

# Graduate Survey Report: Class of 2012

Research Report No. 37-15

Office of Institutional Effectiveness and Student Success Initiatives

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## **NORTHERN VIRGINIA COMMUNITY COLLEGE**

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

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

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## Table of Contents

Graduate Survey Report – Class of 2012: Executive Summary .....	1
Section 1: Introduction .....	4
Section 2: Profile of 2012 Graduate Survey Respondents.....	5
Graduates and Respondents.....	5
Award Type .....	6
Gender of Respondents .....	8
Race/Ethnicity of Respondents.....	9
Age of Respondents.....	11
Section 3: Goals of Respondents.....	12
Stated Goals at NOVA.....	12
Achievement of Stated Goals .....	14
Future Academic Goals .....	15
Section 4: Employment and Income.....	17
Employment Status .....	17
Employment Benefits from a NOVA Degree .....	21
Relationship between Current Job and NOVA Degree .....	22
Income Level by Award Type .....	23
Section 5: Education after NOVA.....	25
Current Educational Status of Graduates .....	25
NOVA Preparation for Continued Studies.....	26
Difficulties with Transferring Credits .....	28
Area Colleges Attended by NOVA Graduates.....	28
Section 6: Satisfaction with NOVA Education.....	30
Evaluation of Community College Programs.....	30
Preparation for Employment.....	31
Preparation for Bachelor’s Degree Programs .....	32

## List of Tables

Table 1. Graduate Survey Response Rates: 2004 through 2012 .....	4
Table 2. Graduates and Survey Respondents: Class of 2012 .....	5
Table 3. Award Type Earned by Respondents: 2008 through 2012.....	7
Table 4. Gender of Respondents by Award Type: Class of 2012 .....	8
Table 5. Race/Ethnicity of Respondents by Award Type: Class of 2012 .....	10
Table 6. Age of Respondents and Median Age by Award Type: Class of 2012 .....	11
Table 7. Primary Goal of Respondents: 2008 through 2012.....	12
Table 8. Primary Goal by Degree Type: Class of 2012.....	13
Table 9. Primary Goal by Degree Type and Gender: Class of 2012.....	13
Table 10. Primary Goal by Degree Type and Minority Status: Class of 2012 .....	14
Table 11. Primary Goal by Age Group: Class of 2012.....	14
Table 12. Goal Change by Degree Type: Class of 2012 .....	15
Table 13. Goal Achieved by Degree Type: Class of 2012 .....	15
Table 14. Future Academic Goal of Respondents: 2008 through 2012 .....	15
Table 15. Future Academic Goal of Respondents by Race: Class of 2012.....	16
Table 16. Future Academic Goal of Respondents by Age Group: Class of 2012.....	17
Table 17. Employment Status of Respondents by Award Type: 2008 through 2012 .....	17
Table 18. Unemployment Rate of U.S. and Virginia: 2008 through 2012.....	18
Table 19. Employment Status of Respondents by Award Type: Class of 2012 .....	19
Table 20. Employment Status by Gender: Class of 2012 .....	19
Table 21. Employment Status of Respondents by Race/Ethnicity: Class of 2012.....	20
Table 22. Employment Status of Respondents by Age Group: Class of 2012 .....	20
Table 23. When Did You Obtain Current Job: Class of 2012.....	21
Table 24. Did Your NOVA Education Help You Obtain Your Current Job? Class of 2012 .....	21
Table 25. Employment Benefits of NOVA Degree: 2008 through 2012 .....	21
Table 26. Current Job Related to NOVA Degree by Degree Type: Class of 2012 .....	22
Table 27. Median Salary by Award Type and Employment Status: 2008 through 2012.....	24
Table 28. Educational Status of Respondents: 2008 through 2012 .....	25
Table 29. Education Status of Respondents by Degree Type: Class of 2012.....	26
Table 30. Educational Preparation for Present College Studies: 2008 through 2012.....	26
Table 31. Educational Preparation for Present Studies by Degree Type: Class of 2012.....	27
Table 32. Difficulties Transferring NOVA Credits: Class of 2012 .....	28

