

Graduate Assessment of NOVA Instruction, Services, and Facilities: Class of 2014

Research Report No. 62-15

Office of Institutional Effectiveness and Student Success Initiatives

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OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES

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

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success Initiatives must be cited as the source.

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Executive Summary

This report presents the responses of NOVA graduates in the class of 2014 to a series of questions related to NOVA's instruction, services, and facilities. Graduates were asked to evaluate 40 areas at NOVA on a scale of "excellent," "good," "average," "below average," "poor," and "no basis to judge/did not use." Questions fell into three broad categories: 1) Education, 2) Faculty and Instruction, and 3) Services and Facilities.

In terms of their overall NOVA education, respondents were most satisfied with the technical knowledge they gained as well as with the cultural awareness and appreciation of different points of view that their NOVA education afforded them. College-wide, respondents gave the highest ratings to appreciating other points of view and technical knowledge in their area of study, both of which received 80 percent above average ratings. Respondents college-wide gave the highest percentage of below average ratings (5 percent) to understanding international issues. Understanding international issues was also the least popular category at 5 of the 6 campuses, with between 4 and 9 percent below average ratings at each campus.

In terms of faculty and instruction, respondents indicated high levels of satisfaction with all categories except for faculty advisement, which received the lowest ratings at the college level and at each campus. College-wide, 9 percent of respondents gave faculty advisement a below average rating, and below average ratings of faculty advisement at each campus ranged from 8 to 13 percent. Quality of instruction and course content were given the highest percentage of above average ratings college-wide (84 percent and 83 percent, respectively). At the campus level, the percentage of above average ratings for these categories ranged from 74 to 89 percent.

Levels of satisfaction with services and facilities were lower than satisfaction levels with college education, instruction, and faculty; however, ratings of registration were consistently high college-wide (78 percent) and were above 80 percent at three of the six campuses. Parking consistently received the lowest ratings college-wide (20 percent below average ratings) and at each campus, where below average ratings ranged from 15 percent (Annandale Campus) to 37 percent (Woodbridge Campus).

Respondents were able to indicate when they felt they had no basis to judge a certain category. For example, at the college level, 49 percent of respondents indicated no basis to judge services for students with disabilities, 33 percent said the same about writing lab services and 27 percent said so about learning lab services. The high percentage of respondents indicating they did not have a basis to judge these items may be due to low demand for these services or possibly due to limited knowledge of and exposure to all the services that NOVA offers. It may be beneficial to raise awareness and encourage usage of these services.

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. Graduates are also invited to provide general feedback regarding their experiences at NOVA.¹

This report presents the responses of NOVA graduates in the class of 2014 to a series of questions related to NOVA's instruction, services, and facilities. Graduates were asked to evaluate 40 areas at NOVA on a scale of "excellent," "good," "average," "below average," "poor," and "no basis to judge/did not use." Questions fell into three broad categories: 1) Education, 2) Faculty and Instruction, and 3) Services and Facilities. Specifically, graduates were asked to rate their NOVA education in written and verbal communication skills, mathematics, computer competencies, and interpersonal skills. Graduates were also asked to evaluate the quality of NOVA instruction, course content, and grading policies. Additionally, graduates were asked to evaluate NOVA faculty in terms of concern for students, teaching ability, availability, and advisement. Finally, graduates were given the opportunity to evaluate College services and facilities in 22 areas including counseling, laboratory services, library services, financial aid, and registration.

The results for each category are presented in figures. Percentages are based on the number of responses received for each individual question and include responses of "did not use," or "no basis to judge." The sample sizes may vary by question because some graduates did not respond to every item in the survey.

This report is divided into seven sections. Section I presents a summary of evaluations given by all of the survey respondents. In Sections II through VII, responses are disaggregated by the home campus of respondents and results for each of the six campuses are detailed separately.

¹ Please see Reports xx-15: Graduate Survey: Class of 2014 and xx-15: Comments from the Graduate Survey: Class of 2014.

Section I. Assessment of NOVA Instruction, Services and Facilities: College-Level Results

Assessment of NOVA Education

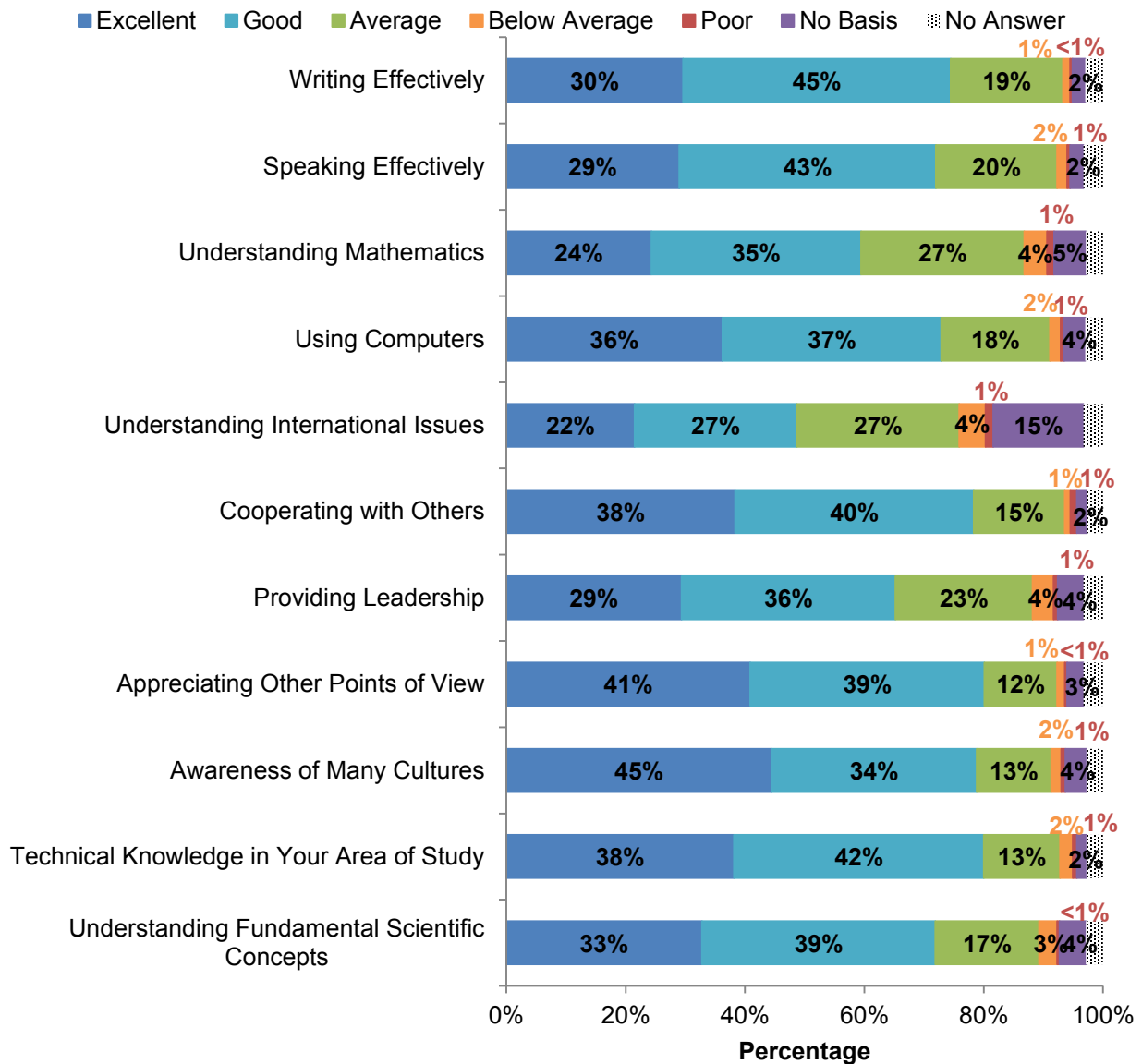
Table 1 and Figure 1 show how respondents to the 2014 Graduate Survey rated various aspects of their education at NOVA. Overall, the majority of respondents tended to rate every category of their NOVA education as either Excellent or Good. In particular, 80 percent of respondents rated their technical knowledge in their area of study and their ability to appreciate other points of view as Excellent or Good. In contrast, only 49 percent of respondents rated their understanding of international issues as Excellent or Good. Although 59 percent of respondents rated their understanding of math as Excellent or Good, this category had one of the lowest average ratings, at 2.9 out of 4. The average ratings were computed by assigning each response with a point value. More specifically, a response of “excellent” received four points, a response of “good” received three points, a response of “average” received two points, a response of “below average” received one point, and a response of “poor” did not receive any points. Responses of “no basis to judge” or “did not use” or “no answer” were not entered into the calculation.

Table 1. Rating of NOVA Education, All Respondents

	Excellent %	Good %	Average %	Below Average %	Poor %	No Basis %	No Answer %	Average Rating* (Scale of 1-4)
Writing Effectively	29.6	44.8	18.8	1.2	0.4	2.1	3.0	3.1
Speaking Effectively	29.0	43.0	20.3	1.7	0.5	2.2	3.3	3.0
Understanding Math	24.3	35.1	27.3	3.8	1.2	5.3	2.9	2.9
Using Computers	36.2	36.6	18.2	1.8	0.6	3.5	3.0	3.1
Understanding International Issues	21.5	27.2	27.2	4.4	1.3	15.1	3.3	2.8
Cooperating with Others	38.4	40.0	15.3	0.9	1.1	1.7	2.7	3.2
Providing Leadership	29.4	35.8	23.0	3.5	0.7	4.3	3.3	3.0
Appreciating Other Points of View	40.9	39.2	12.2	1.3	0.4	2.7	3.3	3.3
Awareness of Many Cultures	44.5	34.3	12.5	1.7	0.7	3.5	2.8	3.3
Technical Knowledge in Your Area of Study	38.2	41.9	12.8	2.1	0.7	1.6	2.8	3.2
Understanding Fundamental Scientific Concepts	32.8	39.1	17.4	3.0	0.4	4.4	2.9	3.1

*Average Rating does not include responses of “No Basis” or “No Answer.”

Figure 1. Rating of NOVA Education, All Respondents



Assessment of NOVA Faculty and Instruction

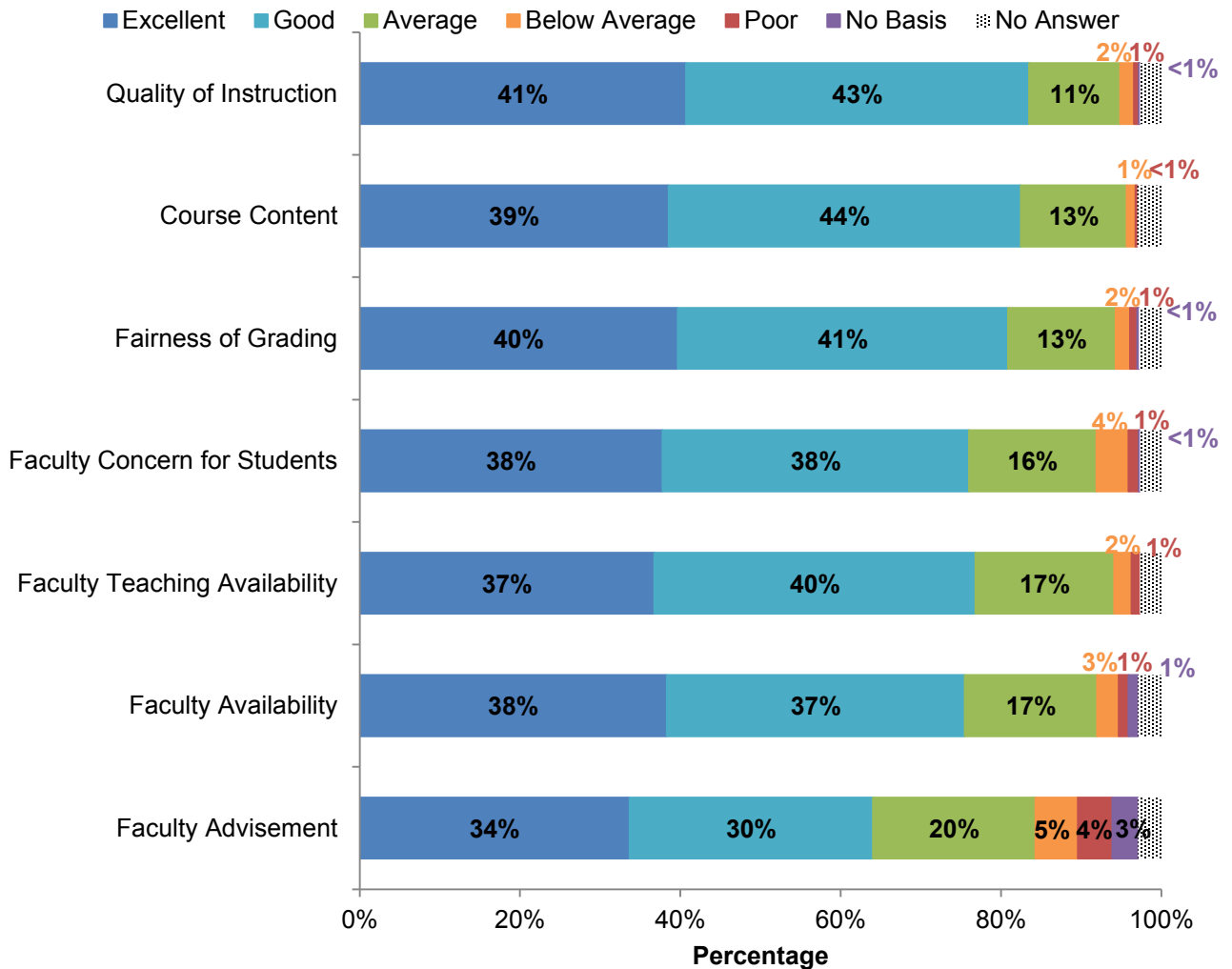
Table 2 and Figure 2, below, present the survey respondents' evaluation of the quality of faculty and instruction at NOVA. Survey results show that 84 percent of respondents rated the quality of instruction at NOVA as Excellent or Good. Similarly, 82 percent described the content of their courses as Excellent or Good. In contrast, only 64 percent of respondents gave ratings of Excellent or Good to faculty advisement, and 10 percent of respondents rated faculty advisement as Below Average or Poor.

