.A. or A.A.S. degrees were most likely to be employed full-time (47 percent), while those with A.A. degrees had the lowest rates of full-time employment (14 percent). However, A.A. degree respondents reported the highest rates of part-time employment (48 percent) and the lowest unemployment rate (13 percent). Respondents who earned a certificate reported the highest rates of unemployment (20 percent). Respondents who earned A.S. degrees reported nearly equal rates of full-time (33 percent) and part-time (32 percent) employment.

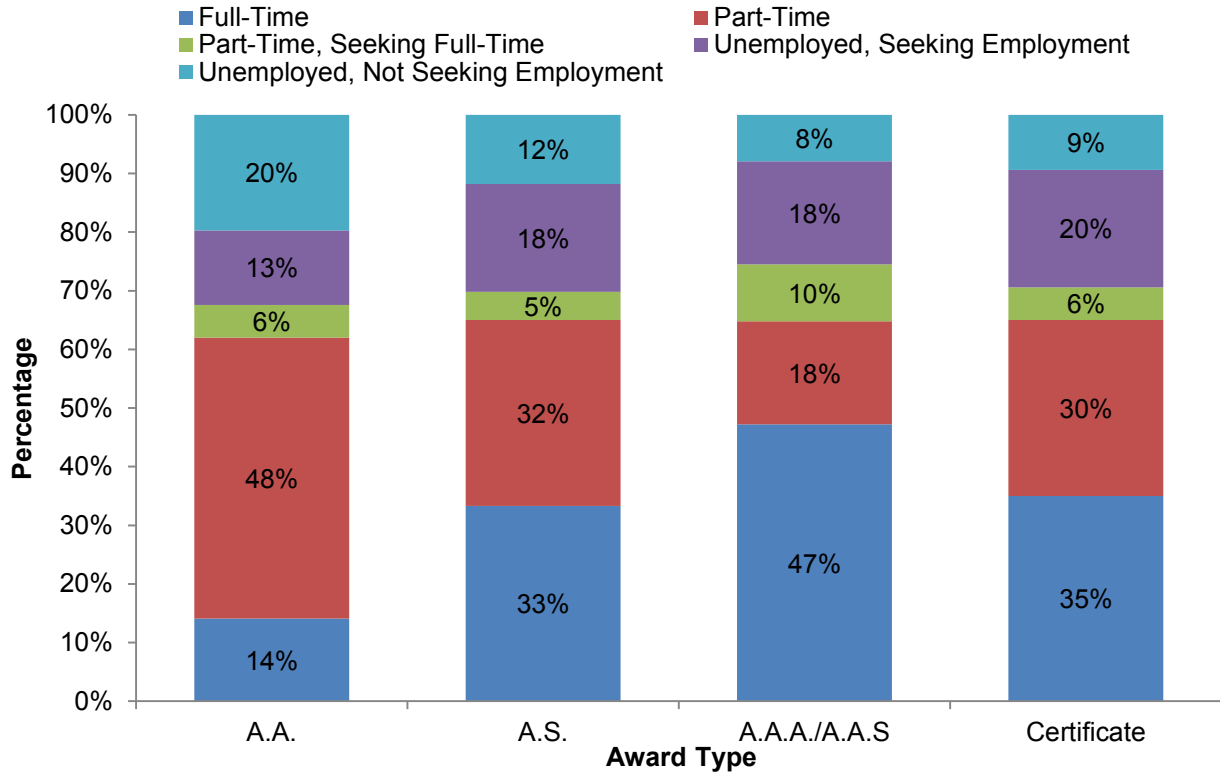
<sup>6</sup> Retrieved from the Bureau of Labor Statistics <http://data.bls.gov/timeseries/LNS14000000> on 3/31/2015.

<sup>7</sup> Retrieved from the Bureau of Labor Statistics <http://www.bls.gov/lau/lastrk14.htm> on 3/31/2015.

**Table 20. Employment Status of Respondents by Award Type: Class of 2014**

Employment Status	A.A.		A.S.		A.A.A./A.A.S.		Certificate	
	#	%	#	%	#	%	#	%
Full-Time	10	14.1	172	33.3	102	47.2	56	35.0
Part-Time	34	47.9	164	31.7	38	17.6	48	30.0
Part-Time, Seeking Full-Time	4	5.6	25	4.8	21	9.7	9	5.6
Unemployed, Seeking Employment	9	12.7	95	18.4	38	17.6	32	20.0
Unemployed, Not Seeking Employment	14	19.7	61	11.8	17	7.9	15	9.4
<b>Total</b>	<b>71</b>	<b>100.0</b>	<b>517</b>	<b>100.0</b>	<b>216</b>	<b>100.0</b>	<b>160</b>	<b>100.0</b>

**Figure 17. Employment Status of Respondents by Award Type: Class of 2014**



Unsurprisingly, when responses were disaggregated by age, older graduates tended to have higher rates of full-time employment than graduates under 30. Table 21 and Figure 18 show the employment status of respondents by age group. For example, 53 percent of respondents ages 30 to 39 and 54 percent of those ages 40 to 49 were employed full-time, compared to 29 percent of respondents under 30. Respondents under 30 had the highest rate of part-time employment of any age group, at 37 percent. Respondents ages 50 to 59 had the highest rate of unemployment, at 24 percent, while those 40 to 49 had the lowest rate of unemployment, at 12 percent.

**Table 21. Employment Status of Respondents by Age Group: Class of 2014**

Employment Status	Under 30		30-39		40-49		50-59		60 & Older	
	#	%	#	%	#	%	#	%	#	%
Full-Time	163	28.5	80	53.0	47	54.0	18	43.9	1	10.0
Part-Time	209	36.5	21	13.9	13	14.9	6	14.6	3	30.0
Part-Time, Seeking Full-Time	38	6.6	8	5.3	6	6.9	1	2.4	0	0.0
Unemployed, Seeking Employment	95	16.6	33	21.9	10	11.5	10	24.4	2	20.0
Unemployed, Not Seeking Employment	67	11.7	9	6.0	11	12.6	6	14.6	4	40.0
<b>Total</b>	<b>572</b>	<b>100.0</b>	<b>151</b>	<b>100.0</b>	<b>87</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