Table 33. Reasons for Difficulties in Transferring NOVA Credits: Class of 2012 .....	28
Table 34. Colleges and Universities Attended by Respondents: Class of 2012 .....	29
Table 35. Colleges and Universities Attended by Respondents: 2008 through 2012 .....	29
Table 36. Satisfaction with NOVA Education, Advising, and Course Availability: Class of 2012 ...	31
Table 37. Preparation for Responsible Citizenship: Class of 2012 .....	31
Table 38. Current Employment Status: Class of 2012 .....	32
Table 39. NOVA Preparation for Workplace: Class of 2012 .....	32
Table 40. Are You Currently Pursuing a Bachelor's Degree: Class of 2012 .....	33
Table 41. NOVA Preparation for Bachelor's Program: Class of 2012 .....	33
Table 42. Money Borrowed to Pay for NOVA Education: 2008 through 2012 .....	34

## List of Figures

Figure 1. Award Type Earned by Respondents: Class of 2012 .....	6
Figure 2. Award Type Earned by Respondents: 2008 through 2012 .....	7
Figure 3. Respondents by Gender: Class of 2012.....	8
Figure 4. Gender of Respondents by Award Type: Class of 2012 .....	9
Figure 5. Race/Ethnicity of Respondents: Class of 2012.....	9
Figure 6. Race/Ethnicity of Respondents by Award Type: Class of 2012 .....	10
Figure 7. Age Group of Respondents: Class of 2012 .....	11
Figure 8. Primary Goal of Respondents: 2008 through 2012.....	12
Figure 9. Future Academic Goal of Respondents: 2008 through 2012 .....	16
Figure 10. Employment Status of Respondents: 2008 through 2012.....	18
Figure 11. Unemployment Rate of U.S. and Virginia: 2008 through 2012.....	18
Figure 12. Employment Benefits of NOVA Degree: 2008 through 2012 .....	22
Figure 13. Median Salary by Award Type and Employment Status: Class of 2012.....	23
Figure 14. Full-Time Employed Respondents Median Salary by Degree Type: 2008 through 2012.....	24
Figure 15. Part-Time Employed Respondents Median Salary by Degree Type: 2008 through 2012.....	24
Figure 16. Educational Status of Respondents: 2008 through 2012 .....	25
Figure 17. Educational Preparation for Present Studies: 2008 through 2012 .....	27
Figure 18. Colleges and Universities Attended by Respondents: 2008 through 2012.....	30
Figure 19. Money Borrowed to Pay for NOVA Education: 2008 through 2012.....	34

## **Graduate Survey Report – Class of 2012: Executive Summary**

This report presents data gathered from the 2011-12 Northern Virginia Community College (NOVA) graduate survey, a survey mailed annually to NOVA graduates. The graduate survey contains questions concerning educational goals, employment, educational status, and the impact NOVA has had on graduates' employment and education since receiving their NOVA degrees. For the purposes of this report, graduates of the academic year 2011-12 who were surveyed will be referred to as 2012 graduates. The report is composed of six sections: Introduction, Profile of 2012 Graduates and Survey Respondents, Goals, Employment and Income, Education after NOVA, and Satisfaction with NOVA Education.

The graduate survey also offers graduates the opportunity to rate their academic instruction at NOVA, their instructors, and college services as well as the opportunity to make open-ended comments on these topics. These survey results and comments are gathered into separate reports.

### **Section Summaries**

#### *Section 1: Introduction*

- There were 6,926 NOVA graduates in the Class of 2012, 516 of which responded to the 2012 graduate survey.
- The response rate to the NOVA graduate survey decreased significantly from 33 percent in 2004 to 7 percent for the current survey (2012).