Table 2. Rating of NOVA Faculty and Instruction, All Respondents

	Excellent %	Good %	Average %	Below Average %	Poor %	No Basis %	No Answer %	Average Rating* (Scale of 1-4)
Quality of Instruction	40.7	42.8	11.4	1.7	0.6	0.1	2.7	3.2
Course Content	38.5	43.9	13.2	1.1	0.2	0.0	3.0	3.2
Fairness of Grading	39.7	41.2	13.4	1.8	0.9	0.2	2.8	3.2
Faculty Concern for Students	37.8	38.2	15.9	4.0	1.3	0.1	2.7	3.1
Faculty Teaching Availability	36.8	40.1	17.3	2.2	1.0	0.0	2.7	3.1
Faculty Availability	38.3	37.2	16.5	2.7	1.2	1.2	2.9	3.1
Faculty Advisement	33.7	30.4	20.3	5.3	4.3	3.2	2.9	2.9

*Average Rating does not include responses of "No Basis" or "No Answer."

Figure 2. Rating of NOVA Faculty and Instruction



Assessment of NOVA Services and Facilities

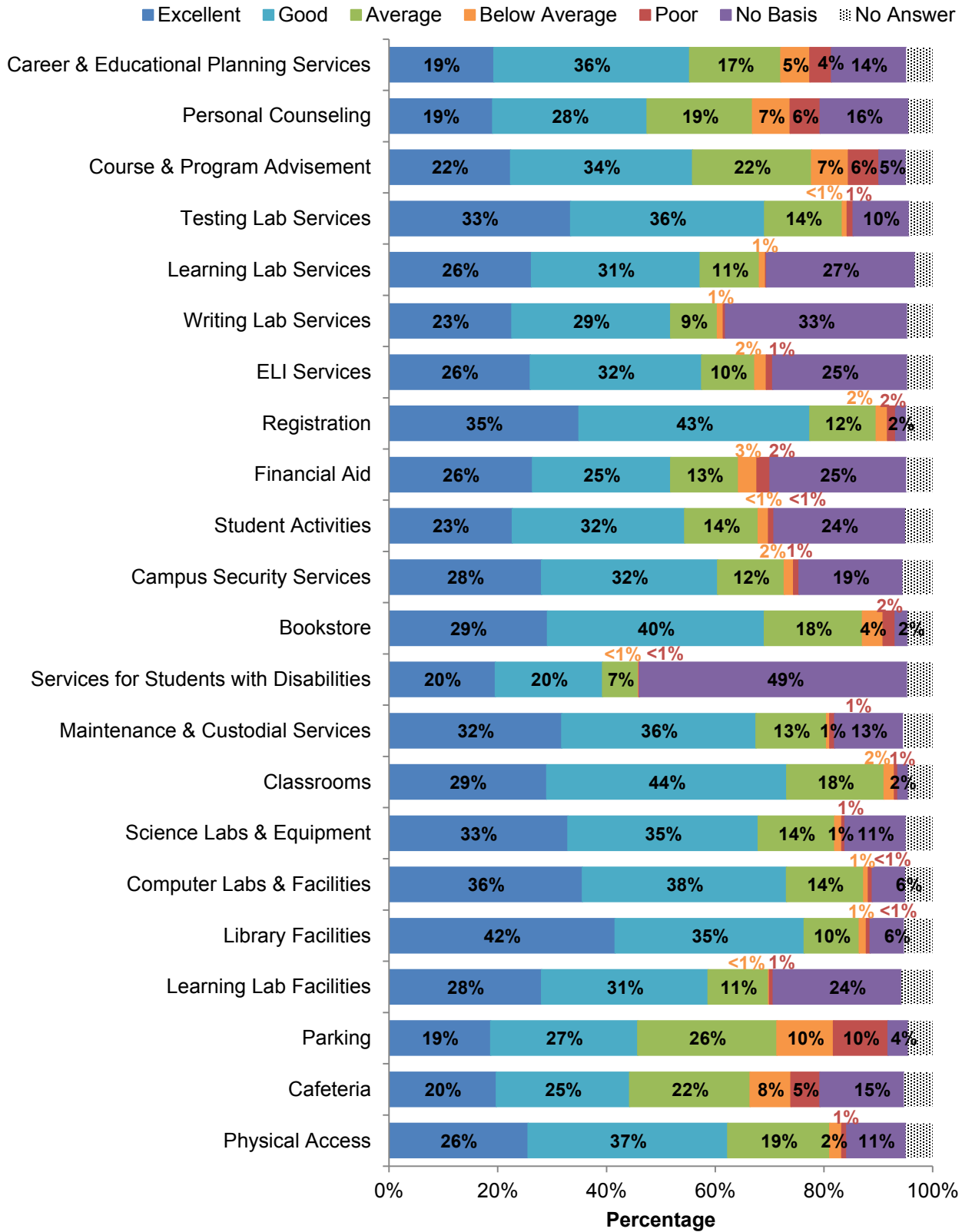
Table 3 and Figure 3 (following pages) present survey respondents' evaluations of services and facilities at NOVA. Overall, respondents indicated the highest levels of satisfaction with registration (78 percent Excellent or Good ratings) and library facilities (76 percent Excellent or Good ratings). Parking was the lowest rated of all of NOVA's services/facilities (20 percent Below Average or Poor ratings). Over 25 percent of respondents indicated that they had no basis to judge the following facilities and services: Extended Learning Institute (ELI) services (25 percent), financial aid (25 percent), learning lab services (27 percent), writing lab services (33 percent), and services for students with disabilities (49 percent).

Table 3. Rating of NOVA Services and Facilities, All Respondents

	Excellent %	Good %	Average %	Below Average %	Poor %	No Basis %	No Answer %	Average Rating* (Scale of 1-4)
Career & Educational Planning Services	19.3	36.0	16.8	5.3	4.0	13.7	4.9	2.8
Personal Counseling	19.1	28.4	19.4	6.9	5.5	16.2	4.5	2.6
Course & Program Advisement	22.4	33.5	21.9	6.8	5.6	4.9	5.0	2.7
Testing Lab Services	33.4	35.7	14.3	0.9	1.1	10.2	4.4	3.2
Learning Lab Services	26.2	31.0	10.9	1.1	0.2	27.2	3.3	3.2
Writing Lab Services	22.6	29.2	8.6	1.1	0.4	33.4	4.7	3.2
ELI Services	26.0	31.5	9.8	2.1	1.2	24.7	4.7	3.1
Registration	35.0	42.5	12.2	2.1	1.5	1.9	4.9	3.2
Financial Aid	26.4	25.4	12.5	3.4	2.4	25.0	4.9	3.0
Student Activities	22.7	31.7	13.5	1.9	1.0	24.1	5.1	3.0
Campus Security Services	28.1	32.4	12.3	1.7	1.0	19.0	5.6	3.1
Bookstore	29.2	39.9	18.1	3.8	2.2	2.2	4.7	3.0
Services for Students with Disabilities	19.6	19.7	6.6	0.1	0.1	49.2	4.7	3.3
Maintenance & Custodial Services	31.8	35.7	13.0	0.6	0.9	12.5	5.5	3.2
Classrooms	29.0	44.1	17.9	1.9	0.6	1.8	4.6	3.1
Science Labs & Equipment	32.9	35.0	14.1	1.3	0.6	11.1	5.0	3.2
Computer Labs & Facilities	35.6	37.5	14.2	0.9	0.7	6.0	5.1	3.2
Library Facilities	41.6	34.8	10.1	1.3	0.7	6.2	5.3	3.3
Learning Lab Facilities	28.1	30.6	11.1	0.2	0.7	23.5	5.8	3.2
Parking	18.7	27.0	25.6	10.4	10.0	3.6	4.6	2.4
Cafeteria	19.7	24.5	22.1	7.5	5.3	15.4	5.3	2.6
Physical Access	25.6	36.7	18.8	2.2	0.9	10.8	5.0	3.0

*Average Rating does not include responses of "No Basis" or "No Answer."

Figure 3. Rating of NOVA Services and Facilities

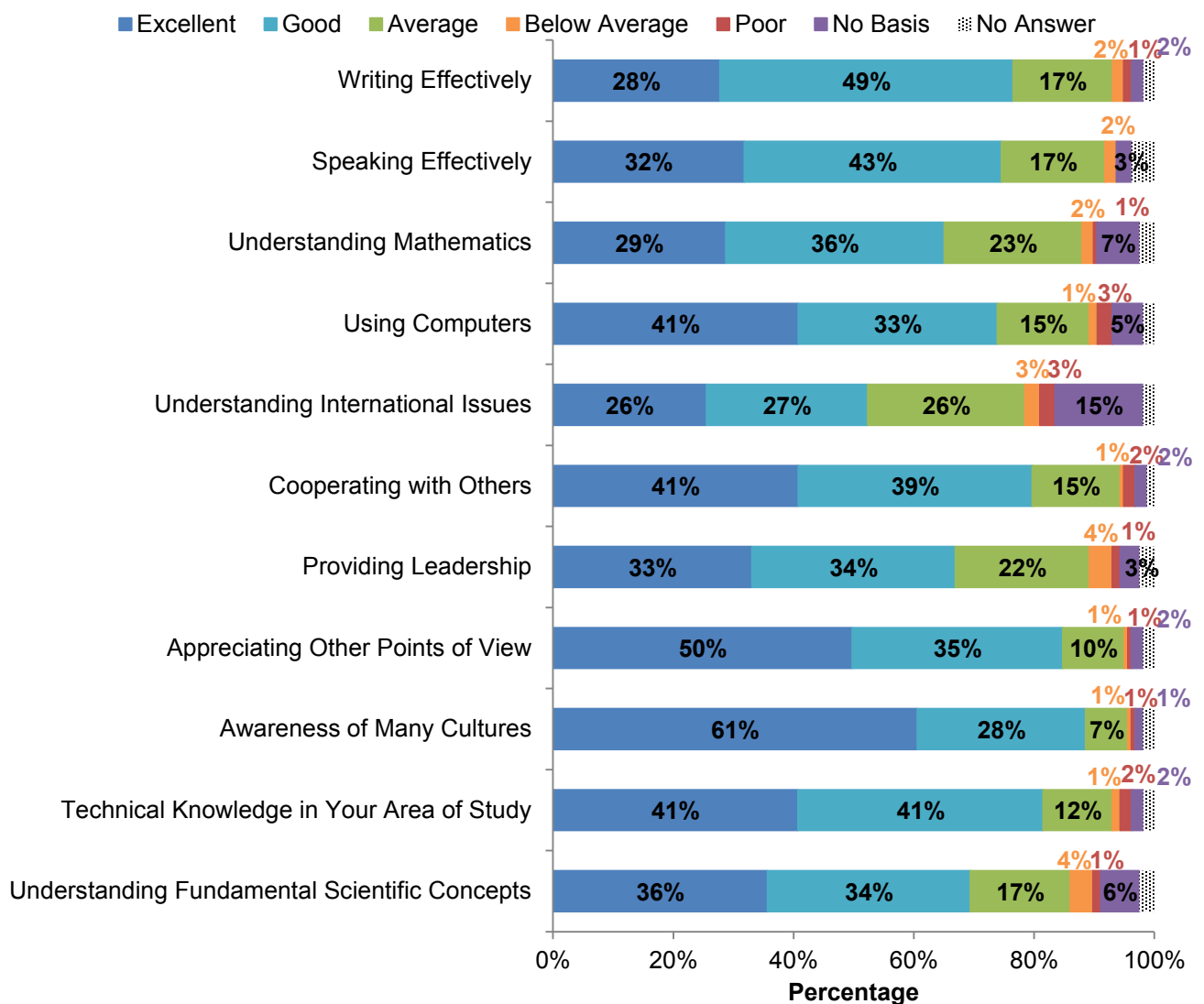


Section 2. Assessment of NOVA Instruction, Services and Facilities: Alexandria Campus

Assessment of NOVA Education

Figure 4 shows the responses of graduates from the Alexandria Campus regarding their education at NOVA. The 157 Alexandria Campus respondents reported high levels of satisfaction with awareness of many cultures (89 percent Excellent or Good ratings), while the highest percentage of Below Average or Poor ratings went to understanding international issues and providing leadership (6 and 5 percent, respectively). Understanding international issues also received the largest percentage of Average ratings (26 percent).