**Figure 18. Employment Status of Respondents by Age Group: Class of 2014**

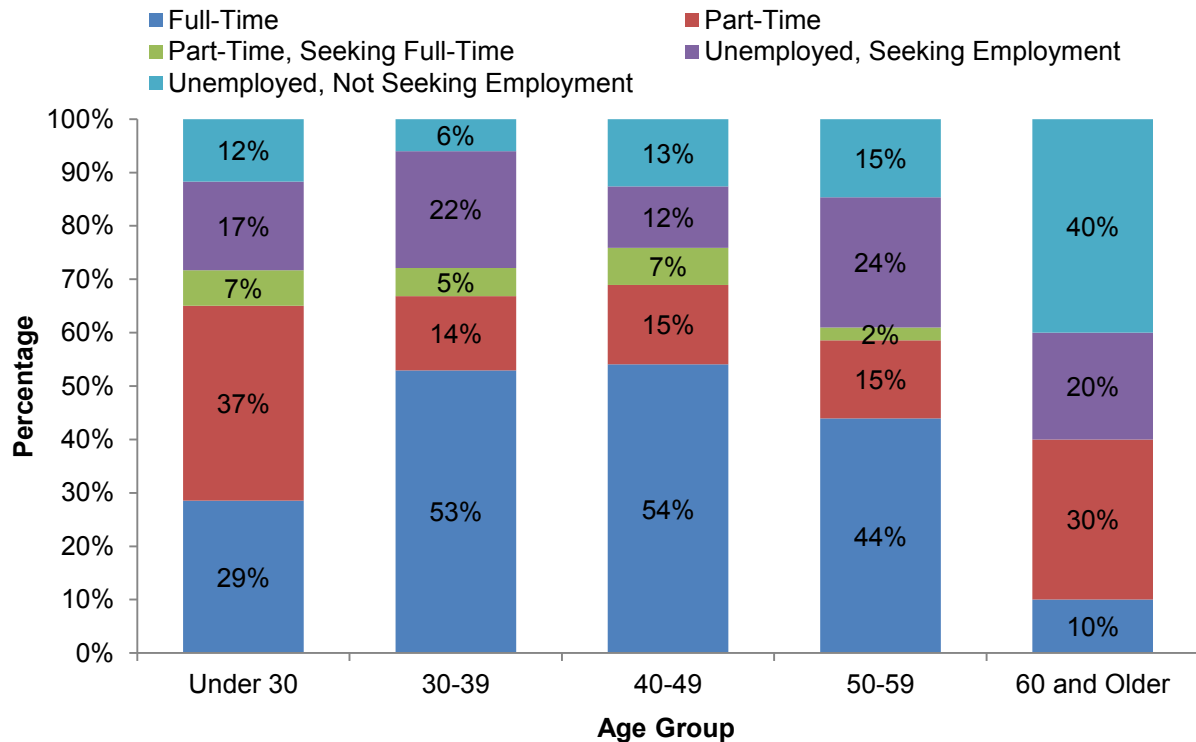
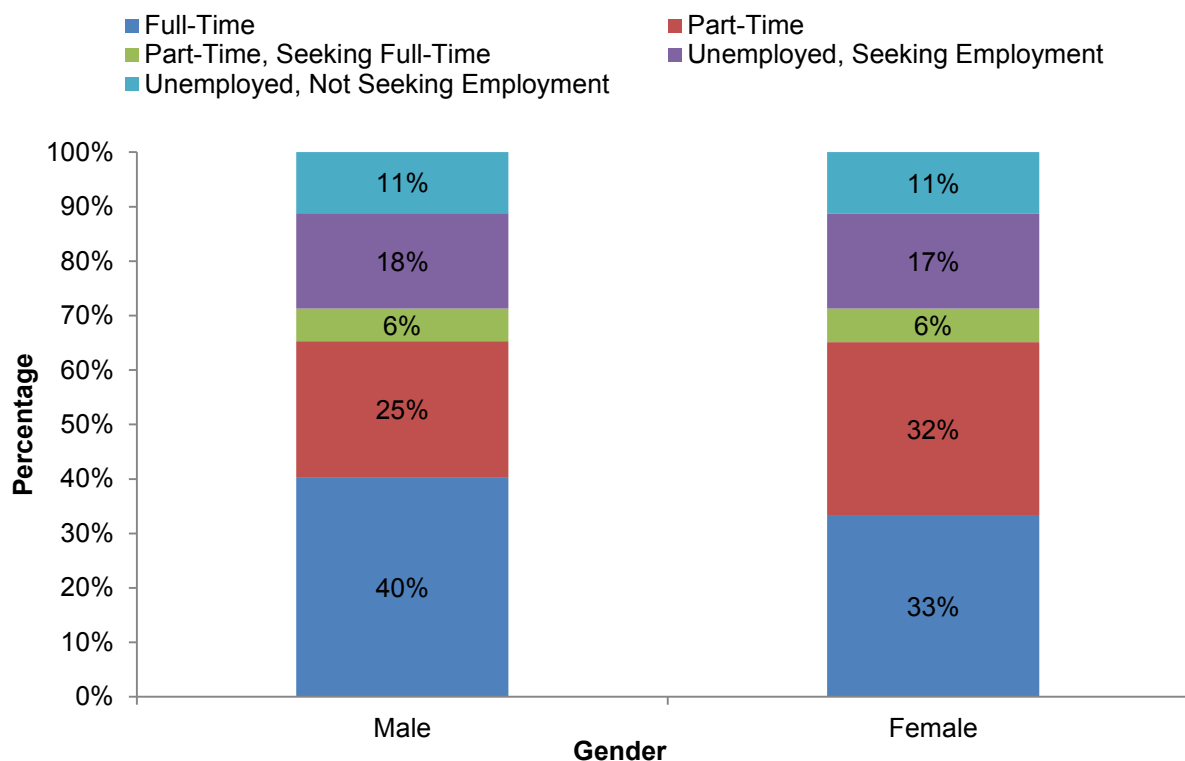


Table 22 and Figure 19 show the employment status of respondents by gender. Male respondents reported higher rates of full-time employment than female respondents (40 percent versus 33 percent). Female respondents reported higher rates of part-time employment (32 percent versus 25 percent). Rates of unemployment were nearly identical for male and female respondents (18 percent and 17 percent, respectively).