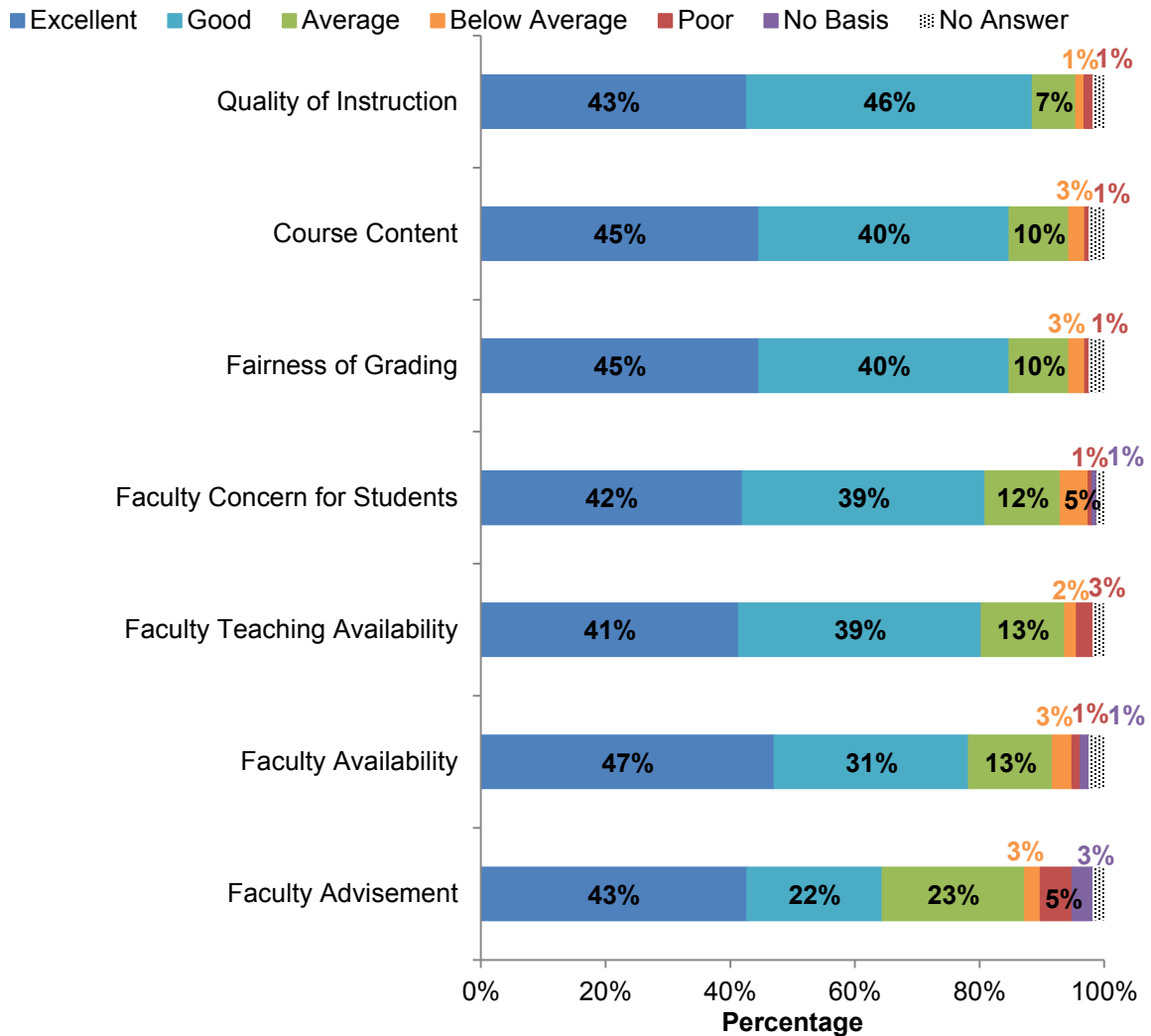
Figure 4. Rating of NOVA Education: Alexandria Campus Respondents



Assessment of NOVA Faculty and Instruction

Figure 5 provides responses from Alexandria Campus graduates to questions regarding the quality of faculty and instruction at NOVA. The respondents reported the highest levels of satisfaction with quality of instruction, which received 89 percent Excellent or Good ratings. Alexandria Campus respondents were least satisfied with faculty advisement, which received the highest percentage of Below Average or Poor ratings (8 percent) and the lowest percentage of Excellent or Good ratings (65 percent).

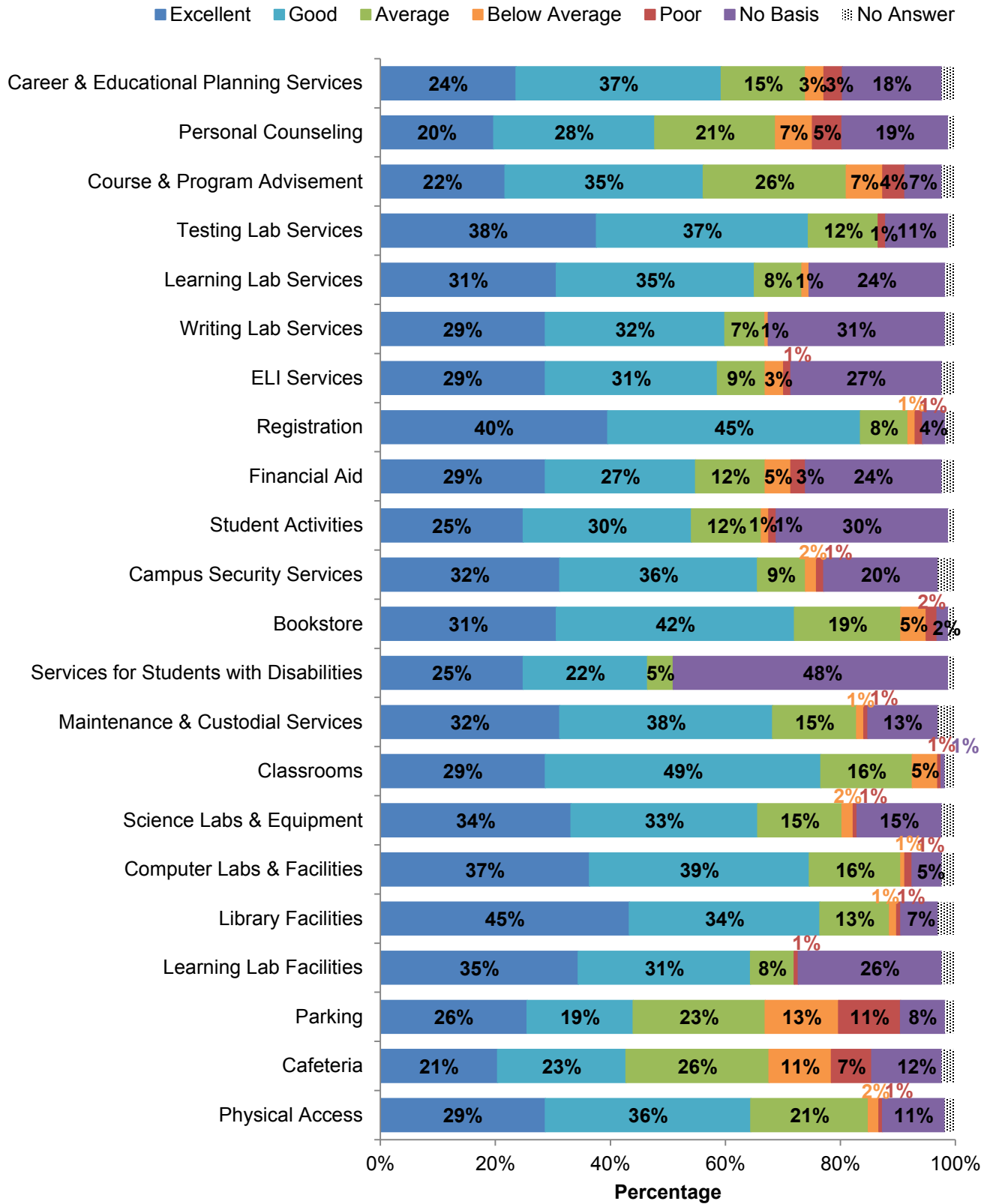
Figure 5. Rating of NOVA Faculty and Instruction: Alexandria Campus Respondents



Assessment of NOVA Services and Facilities

Figure 6 provides Alexandria Campus graduates' responses to questions pertaining to NOVA's services and facilities. The categories that received the highest percentage of Excellent or Good ratings were registration (85 percent), library facilities (79 percent) and classrooms (78 percent). Alexandria Campus respondents gave the highest percentage of Below Average or Poor ratings to parking (24 percent) and cafeteria (18 percent). Course and program advisement and cafeteria received the highest percentage of Average ratings (26 percent).

Figure 6. Rating of NOVA Services and Facilities: Alexandria Campus Respondents

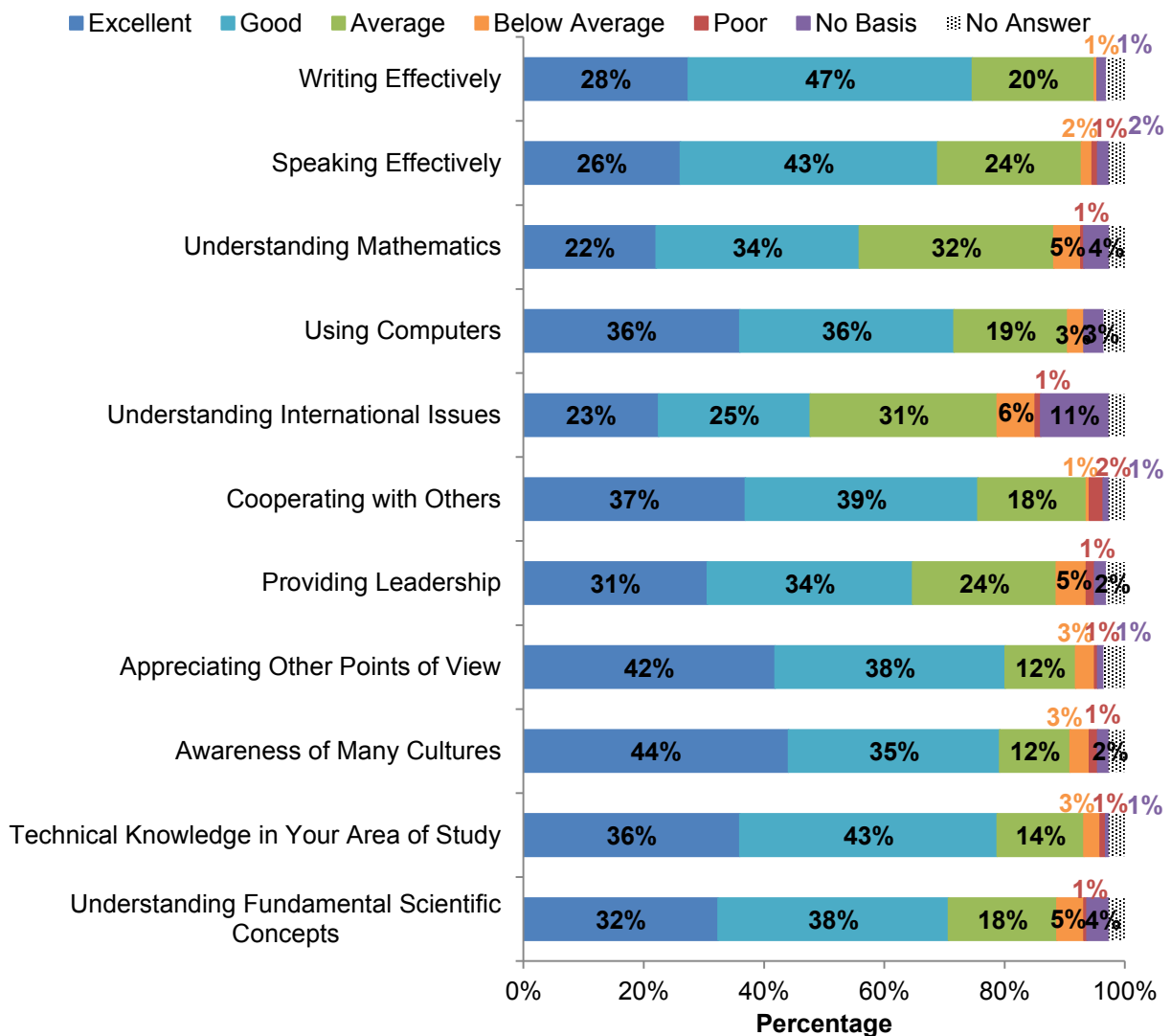


Section III: Assessment of NOVA Instruction, Services, and Facilities: Annandale Campus

Assessment of NOVA Education

Figure 7 shows how NOVA graduates from the Annandale Campus rated their educational experience. There were 222 respondents from the Annandale Campus; however, not all respondents responded to every question. The categories the Annandale Campus respondents gave the highest percentage of Excellent or Good ratings were appreciating other points of view and awareness of many cultures (80 percent and 79 percent, respectively). Respondents were least satisfied with understanding international issues, which received only 48 percent Excellent or Good ratings, 31 percent Average ratings, and 7 percent Below Average or Poor ratings.

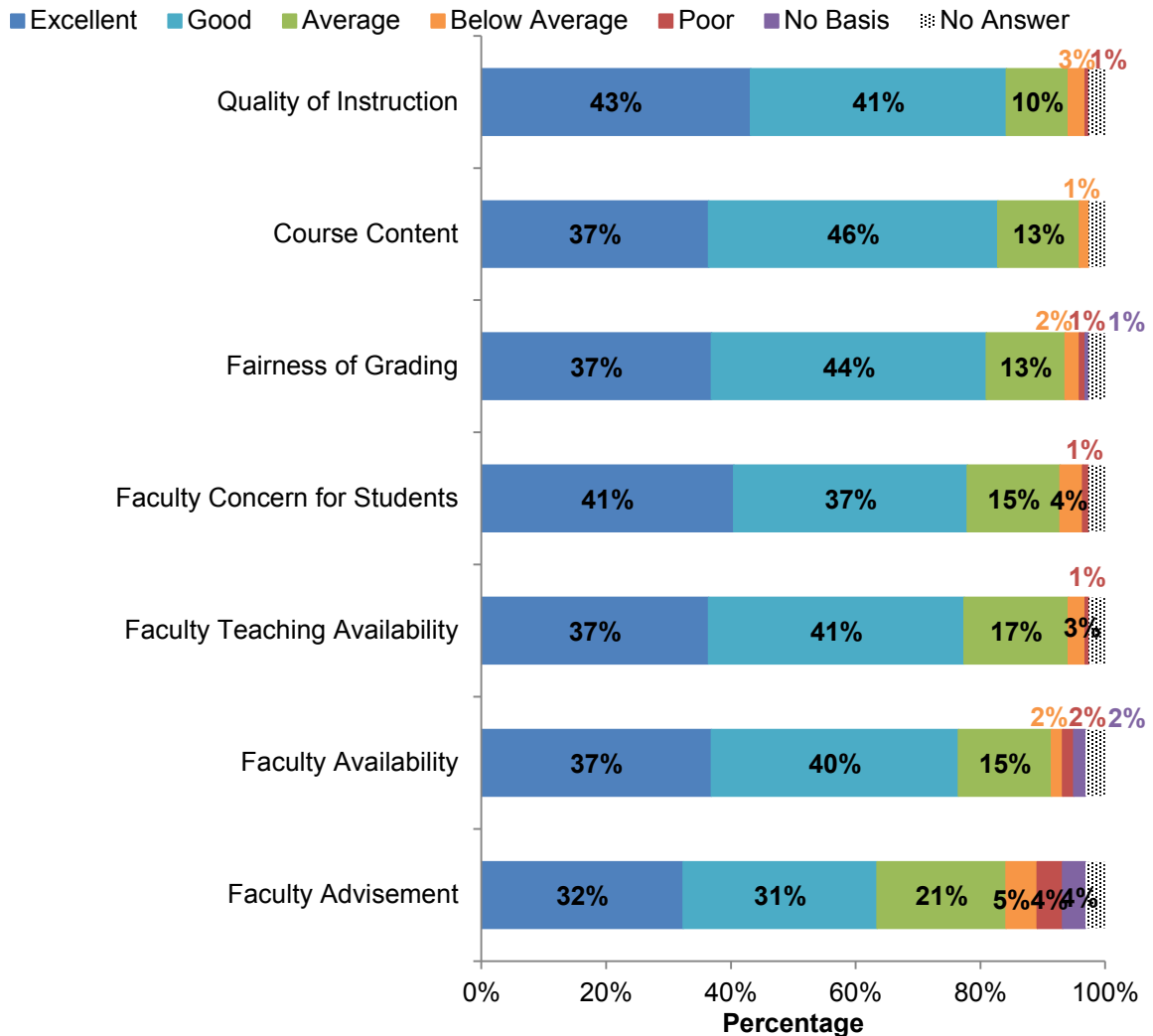
Figure 7. Rating of NOVA Education: Annandale Campus Respondents



Assessment of NOVA Faculty and Instruction

Figure 8 shows Annandale Campus respondents' ratings of faculty and instruction. As with Alexandria Campus, Annandale Campus respondents were most satisfied with quality of instruction, which received 84 percent Excellent or Good ratings. Respondents were least satisfied with faculty advisement, which received the highest percentage of Average ratings (21 percent) and Below Average or Poor ratings (9 percent).

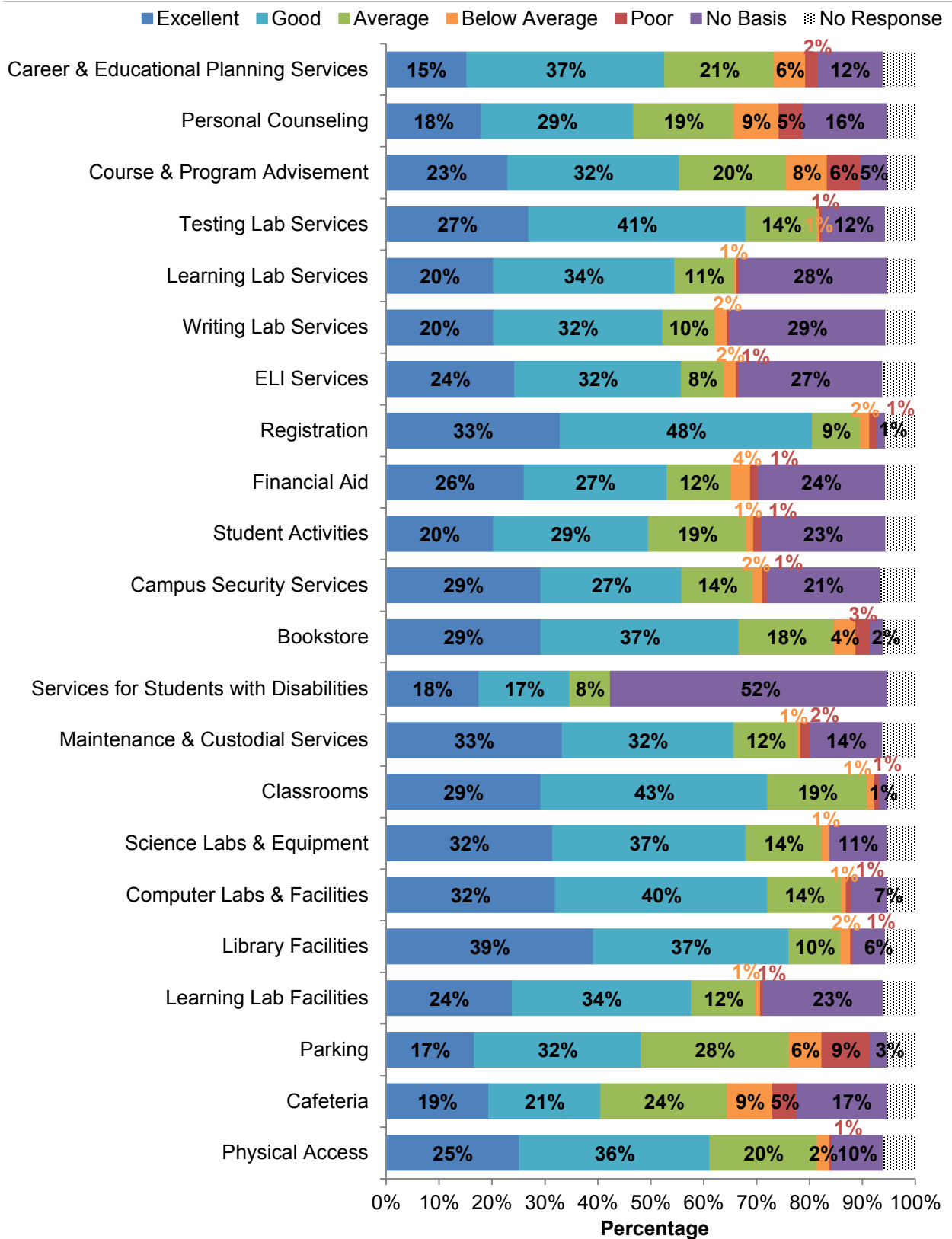
Figure 8. Rating of NOVA Faculty and Instruction: Annandale Campus Respondents



Assessment of NOVA Services and Facilities

Figure 9 shows Annandale Campus respondents' ratings of NOVA services and facilities. As with Alexandria Campus, Annandale Campus' respondents gave the highest percentage of Excellent or Good ratings to registration (81 percent). Services for students with disabilities received the lowest percentage of Excellent or Good ratings (35 percent); however, the majority of respondents (52 percent) said they had No Basis to Judge this category. Parking received the most Average ratings (28 percent) as well as the most Below Average or Poor ratings (15 percent). Course advisement, personal counselling, and the cafeteria all received 14 percent Below Average or Poor ratings.

Figure 9. Rating of NOVA Services and Facilities: Annandale Campus Respondents

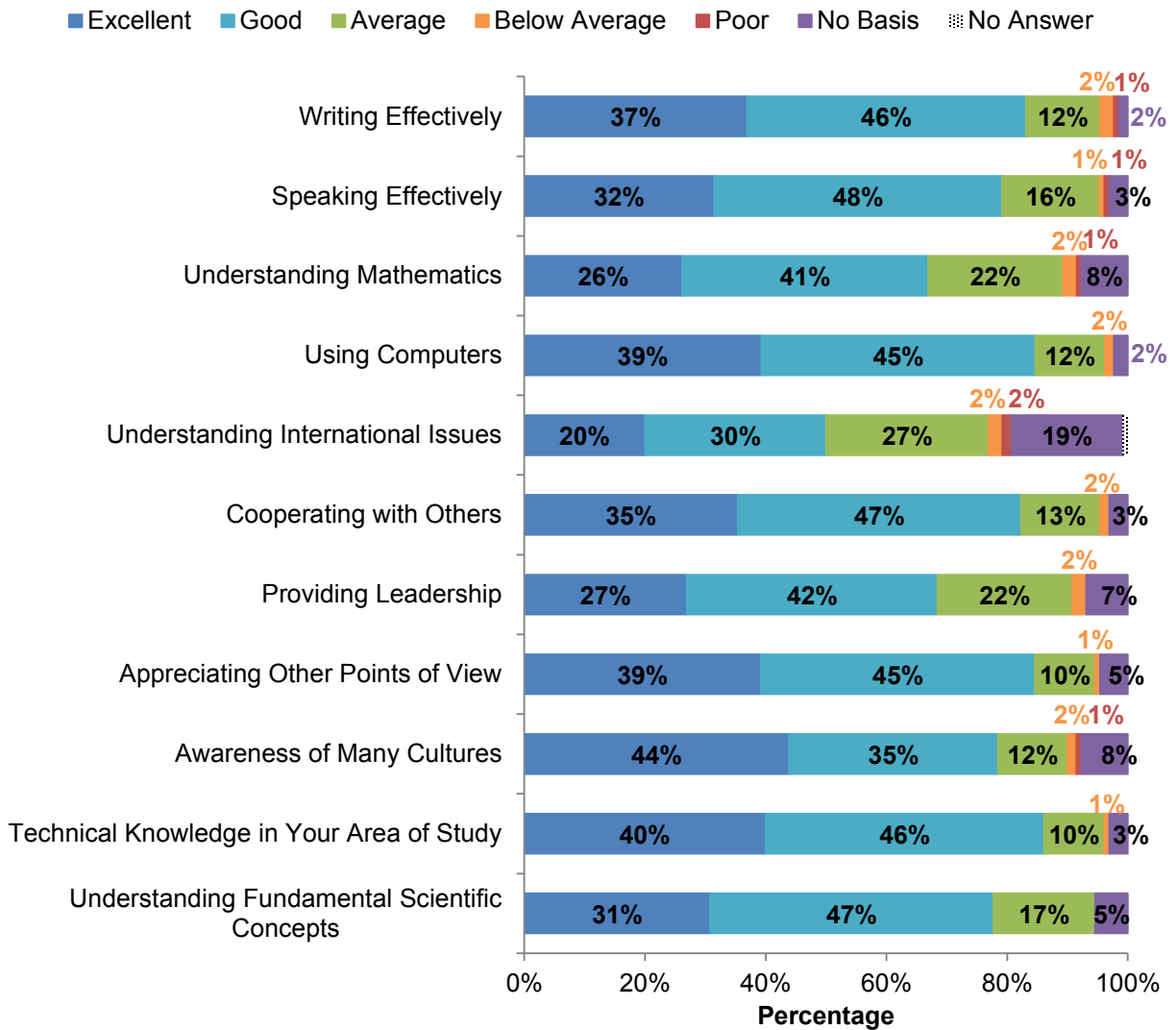


Section IV. Assessment of NOVA Instruction, Services, and Facilities: Loudoun Campus

Assessment of NOVA Education

Figure 10 shows the responses of respondents from the Loudoun Campus regarding their NOVA education. There were 130 respondents from the Loudoun Campus; however, not all responded to every question. Loudoun Campus respondents reported relatively little dissatisfaction with their educational experience. The category with which respondents were least satisfied was understanding international issues, which nonetheless only received 4 percent Below Average or Poor Ratings. Five of the eleven education categories received more than 80 percent Excellent or Good ratings, the most popular being technical knowledge in your area of study (86 percent), appreciating other points of view (84 percent), and using computers (84 percent).