**Table 22. Employment Status by Respondents by Gender: Class of 2014**

Employment Status	Male		Female	
	#	%	#	%
Full-Time	133	40.2	176	33.2
Part-Time	83	25.1	169	31.9
Part-Time, Seeking Full-Time	20	6.0	33	6.2
Unemployed, Seeking Employment	58	17.5	92	17.4
Unemployed, Not Seeking Employment	37	11.2	60	11.3
<b>Total</b>	<b>331</b>	<b>100.0</b>	<b>530</b>	<b>100.0</b>

**Figure 19. Employment Status by Respondents by Gender: Class of 2014**



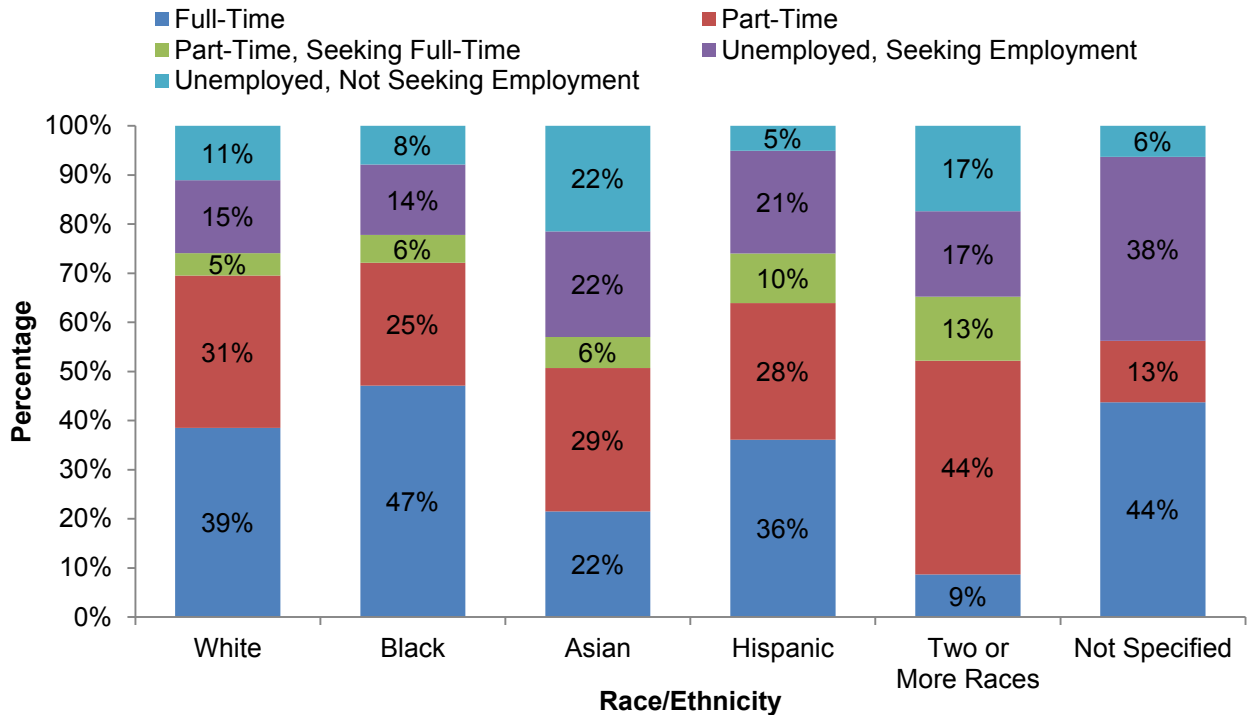
When responses were disaggregated by race/ethnicity, some notable differences in employment status emerged. Table 23 and Figure 20 show the employment status of respondents by race/ethnicity. Of the four largest racial/ethnic groups, Black respondents were most likely to be employed full-time (47 percent), while only 22 percent of Asian respondents were employed full-time. Asian and Hispanic respondents reported the highest unemployment rates, at 22 and 21 percent, respectively. The percentage of respondents employed part-time ranged from 25 to 31 percent, regardless of race/ethnicity.

**Table 23. Employment Status of Respondents by Race/Ethnicity: Class of 2014**

Employment Status	White		Black		Asian		Hispanic		American Indian/Alaska Native		Native Hawaiian/Other Pacific Islander		Two or More Races		Unknown		Not Specified	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	143	38.5	66	47.1	31	21.5	57	36.1	2	50.0	0	0.0	2	8.7	1	33.3	7	43.8
Part-Time	115	31.0	35	25.0	42	29.2	44	27.8	1	25.0	2	100.0	10	43.5	1	33.3	2	12.5
Part-Time, Seeking Full-Time	17	4.6	8	5.7	9	6.3	16	10.1	0	0.0	0	0.0	3	13.0	0	0.0	0	0.0
Unemployed, Seeking Employment	55	14.8	20	14.3	31	21.5	33	20.9	0	0.0	0	0.0	4	17.4	1	33.3	6	37.5
Unemployed, Not Seeking Employment	41	11.1	11	7.9	31	21.5	8	5.1	1	25.0	0	0.0	4	17.4	0	0.0	1	6.3
<b>Total</b>	<b>371</b>	<b>100.0</b>	<b>140</b>	<b>100.0</b>	<b>144</b>	<b>100.0</b>	<b>158</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

**Figure 20. Employment Status of Respondents by Race/Ethnicity: Class of 2014<sup>8</sup>**



Employment Benefits from a NOVA Degree

The Graduate Survey asked recent graduates, who were employed at the time of the survey, a series of questions to determine the extent to which their NOVA education had helped them obtain their current job. Table 24 shows responses regarding when graduates obtained their current job – before attending NOVA, while attending NOVA, or after graduating from NOVA. Overall, the percentage of responses in each category were similar, with 31 percent of

<sup>8</sup>Sample sizes of the following racial groups were too small to make accurate comparisons and are thus excluded from Figure 19: American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander.



respondents obtaining their current jobs before attending NOVA, 35 percent obtaining their jobs during their time at NOVA, and 31 percent obtaining their jobs after graduating from NOVA.

**Table 24. When Employed Respondents Obtained Current Job: Class of 2014**

<b>When Did You Obtain Your Current Job?</b>	<b>#</b>	<b>%</b>
Before NOVA	31	31.0
While at NOVA	35	35.0
After Attending NOVA	3	3.0
After Graduating from NOVA	31	31.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

Respondents were also asked if their NOVA education had helped them obtain their current job (Table 25). Although roughly 68 percent of respondents reported obtaining their job during or after their time at NOVA, 45 percent reported that their NOVA education helped them obtain their current job. Fifty-five percent of respondents reported that their NOVA education did not help them obtain their current job.