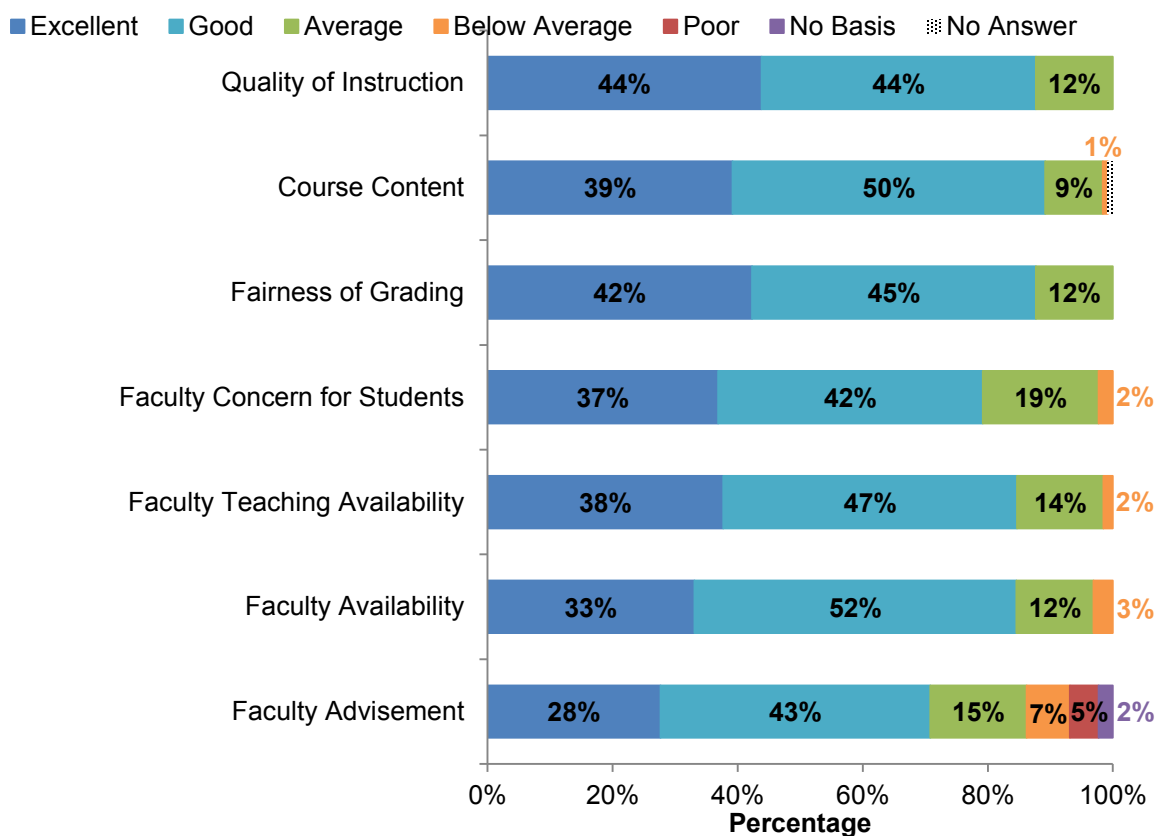
Figure 10. Rating of NOVA Education: Loudoun Campus



Assessment of NOVA Faculty and Instruction

Figure 11 shows Loudoun Campus respondents' ratings of faculty and instruction. Loudoun Campus respondents gave consistently positive ratings in nearly every category of faculty and instruction, with six of the seven categories receiving no ratings of Poor. However, as with Alexandria and Annandale, Loudoun Campus respondents were least satisfied with faculty advisement, which received 12 percent Below Average or Poor ratings. Five of the seven categories received more than 80 percent ratings of Excellent or Good, with the most popular categories being course content (89 percent Excellent or Good), quality of instruction (88 percent), and fairness of grading (87 percent).

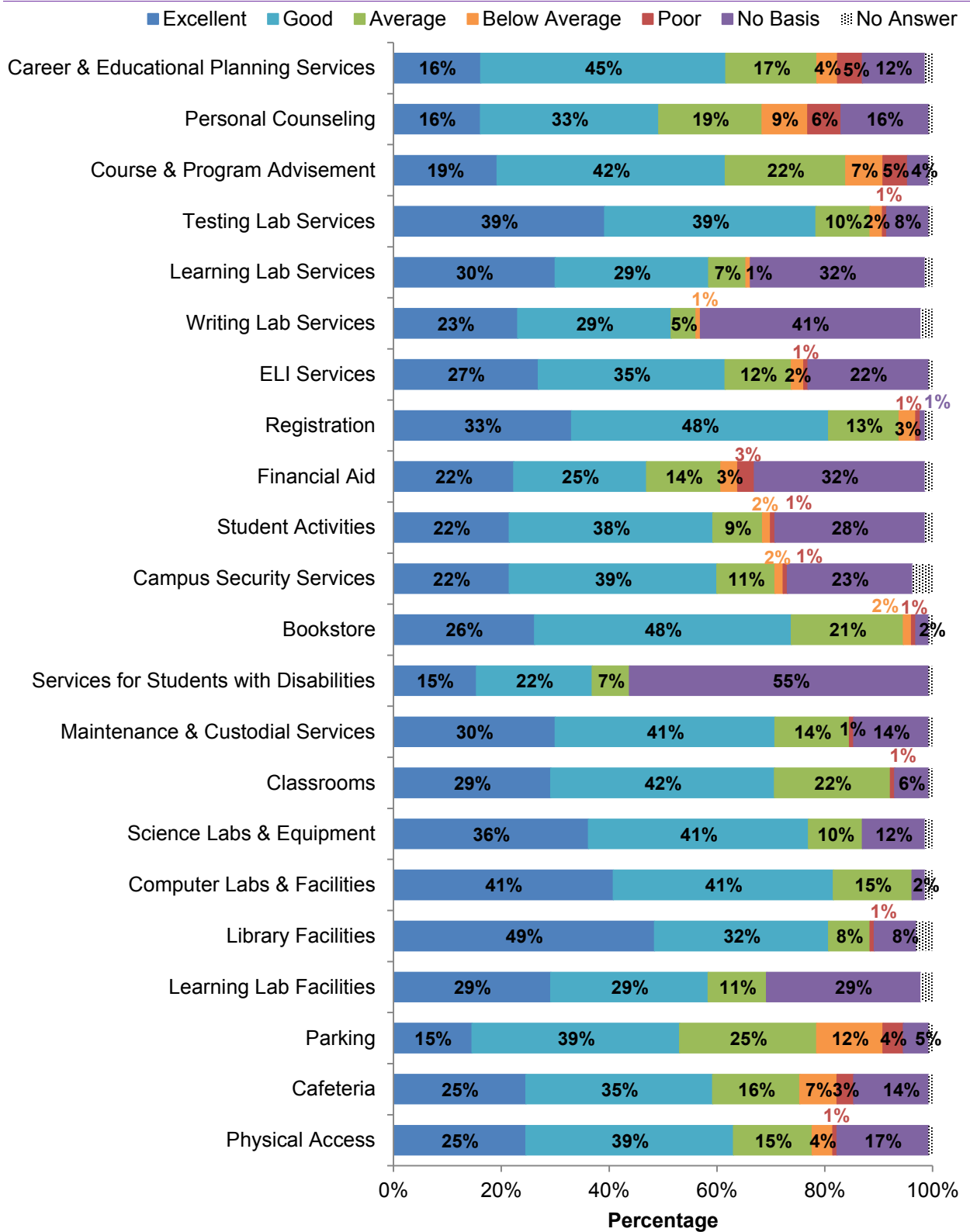
Figure 11. Rating of Faculty and Instruction: Loudoun Campus



Assessment of NOVA Services and Facilities

Figure 12 shows Loudoun Campus respondents' ratings of NOVA's services and facilities. Respondents expressed the most satisfaction with NOVA's computer labs and facilities (82 percent Excellent or Good ratings), followed by library facilities and registration (both 81 percent Excellent or Good ratings). Four categories – services for students with disabilities, science labs and equipment, computer labs and facilities, and learning lab facilities – received no Below Average or Poor ratings. The least popular services and facilities were parking (16 percent Below Average or Poor ratings), personal counseling (15 percent Below Average or Poor ratings), and course and program advisement (12 percent Below Average or Poor ratings).

Figure 12. Rating of NOVA Services and Facilities: Loudoun Campus

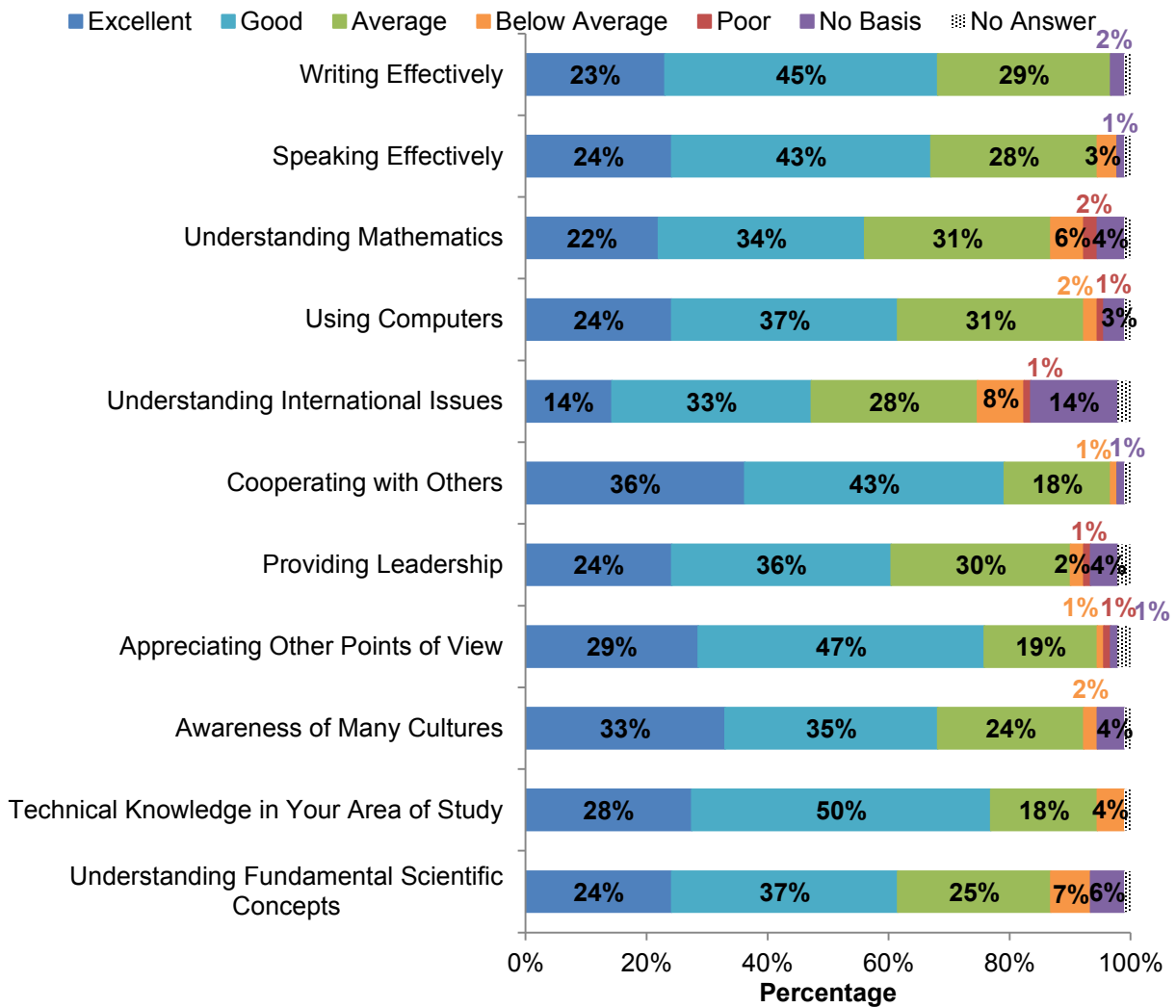


Section V. Assessment of NOVA Instruction, Services and Facilities: Manassas Campus

Assessment of NOVA Education

Figure 13 shows how 91 graduates with Manassas as their home campus rated their overall education at NOVA. Respondents gave the highest percentage of Excellent or Good ratings to cooperating with others (79 percent), followed by technical knowledge in your area of study (78 percent) and appreciating other points of view (76 percent). Respondents gave the highest percentage of Below Average or Poor ratings to understanding international issues (9 percent), understanding mathematics (8 percent), and understanding fundamental scientific concepts (7 percent).

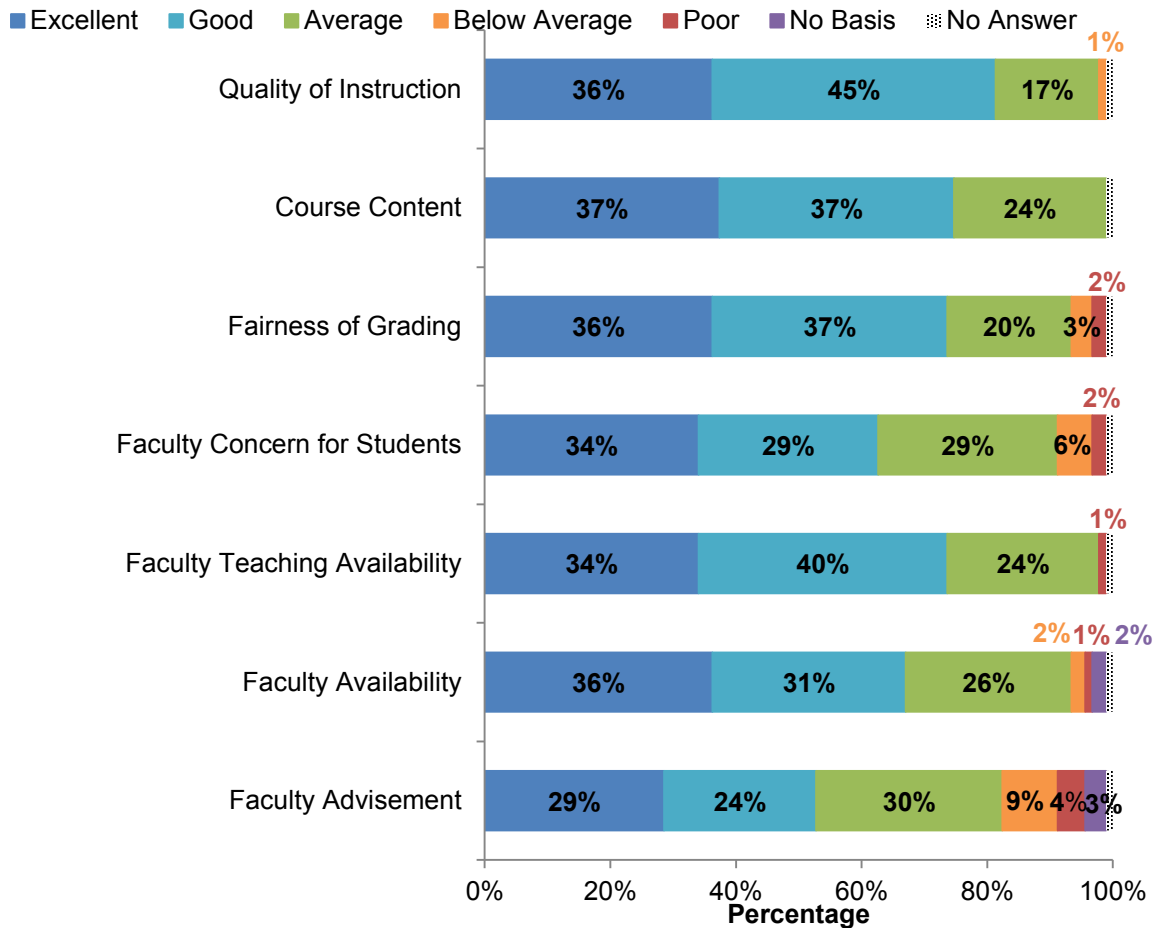
Figure 13. Rating of NOVA Education: Manassas Campus



Assessment of NOVA Faculty and Instruction

Figure 14 shows how graduates who attended the Manassas Campus rated faculty and instruction. Quality of instruction received the highest percentage of Excellent or Good ratings (81 percent), while faculty advisement received the lowest percentage of Excellent or Good ratings (53 percent) and the highest percentage of Below Average or Poor ratings (13 percent). Faculty advisement also received more Average ratings than any other category (30 percent), followed by faculty concern for students, which received 29 percent Average ratings.

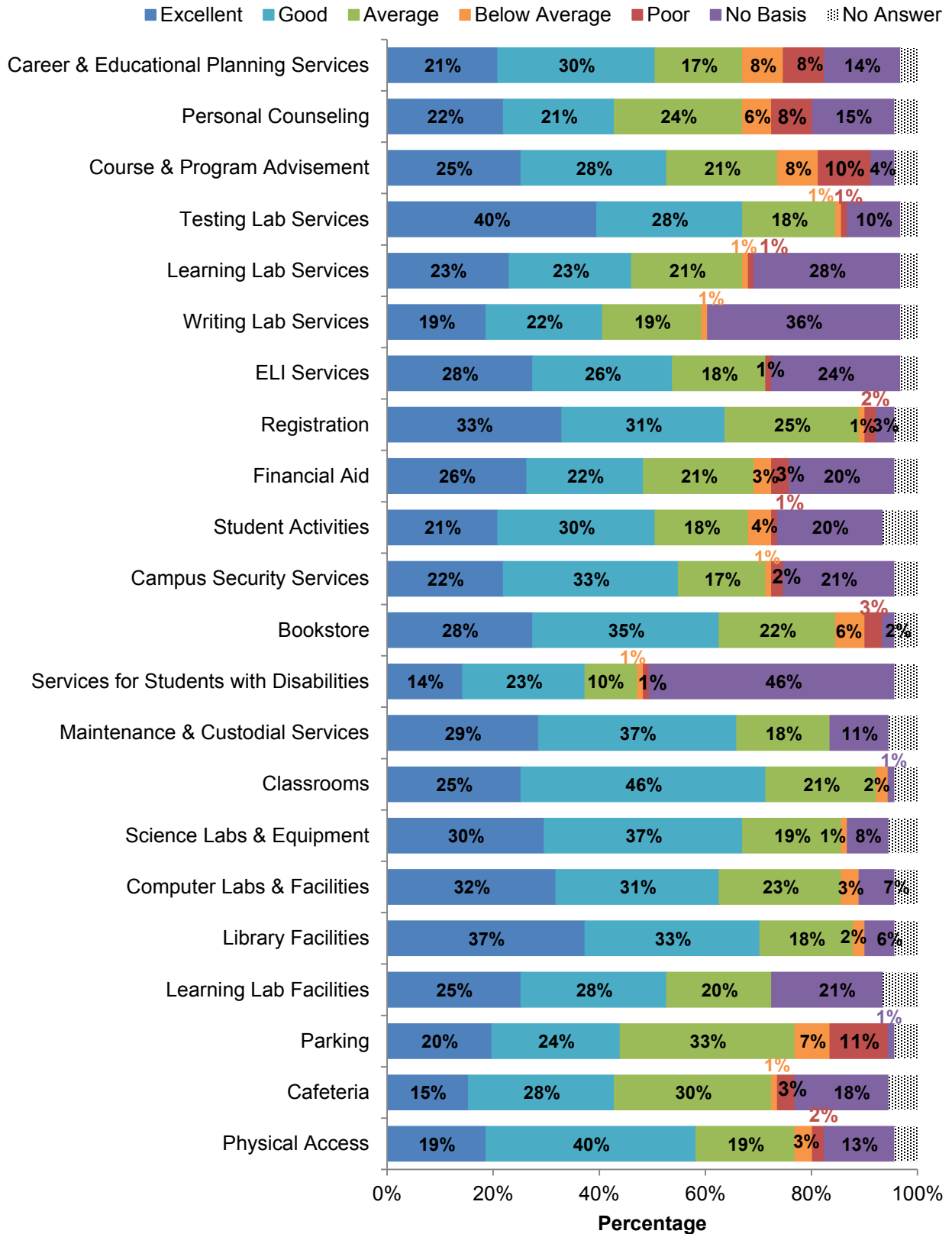
Figure 14. Rating of NOVA Faculty and Instruction: Manassas Campus



Assessment of NOVA Services and Facilities

Figure 15 shows Manassas Campus respondents' ratings of NOVA services and facilities. Respondents gave the highest percentage of Excellent and Good ratings to classrooms (71 percent) and library facilities (70 percent). Respondents were least satisfied with course and program advisement and parking, which each received 18 percent Below Average or Poor ratings.

Figure 15. Rating of NOVA Services and Facilities: Manassas Campus

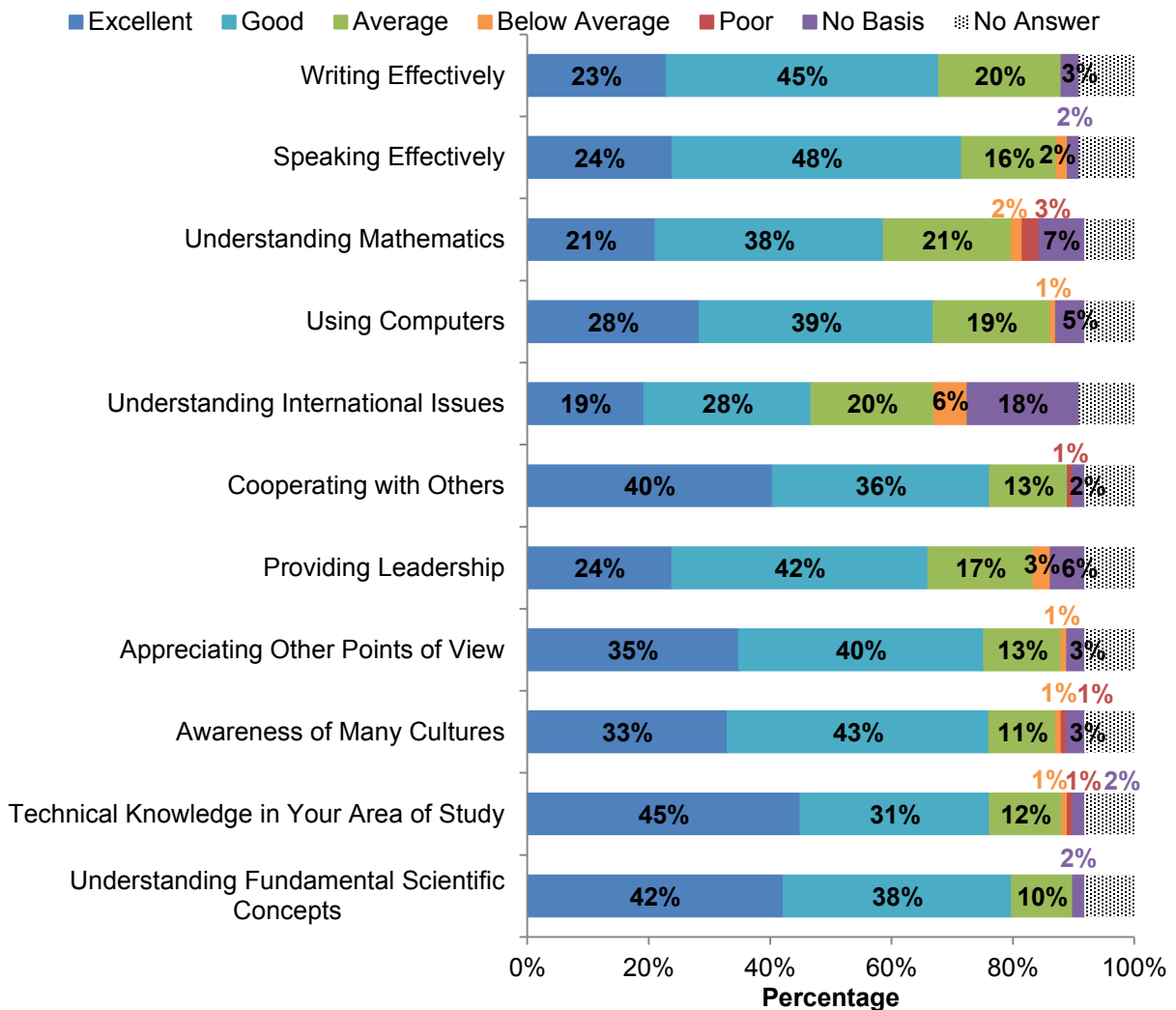


Section VI. Assessment of NOVA Instruction, Services and Facilities: Medical Education Campus

Assessment of NOVA Education

Figure 16 shows how 109 graduates who attended the Medical Education Campus rated their NOVA education. Overall, Medical Education respondents gave the highest percentage of Excellent or Good ratings to understanding fundamental scientific concepts (80 percent), followed by cooperating with others, awareness of many cultures, and technical knowledge in your area of study (each with 76 percent). Respondents gave the highest percentage of Below Average or Poor ratings to understanding international issues (6 percent) and understanding mathematics (5 percent). Two categories – writing effectively and understanding fundamental scientific concepts – received no Below Average or Poor ratings.