**Table 25. NOVA Education Help with Obtaining Current Job for Employed Respondents: Class of 2014**

<b>Did Your NOVA Education Help You Obtain Your Current Job?</b>	<b>#</b>	<b>%</b>
Yes	45	45.0
No	55	55.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Survey respondents were asked whether their NOVA education had helped them earn any of the following employment benefits: a salary increase, a promotion, a better job with a new employer, or other (Table 26). Respondents were asked to mark all benefits that applied. Table 26 provides the responses to this question. Thirty percent of respondents reported that their NOVA education helped them obtain a better job with a new employer, and 30 percent also reported receiving a salary increase as a result of their NOVA education. Fifteen percent reported receiving a promotion due to their NOVA education. An examination of previous Graduate Surveys (Table 27 and Figure 21) shows that the benefits graduates received from their NOVA degree declined for the class of 2014.

**Table 26. Employment Benefits of NOVA Education for Employed Respondents: Class of 2014**

<b>Employment Benefits of NOVA Degree</b>	<b>#</b>	<b>%</b>
Salary Increase	18	27.3
Promotion	10	15.2
Better Job with New Employer	20	30.3
Other	18	27.3
<b>Total</b>	<b>66</b>	<b>100.0</b>

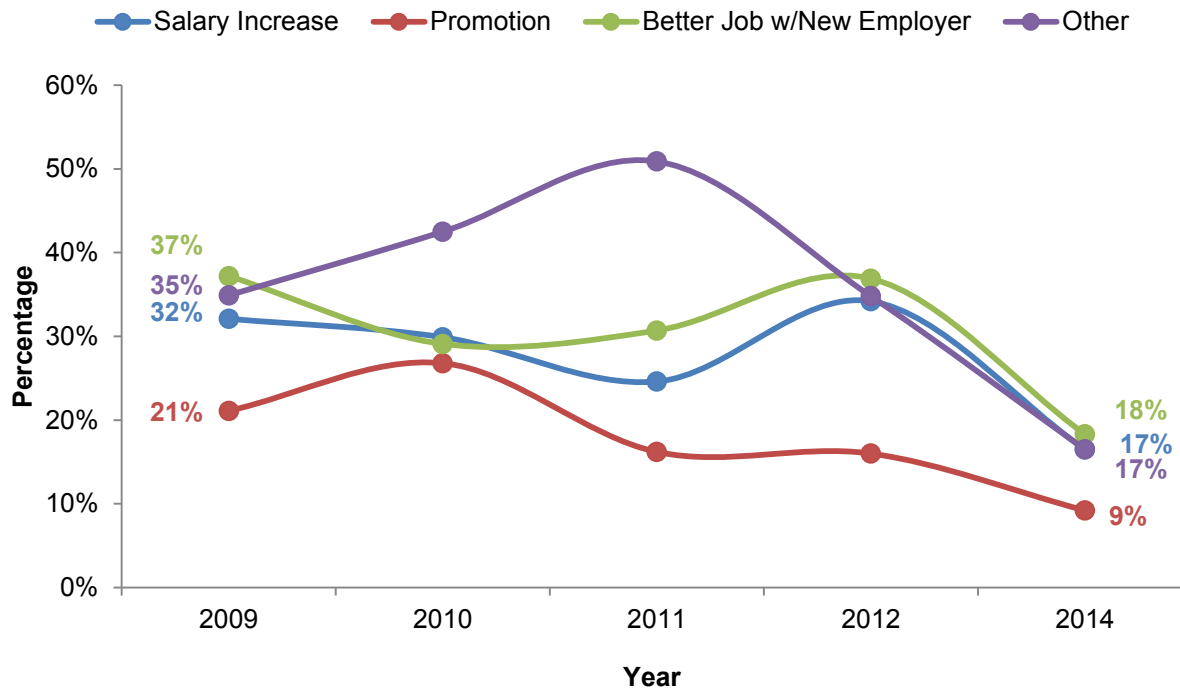
Note: Multiple responses were allowed for each category. For this reason, percentages do not add to 100%.

**Table 27. Employment Benefits of NOVA Degree for Employed Respondents: 2009 through 2014**

Employment Benefits of NOVA Degree	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
Salary Increase	70	32.1	38	29.9	56	24.6	64	34.2	18	16.5
Promotion	46	21.1	34	26.8	37	16.2	30	16.0	10	9.2
Better Job w/ New Employer	81	37.2	37	29.1	70	30.7	69	36.9	20	18.3
Other	76	34.9	54	42.5	116	50.9	65	34.8	18	16.5

Note: Multiple responses were allowed for each category. For this reason, percentages do not add to 100%. Survey results from 2013 were unavailable at the time of publication.

**Figure 21. Employment Benefits of NOVA Degree for Employed Respondents: 2009 through 2014**



Relationship between Current Job and NOVA Degree

Table 28 shows the relationship between respondents' current jobs and the degrees they earned at NOVA. Overall, a majority of respondents (58 percent) reported that their current job was related to their NOVA degree. However, when responses were disaggregated by degree type, those with occupational-technical degrees were considerably more likely than those with transfer degrees to have a job related to their NOVA degree (72 percent and 41 percent, respectively).

**Table 28. Relation of NOVA Degree to Current Job for Employed Respondents: Class of 2014**

Is Your Current Job Related to Your NOVA Degree?	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Yes, Related	43	71.7	20	40.8	63	57.8
Not Related	17	28.3	29	59.2	46	42.2
<b>Total</b>	<b>60</b>	<b>100.0</b>	<b>49</b>	<b>100.0</b>	<b>109</b>	<b>100.0</b>

Income Levels by Award Type

Table 29 and Figures 22 and 23 show the median salaries of Graduate Survey respondents by award type and employment status since 2009. In general, the median salaries of full-time employed respondents have decreased since 2009. The largest decrease in median salary was seen among respondents who earned certificates, whose median salary decreased by \$14,000 from 2009 to 2014. A similar decrease was seen for respondents who earned A.A.A./A.A.S degrees: the reported median salary for these graduates decreased by \$6,100, from \$52,000 in 2008-09 to \$45,900 in 2013-14.