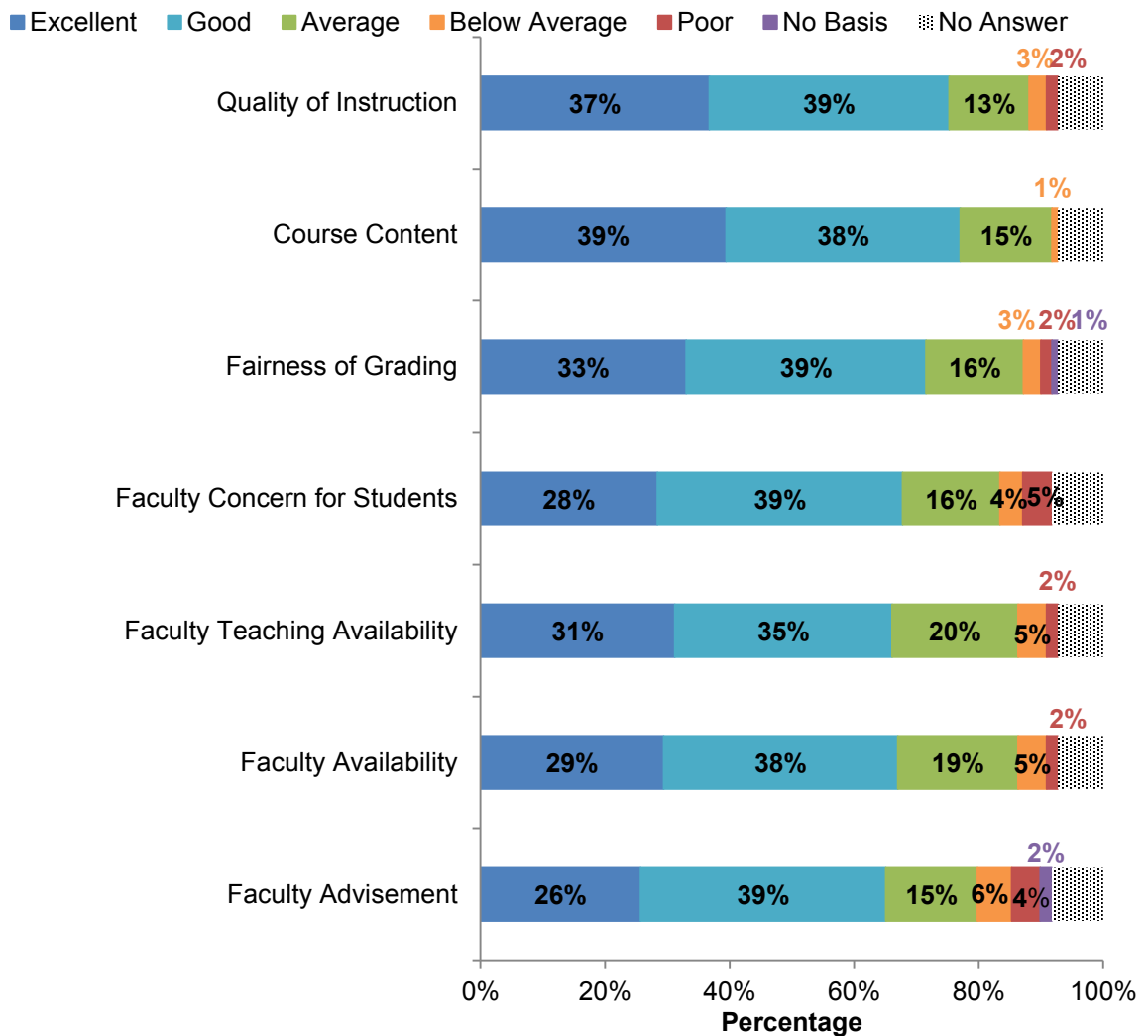
Figure 16. Rating of NOVA Education: Medical Education Campus



Assessment of NOVA Faculty and Instruction

Figure 17 shows the results of 109 Medical Education Campus graduates' ratings of faculty and instruction. Respondents were most satisfied with course content, which received 77 percent Excellent or Good ratings. As with the other campuses, faculty advisement received the highest percentage of Below Average or Poor ratings (10 percent).

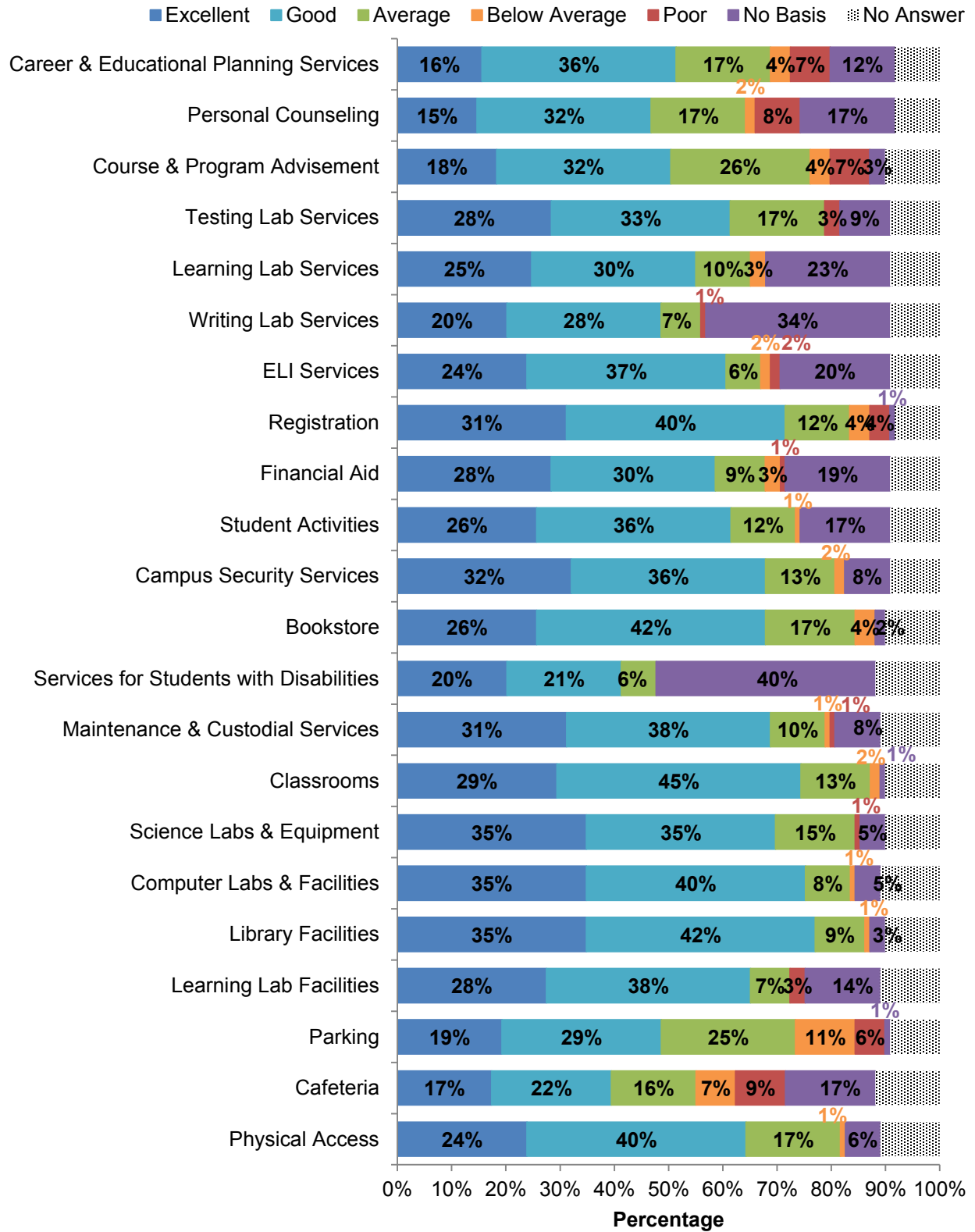
Figure 17. Rating of NOVA Faculty and Instruction: Medical Education Campus



Assessment of NOVA Services and Facilities

Figure 18 shows how 109 graduates who attended the Medical Education Campus rated NOVA's services and facilities. Respondents were most satisfied with library facilities (77 percent Excellent or Good ratings) and computer labs and facilities (75 percent Excellent or Good ratings). The least popular categories were parking and cafeteria, with 17 and 16 percent Below Average or Poor ratings, respectively.

Figure 18. Rating of NOVA Services and Facilities: Medical Education Campus

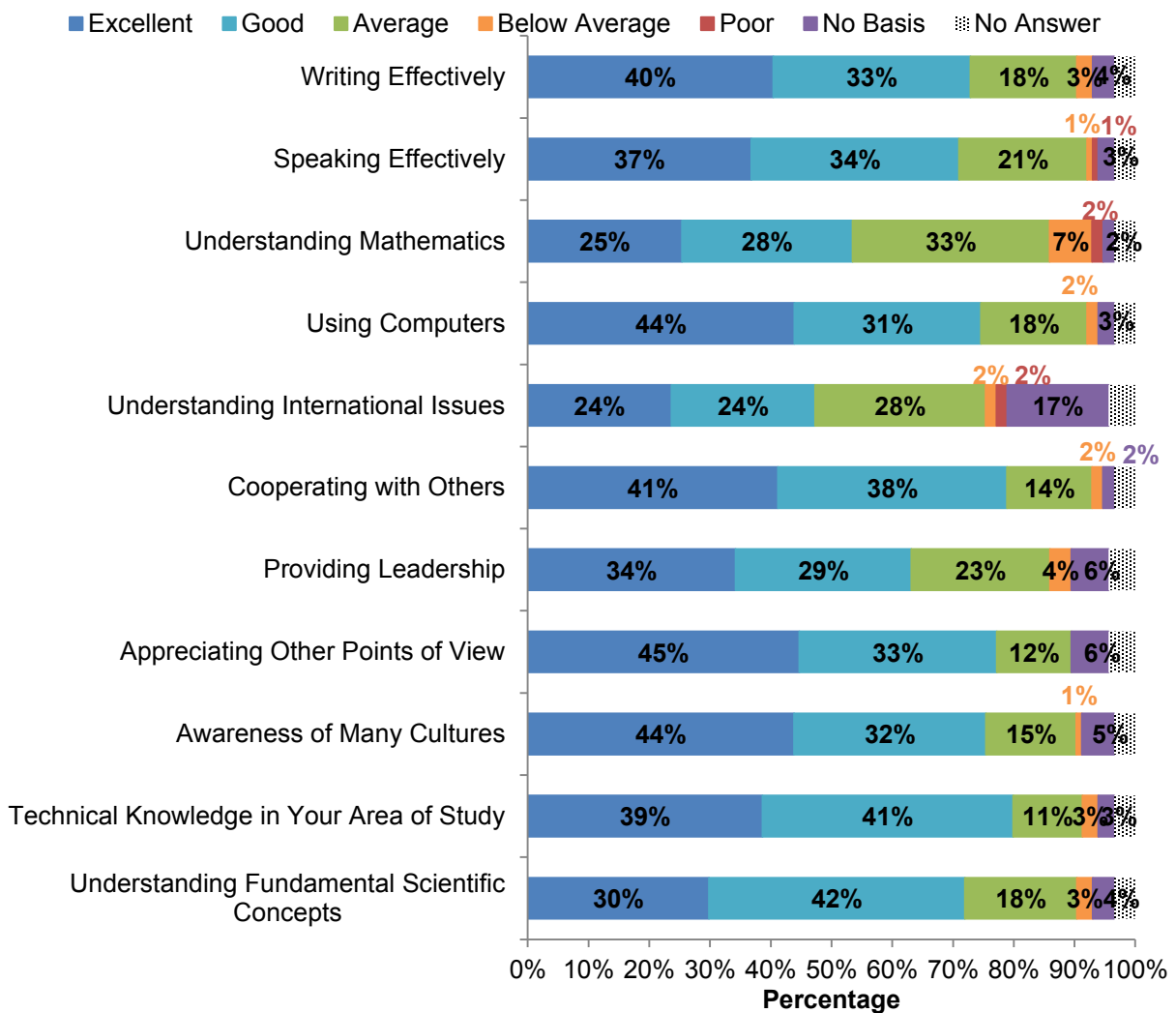


Section VII. Assessment of NOVA Instruction, Services and Facilities: Woodbridge Campus

Assessment of NOVA Education

In regards to their NOVA education, Figure 19 shows the responses of the 114 respondents who listed Woodbridge as their home campus. The respondents gave the highest percentage of Excellent or Good ratings to technical knowledge in your area of study (80 percent), followed by cooperating with others (79 percent). Respondents reported the highest percentage of Below Average or Poor ratings for understanding mathematics (9 percent). One category – appreciating other points of view – received no Below Average or Poor ratings.

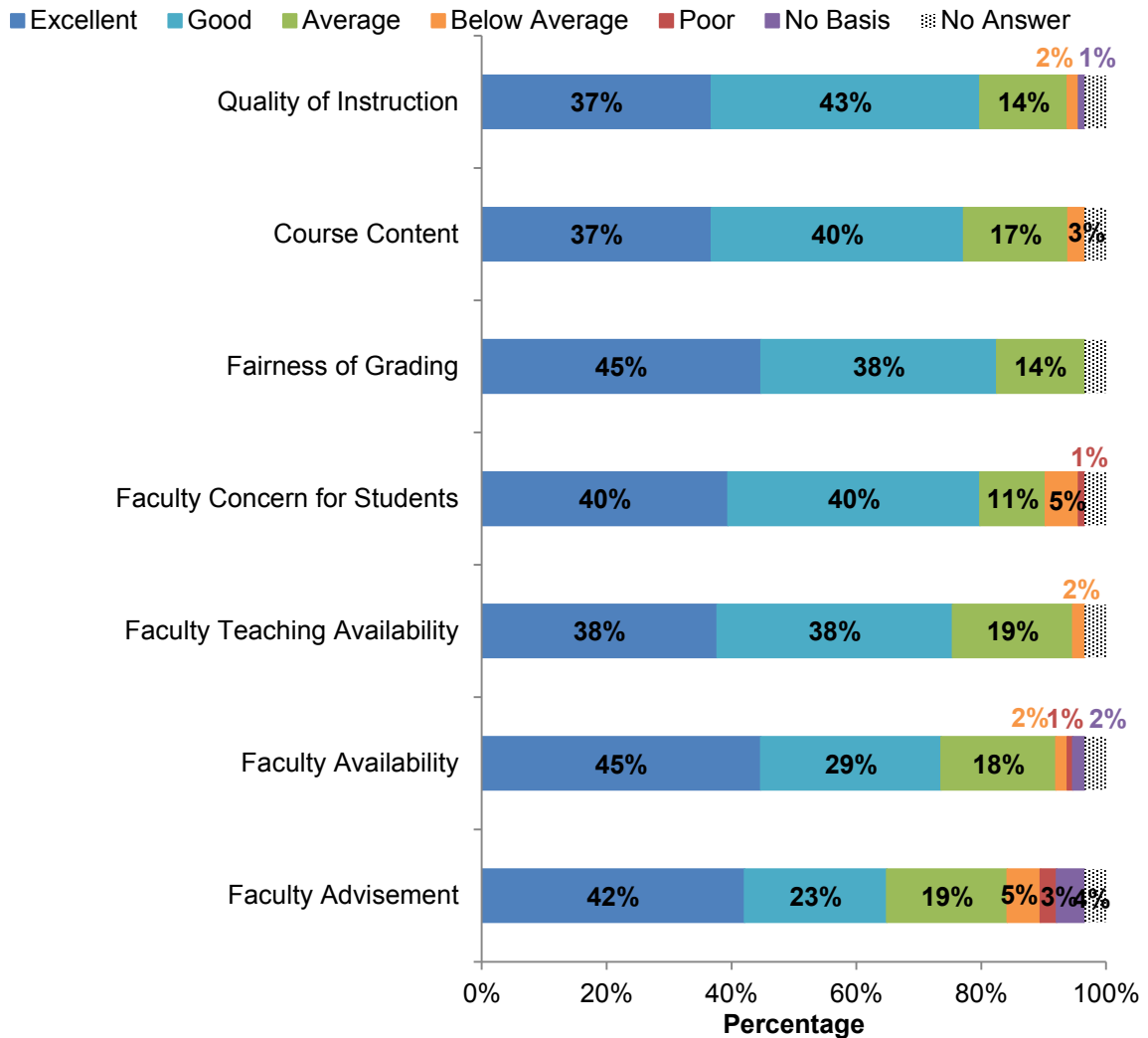
Figure 19. Rating of NOVA Education: Woodbridge Campus



Assessment of NOVA Faculty and Instruction

Figure 20 shows Woodbridge Campus respondents' ratings of faculty and instruction. Overall, respondents were most satisfied with fairness of grading, which received 83 percent Excellent or Good ratings, followed by quality of instruction, with 80 percent Excellent or Good ratings. In addition, fairness of grading received no Below Average or Poor ratings. As with the other campuses, respondents were least satisfied with faculty advisement, which received 8 percent Below Average or Poor ratings.

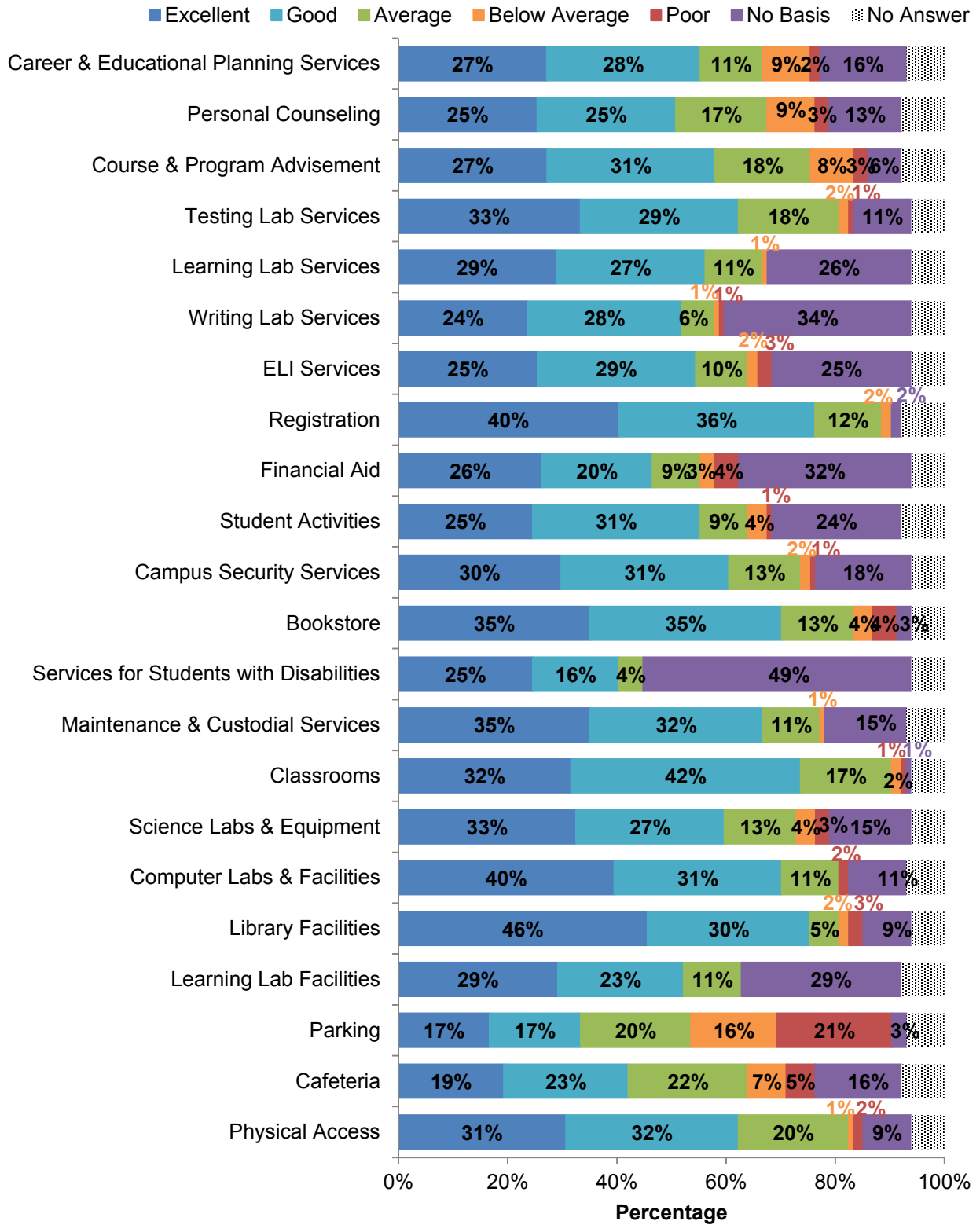
Figure 20. Rating of NOVA Faculty and Instruction: Woodbridge Campus



Assessment of College Services and Facilities

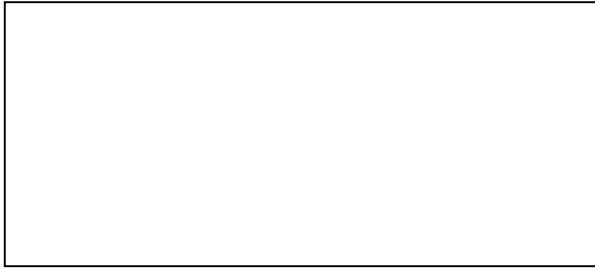
Figure 21 shows how 114 respondents who indicated Woodbridge as their home campus rated NOVA's services and facilities. Registration and library facilities received the highest percentage of Excellent or Good ratings (76 percent), followed by classrooms (74 percent). Woodbridge Campus respondents reported high levels of dissatisfaction with parking: only 34 percent of respondents rated parking as Excellent or Good, while 37 percent rated it as Below Average or Poor.

Figure 21. Rating of NOVA Services and Facilities: Woodbridge Campus



Appendix A: Survey Instrument

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



HOW TO FILL OUT THIS SURVEY	
RIGHT	WRONG
<input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="checkbox"/>

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>1. When you were attending NOVA, what was your primary goal?</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>4. What is the HIGHEST degree you plan to earn in the future?</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>2. Did your goal change while attending NOVA?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> | <p>5. What is your current occupational status?</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>3. Was your educational goal achieved?</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>6. What is your current educational status?</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>10. Please rate your NOVA education as preparation for your present college studies:</p> <p><input type="radio"/> Excellent preparation</p> <p><input type="radio"/> Adequate preparation</p> <p><input type="radio"/> Inadequate preparation</p> |
| <p>7. Name of the college/university you presently attend.</p> <p>-----</p> | <p>11. Did you have any difficulty transferring your NOVA credit hours to your transfer college?</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>8. What is your present major or field of study?</p> <p>-----</p> | |
| <p>9. Is your present major:</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

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

- Yes
 No

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)_____

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

\$,		
	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0		<input type="radio"/> 0	<input type="radio"/> 0
	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1		<input type="radio"/> 1	<input type="radio"/> 1
	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2		<input type="radio"/> 2	<input type="radio"/> 2
	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3		<input type="radio"/> 3	<input type="radio"/> 3
	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4		<input type="radio"/> 4	<input type="radio"/> 4
	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5		<input type="radio"/> 5	<input type="radio"/> 5
	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6		<input type="radio"/> 6	<input type="radio"/> 6
	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7		<input type="radio"/> 7	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8		<input type="radio"/> 8	<input type="radio"/> 8
	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9		<input type="radio"/> 9	<input type="radio"/> 9

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>
INSTRUCTION:	Quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Fairness of grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FACULTY:	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?

NORTHERN VIRGINIA COMMUNITY COLLEGE
Office of Institutional Research, Planning, and Assessment
STATE MANDATED QUESTIONS

1. To what extent were you satisfied with each of these aspects of your community college degree program?

- | | | | | | | | | | | |
|----------------------------|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|-----------------------|----|
| Education | <input type="radio"/> | Very much | <input type="radio"/> | Somewhat | <input type="radio"/> | Very little | <input type="radio"/> | Not at all | <input type="radio"/> | NA |
| Advising | <input type="radio"/> | Very much | <input type="radio"/> | Somewhat | <input type="radio"/> | Very little | <input type="radio"/> | Not at all | <input type="radio"/> | NA |
| Course availability | <input type="radio"/> | Very much | <input type="radio"/> | Somewhat | <input type="radio"/> | Very little | <input type="radio"/> | Not at all | <input type="radio"/> | NA |

2. Are you currently employed?

- | | | | |
|-----------------------|---------------------------------|-----------------------|-------------------------------------|
| <input type="radio"/> | Yes, full-time | <input type="radio"/> | Yes, part-time |
| <input type="radio"/> | No, actively seeking employment | <input type="radio"/> | No, not actively seeking employment |

IF YOU ARE NOT CURRENTLY EMPLOYED, SKIP Q. # 3 AND Q. # 4. AND GO TO Q. # 5.

3. To what extent is your community college degree program related to your current occupation?

- | | | | | | | | |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|
| <input type="radio"/> | Very much | <input type="radio"/> | Somewhat | <input type="radio"/> | Very little | <input type="radio"/> | Not at all |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|

4. To what extent does your community college degree program help you perform in the workplace?

- | | | | | | | | |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|
| <input type="radio"/> | Very much | <input type="radio"/> | Somewhat | <input type="radio"/> | Very little | <input type="radio"/> | Not at all |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|

5. Are you currently pursuing a Bachelor's degree?

- | | | | | | | | | | |
|-----------------------|----------------|-----------------------|----------------|-----------------------|--|-----------------------|------------------------------------|-----------------------|----|
| <input type="radio"/> | Yes, full-time | <input type="radio"/> | Yes, part-time | <input type="radio"/> | Yes, completed a baccalaureate program | <input type="radio"/> | Yes, but stopped before graduation | <input type="radio"/> | No |
|-----------------------|----------------|-----------------------|----------------|-----------------------|--|-----------------------|------------------------------------|-----------------------|----|

IF YOU ARE NOT CURRENTLY PURSUING A BACHELOR'S DEGREE, SKIP Q. # 6 AND Q. #7 AND GO TO Q. # 8.

6. To what extent is this Bachelor's degree program related to your community college degree program?

- | | | | | | | | |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|
| <input type="radio"/> | Very much | <input type="radio"/> | Somewhat | <input type="radio"/> | Very little | <input type="radio"/> | Not at all |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|

7. To what extent did your community college degree program prepare you academically for the Bachelor's program?

- | | | | | | | | |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|
| <input type="radio"/> | Very much | <input type="radio"/> | Somewhat | <input type="radio"/> | Very little | <input type="radio"/> | Not at all |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|

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

- | | | | | | | | |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|
| <input type="radio"/> | Very much | <input type="radio"/> | Somewhat | <input type="radio"/> | Very little | <input type="radio"/> | Not at all |
|-----------------------|-----------|-----------------------|----------|-----------------------|-------------|-----------------------|------------|

9. How much money did you borrow to pay for tuition, books, and other educational expenses before you graduated from this community college?

- | | | | | | | | | | |
|-----------------------|------|-----------------------|-----------------|-----------------------|----------------|-----------------------|-----------------|-----------------------|-------------------|
| <input type="radio"/> | None | <input type="radio"/> | \$1,000 or Less | <input type="radio"/> | \$1,001-\$3000 | <input type="radio"/> | \$3,001-\$5,000 | <input type="radio"/> | More than \$5,000 |
|-----------------------|------|-----------------------|-----------------|-----------------------|----------------|-----------------------|-----------------|-----------------------|-------------------|

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

**Northern Virginia
Community College**

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