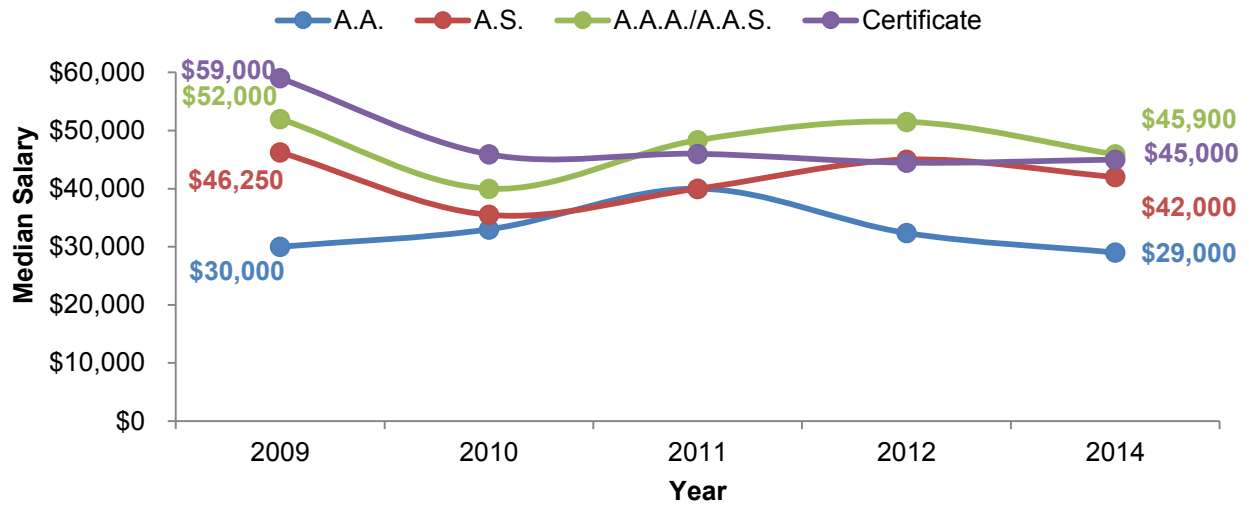
The median salaries of part-time employed respondents also saw a general decline from 2009 to 2014. As with full-time employed respondents, the largest decrease was seen among respondents who earned certificates, with median part-time salaries declining over \$13,000, from \$23,000 in 2008-09 to \$9,744 in 2013-14. Part-time employed respondents who earned A.S. degrees saw the smallest decrease in salary over this time period, from \$15,000 in 2008-09 to \$13,000 in 2013-14.

**Table 29. Median Salary of Respondents by Award Type and Employment Status: 2009 through 2014**

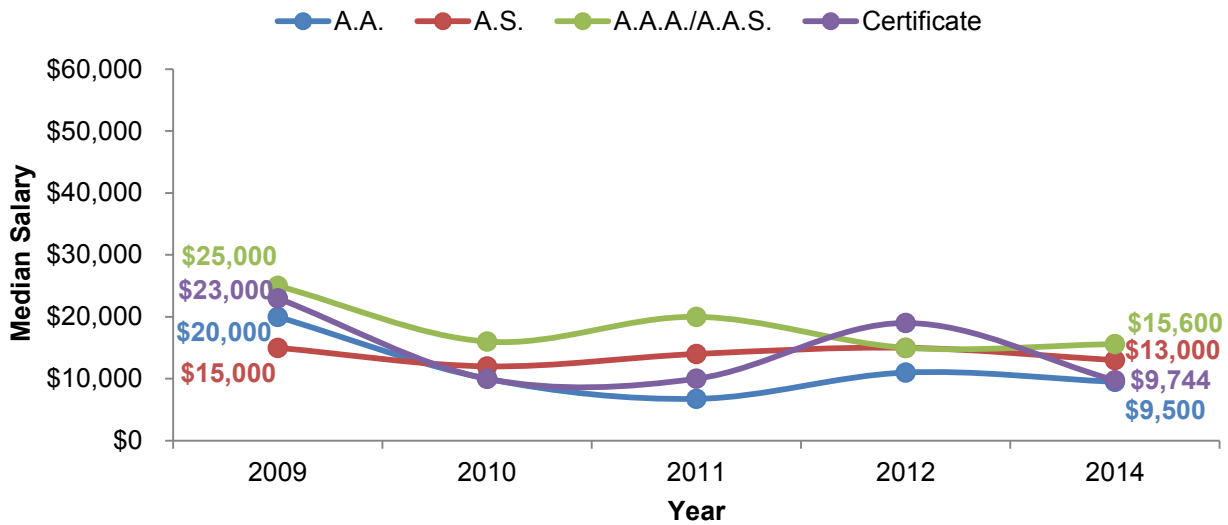
Award Type	2009		2010		2011		2012		2014	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A.A.	\$30,000	\$20,000	\$33,000	\$10,000	\$40,000	\$6,750	\$32,373	\$11,000	\$29,000	\$9,500
A.S.	\$46,250	\$15,000	\$35,500	\$12,000	\$40,000	\$14,000	\$45,000	\$15,000	\$42,000	\$13,000
A.A.A./A.A.S.	\$52,000	\$25,000	\$40,000	\$16,000	\$48,337	\$20,000	\$51,500	\$15,000	\$45,900	\$15,600
Certificate	\$59,000	\$23,000	\$45,913	\$10,000	\$46,000	\$10,000	\$44,475	\$19,000	\$45,000	\$9,744

Note: Survey results from 2013 were unavailable at the time of publication.

**Figure 22. Median Salary by Degree Type of Full-Time Employed Respondents: 2009 through 2014**



**Figure 23. Median Salary by Degree Type of Part-Time Employed Respondents: 2009 through 2014**



## Section 5: Education after NOVA

### Current Educational Status of Graduates

Graduates were asked to provide information on whether they were currently continuing their education as a full-time or part-time student. Full-time was defined as taking 12 or more credits, and part-time was defined as taking fewer than 12 credits. Table 30 and Figure 24 show these responses for each Graduate Survey from 2009 to 2014. In 2014, the largest proportion of respondents reported being full-time students (42 percent); however, this proportion represents a 10 percentage point decrease from 2010 (52 percent).

**Table 30. Educational Status of Respondents: 2009 through 2014**

Educational Status	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
Full-Time Student	183	39.9	209	51.7	292	50.6	218	51.2	75	41.7
Part-Time Student	95	20.7	91	22.5	121	21.0	123	28.9	51	28.3
Not Student/No Answer	181	39.4	104	25.7	164	28.4	85	20.0	54	30.0
<b>Total</b>	<b>459</b>	<b>100.0</b>	<b>404</b>	<b>100.0</b>	<b>577</b>	<b>100.0</b>	<b>426</b>	<b>100.0</b>	<b>180</b>	<b>100.0</b>

Note: Survey results from 2013 were unavailable at the time of publication.

**Figure 24. Educational Status of Respondents: 2009 through 2014**

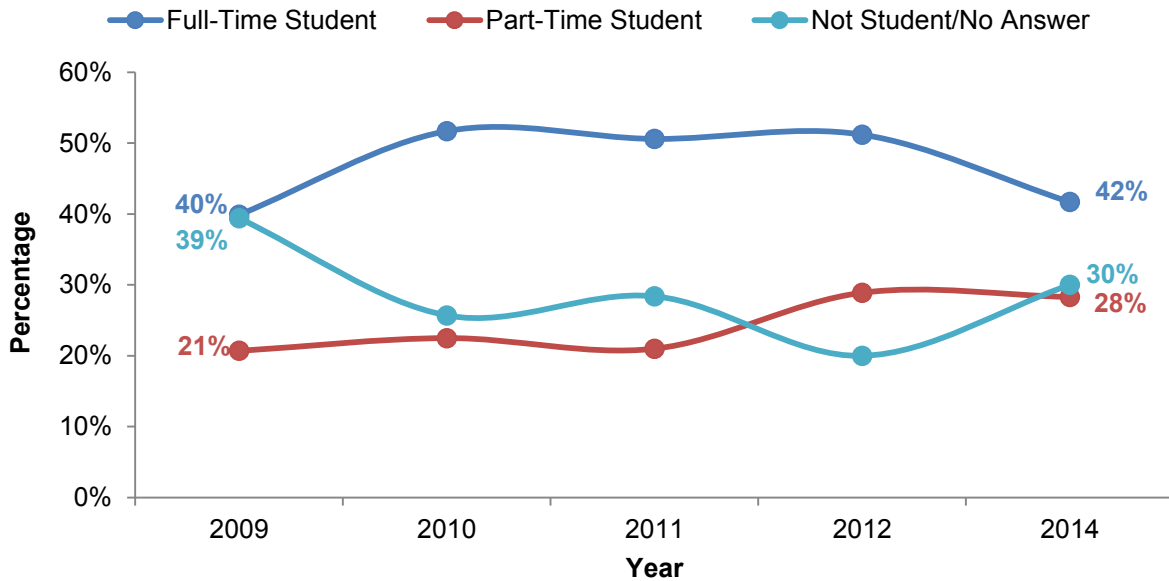


Table 31 shows the educational status of respondents by degree type. Given that the purpose of earning a transfer degree is generally to prepare for further study, it is unsurprising that the majority of respondents who earned a transfer degree were students when they completed the survey (58 percent full-time and 23 percent part-time). Because occupational-technical degrees are generally intended to prepare students for employment, a smaller proportion of respondents with occupational-technical degrees reported being students (25 percent full-time and 34 percent part-time), while 41 percent reported that they were not currently students.

**Table 31. Educational Status of Respondents by Degree Type: Class of 2014**

Educational Status	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Full-Time Student	22	25.0	53	57.6	75	41.7
Part-Time Student	30	34.1	21	22.8	51	28.3
Not Student/No Answer	36	40.9	18	19.6	54	30.0
<b>Total</b>	<b>88</b>	<b>100.0</b>	<b>92</b>	<b>100.0</b>	<b>180</b>	<b>100.0</b>

NOVA Preparation for Continued Studies

Graduates who reported that they were currently students were also asked to provide information on whether their NOVA education prepared them for their current educational pursuits. Table 32 and Figure 25 show graduates' responses from 2009 through 2014. Overall, the proportion of respondents who reported that NOVA provided "excellent" preparation for their current studies ranged from 49 to 55 percent from 2009 through 2014, while those who reported "adequate" preparation ranged from 41 to 46 percent of respondents. Only between 1 and 6 percent of respondents reported being inadequately prepared for their current studies over the same time period.

**Table 32. Educational Preparation for Present College Studies: 2009 through 2014**

NOVA Preparation	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
Excellent Preparation	140	49.8	165	53.1	229	55.2	189	54.0	58	49.2
Adequate Preparation	129	45.9	143	46.0	169	40.7	144	41.1	53	44.9
Inadequate Preparation	12	4.3	3	1.0	17	4.1	17	4.9	7	5.9
<b>Total</b>	<b>281</b>	<b>100.0</b>	<b>311</b>	<b>100.0</b>	<b>415</b>	<b>100.0</b>	<b>350</b>	<b>100.0</b>	<b>118</b>	<b>100.0</b>

Note: Survey results from 2013 were unavailable at the time of publication.

**Figure 25. Educational Preparation for Present Studies: 2009 through 2014**

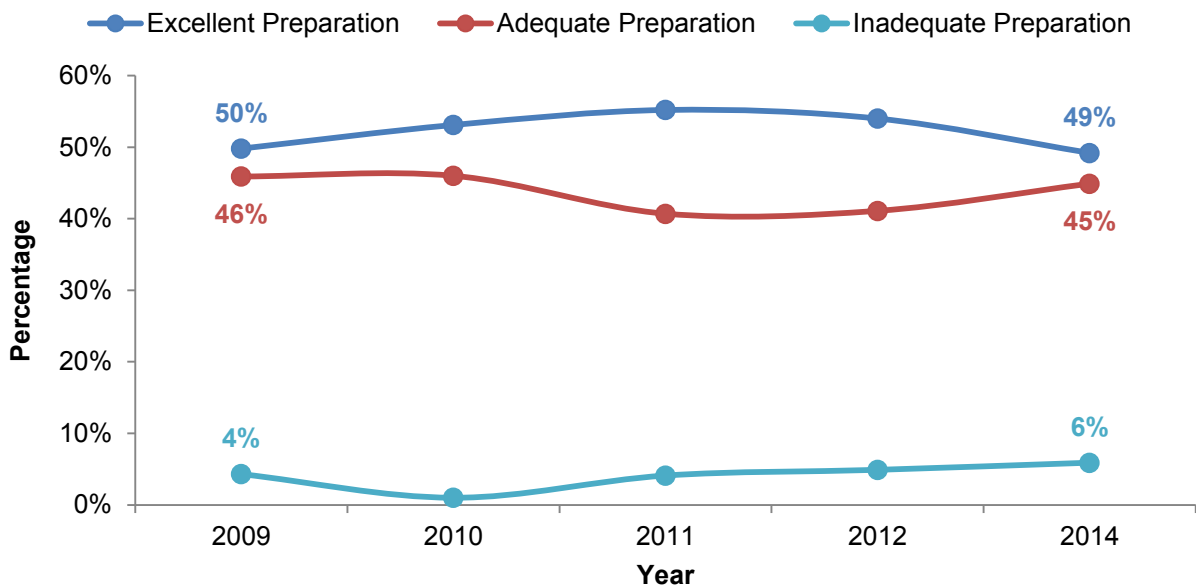


Table 33 shows respondents' level of educational preparation by degree type. Respondents with occupational-technical degrees were more likely to report having received "excellent" preparation for their current studies than those with transfer degrees (52 percent versus 47 percent), while respondents with transfer degrees were slightly more likely than those with occupational-technical degrees to report "adequate" preparation (46 percent versus 44 percent).

**Table 33. Educational Preparation for Present Studies by Degree Type: Class of 2014**

NOVA Preparation	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Excellent Preparation	25	52.1	33	47.1	58	49.2
Adequate Preparation	21	43.8	32	45.7	53	44.9
Inadequate Preparation	2	4.2	5	7.1	7	5.9
<b>Total</b>	<b>48</b>	<b>100.0</b>	<b>70</b>	<b>100.0</b>	<b>118</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

#### Difficulties with Transferring Credits

Respondents who reported that they were currently students were also asked about their experience transferring credits from NOVA to their current institution. Table 34 shows responses to the question, "Did you have difficulty in transferring NOVA credit hours to your transfer college?" Roughly 19 percent of respondents reported that they encountered difficulties in transferring NOVA credits to their current institution.

**Table 34. Difficulties Transferring NOVA Credits: Class of 2014**

<b>Difficulties Transferring NOVA Credits</b>	<b>#</b>	<b>%</b>
Yes, Difficulty	20	19.0
No or N/A	85	81.0
<b>Total</b>	<b>105</b>	<b>100.0</b>

Table 35 shows the reasons respondents gave regarding why transferring NOVA credits was difficult. Of the 20 respondents who reported encountering difficulties in transferring NOVA credits to a transfer institution, the majority (55 percent) said that difficulties arose because some credits were transferred as electives only. The remaining 45 percent of respondents reported that their difficulties in transferring credits were for other reasons.

**Table 35. Reasons for Difficulties in Transferring NOVA Credits to Transfer Institution: Class of 2014**

<b>Reasons for Transfer Difficulties</b>	<b>Occupational-Technical</b>		<b>Transfer</b>		<b>Total</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Elective Only	2	50.0	9	56.3	11	55.0
Other	2	50.0	7	43.8	9	45.0
<b>Total</b>	<b>4</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

Note: Due to rounding, totals may not equal 100 percent.

Area Colleges Attended by NOVA Graduates

Tables 36 and 37 and Figure 26 show the colleges and universities attended by respondents. The majority of respondents who were currently students reported attending an institution in Virginia (83 percent). Of respondents who were attending a Virginia institution, the majority were attending either NOVA (39 percent) or George Mason University (32 percent). About 12 percent of respondents were studying outside Virginia, while 5 percent were attending an online or multi-state institution. The breakdown of where Graduate Survey respondents continue their studies after NOVA has remained relatively consistent over time. Since 2009, a majority of respondents, ranging from 83 to 85 percent, have gone on from NOVA to attend an institution in Virginia. Over the same time period, between 11 and 12 percent of respondents reported attending an institution outside Virginia, and between 3 and 5 percent of respondents reported studying at an online or multi-state institution.

**Table 36. Virginia Colleges and Universities Attended by Respondents: Class of 2014**

<b>Virginia Institutions</b>	<b>#</b>
Northern Virginia Community College	30
George Mason University	25
Virginia Tech	4
Virginia Commonwealth University	3
College of William and Mary	2
James Madison University	2
Liberty University	2
Old Dominion University	2



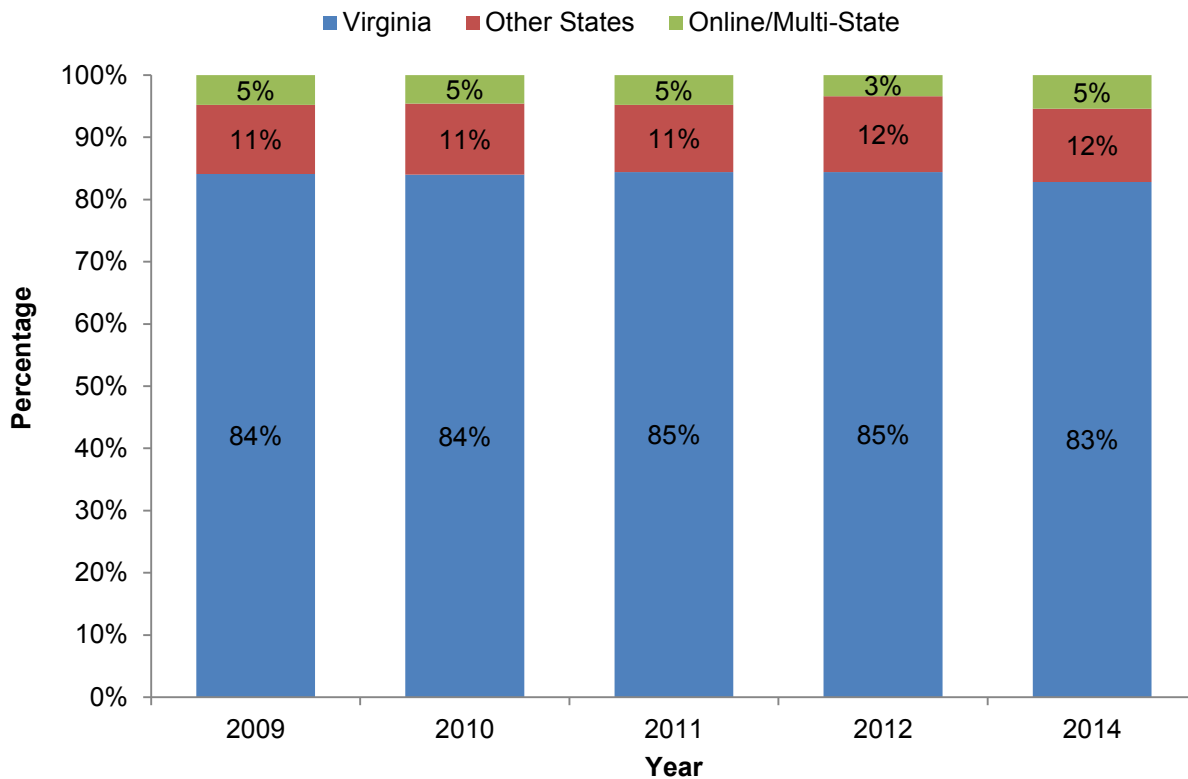
Mary Washington University	2
Longwood University	1
Marymount University	1
University of Virginia	1
Radford University	1
Virginia Western Community College	1
<b>Virginia Total</b>	<b>77</b>

**Table 37. Colleges and Universities Attended by Respondents: 2009 through 2014**

Transfer Institutions	2009		2010		2011		2012		2014	
	#	%	#	%	#	%	#	%	#	%
VA	228	84.1	236	84.0	338	84.5	277	84.5	77	82.8
Other States	30	11.1	32	11.4	43	10.8	40	12.2	11	11.8
Online/Multi-State	13	4.8	13	4.6	19	4.8	11	3.4	5	5.4
<b>Total</b>	<b>271</b>	<b>100.0</b>	<b>281</b>	<b>100.0</b>	<b>400</b>	<b>100.0</b>	<b>328</b>	<b>100.0</b>	<b>93</b>	<b>100.0</b>

Note: Survey results from 2013 were unavailable at the time of publication.

**Figure 26. Colleges and Universities Attended by Respondents: 2009 through 2014**



## **Appendix: Graduate Survey Instrument**

**NORTHERN VIRGINIA COMMUNITY COLLEGE**  
*Office of Institutional Research, Planning, and Assessment*  
**Graduate Survey**

<b>HOW TO FILL OUT THIS SURVEY</b>	
<b>RIGHT</b>	<b>WRONG</b>
●	✓

*Use a dark pencil or pen. To mark an answer, color in the circle next to the response of your choice.*

**Section A: Educational Goals**

*Please answer all the questions in Section A. For each question, fill in the circle for the answer that best describes your situation.*

- |   |  |
|---|--|
| <p><b>1. When you were attending NOVA, what was your primary goal?</b></p> <p><input type="radio"/> Transfer to four year college/university</p> <p><input type="radio"/> Career training to enter work force</p> <p><input type="radio"/> Improvement of job skills</p> <p><input type="radio"/> Personal enrichment</p> | <p><b>4. What is the HIGHEST degree you plan to earn in the future?</b></p> <p><input type="radio"/> No degree</p> <p><input type="radio"/> Associate's degree</p> <p><input type="radio"/> Bachelor's degree</p> <p><input type="radio"/> Master's degree</p> <p><input type="radio"/> Doctorate or Professional degree</p>   |
| <p><b>2. Did your goal change while attending NOVA?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>  | <p><b>5. What is your current occupational status?</b></p> <p><input type="radio"/> Full-time employment (35 or more hours/week)</p> <p><input type="radio"/> Part-time employment (fewer than 35 hours/week)</p> <p><input type="radio"/> Part-time employment but seeking full-time employment</p> <p><input type="radio"/> Not employed but actively seeking employment</p> <p><input type="radio"/> Not employed and not actively seeking employment</p> |
| <p><b>3. Was your educational goal achieved?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>   |  |

**Section B: Current Educational Status**

*If you are currently a student, answer the questions in Section B. If you are NOT currently a student, skip Section B and go to Section C. For each question, fill in the circle for the answer that best describes your situation.*

- |   |   |
|---|---|
| <p><b>6. What is your current educational status?</b></p> <p><input type="radio"/> Full-time student (Taking 12 or more credits)</p> <p><input type="radio"/> Part-time student (Taking fewer than 12 credits)</p> <p><input type="radio"/> Not a student (Go to Section C, Skip Section B)</p> | <p><b>10. Please rate your NOVA education as preparation for your present college studies:</b></p> <p><input type="radio"/> Excellent preparation</p> <p><input type="radio"/> Adequate preparation</p> <p><input type="radio"/> Inadequate preparation</p>   |
| <p><b>7. Name of the college/university you presently attend.</b></p> <p>-----</p>  | <p><b>11. Did you have any difficulty transferring your NOVA credit hours to your transfer college?</b></p> <p><input type="radio"/> No (or not applicable)</p> <p><input type="radio"/> Yes---What was the major reason for the difficulty?</p> <p><input type="radio"/> Some credits were transferred as electives only</p> <p><input type="radio"/> Entirely new field of study at transfer institution</p> <p><input type="radio"/> Other</p> |
| <p><b>8. What is your present major or field of study?</b></p> <p>-----</p>   |   |
| <p><b>9. Is your present major:</b></p> <p><input type="radio"/> Related to your NOVA major</p> <p><input type="radio"/> Not related to your NOVA major</p>   |   |

## Section C: Current Employment Status

If you are currently employed (full-time or part-time), fill out Section C. Otherwise, skip this section and go to Section D.

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

What is your job title? \_\_\_\_\_

Name of Employer \_\_\_\_\_ Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

13. Is your current job related to your NOVA degree/Certificate?

- Yes - Related                       No - Not Related

14. When did you obtain your current job?

- Before attending NOVA  
 While attending NOVA  
 After graduating from NOVA

16. Did your NOVA education help you? – (Mark all that apply)

- Get a salary increase in your job?  
 Gain a promotion?  
 Get a better job with a new employer?  
 Other (specify)\_\_\_\_\_

15. Did your NOVA education help you obtain your current job?

- Yes  
 No

17. What is your gross annual income? Please fill in the appropriate bubble. (DO NOT include overtime)

<b>\$</b>						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section D: Assessment of College Instruction

18. Considering your OVERALL experience, rate your education at NOVA. Fill in only one rating for each category.

	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Poor</i>	<i>No Basis to Judge</i>
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"/>

19. In the next section, please rate the instruction and faculty at NOVA. Fill in only one rating for each category.

		<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Poor</i>	<i>No Basis to Judge</i>
<b>INSTRUCTION:</b>	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"/>
<b>FACULTY:</b>	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"/>

### **Section E: Assessment of College Services & Facilities**

20. Please rate each of the items below by filling in only one rating for each category.

	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Poor</i>	<i>No Basis to Judge</i>
Career & educational planning services	<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 services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning lab services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing lab services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended Learning Institute (ELI) services	<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 services	<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"/>
Services for students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintenance & custodial services	<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"/>

**Please write any comments on the next page.**

**NORTHERN VIRGINIA COMMUNITY COLLEGE**  
***Office of Institutional Research, Planning, and Assessment***  
**Graduate Survey Comments**

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

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

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

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

## ***NOVA Mission and Strategic Goals: 2005 – 2015***

### **Mission**

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

### **Strategic Goals**

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

# NOVA

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**Northern Virginia  
Community College**

**703-323-3000 | [www.nvcc.edu](http://www.nvcc.edu)**