#### *Section 2: Profile of 2012 Graduates and Survey Respondents*

- Approximately half of all graduates and half of the survey respondents obtained an A.S. degree (52 percent and 50 percent, respectively).
- The majority of graduates (57 percent) and respondents (65 percent) were female.
- White students made up the largest percentage of both graduates (44 percent) and survey respondents (53 percent). Black students were represented equally among graduates and respondents with 14 percent for each. Additionally, 19 percent of graduates and 15 percent of respondents were Asian. Hispanic students accounted for 15 percent of the graduates and 11 percent of the respondents.
- The majority of graduates (73 percent) and respondents (64 percent) were under 30 years of age.
- Campus representation among graduates was reflected by that of survey respondents, with Annandale having the largest proportion of both (31 percent and 27 percent, respectively).
- Just over 81 percent of graduates and 83 percent of respondents were U.S. citizens.

#### *Section 3: Goals of Respondents*

- Seventy-three percent of respondents stated that their primary goal upon enrolling at NOVA was to transfer to a four-year institution; this percentage has increased by 4 percentage points since 2008. Fourteen percent stated that their primary goal was to

enter the workforce. Five percent enrolled at NOVA to improve job skills and the remaining 8 percent enrolled for personal enrichment.

- Most respondents (81 percent) did not change their primary goal while attending NOVA.
- Ninety-three 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 been steady since 2008. Thirty-three percent of respondents wanted to pursue only a Bachelor's degree, 45 percent stated that they planned to pursue a Master's degree, and 16 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 55 percent of whites intended to attain either a master's or a doctorate, 72 percent of Blacks, 69 percent of Hispanics, and 67 percent of Asians reported aiming to attain either a master's or a doctorate degree.

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

- Forty-five percent of 2012 respondents were employed full-time. Additionally, 22 percent worked part-time, and 6 percent worked part-time while seeking full-time employment. Twelve percent of respondents were unemployed and seeking employment while 15 percent were unemployed but not seeking employment.
- Respondents who earned an A.A.A. or A.A.S. degree had the highest percentage of those employed full-time (71 percent), followed by those who had earned a Certificate (40 percent).
- For all groups above the age of 30, most respondents indicated that they were employed full-time (62 percent for ages 30-39, 67 percent for ages 40-49, and 57 percent for ages 50-59). Generally, as age increased toward 50 years, the less likely the respondents were to indicate being unemployed; however, after age 50, the unemployment rate begins to increase again.
- Around 47 percent of males and 44 percent of females reported that they were employed full-time.
- Thirty-three percent of respondents obtained their job before attending NOVA, 31 percent while attending NOVA, and 36 percent after graduating from NOVA.
- For those employed, 49 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 indicate that their job was related to their degree (58 percent compared to 41 percent, respectively).
- The median salary for full-time employed respondents was highest for those who had obtained an A.A.S. degree (\$51,500) and lowest for those who had attained an A.A. degree (\$32,373).

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

- Over half of the respondents indicated that they were attending school full-time (51 percent); this is an increase from 43 percent in 2008. Twenty-nine percent of respondents were attending school part-time.



- Respondents who had received a transfer degree were almost twice as likely to be attending school full-time compared to those who had received an occupational-technical degree (61 percent and 35 percent, respectively).
- Regarding respondents who continued their education, 54 percent rated their NOVA education as excellent preparation for their current studies, while 41 percent rated their NOVA education as adequate preparation.
- Thirty-one percent of those responding to the question on transferring credits reported difficulties transferring NOVA credits to another institution. Most difficulties related to credits transferring as electives only (74 percent).
- Graduates continuing their education were asked to report which institution they attended. Most respondents were attending an institution in Virginia (85 percent) and, the majority attended George Mason University (52 percent). A small percentage of respondents were attending an institution in either Maryland (3 percent) or Washington, D.C. (2 percent).
- Approximately 3 percent of respondents were attending an online or multi-state institution and 7 percent were attending institutions in other states.

*Section 6: Satisfaction with NOVA Education*

- Nine questions from the State Council for Higher Education in Virginia (SCHEV) were included in the graduate survey. All Virginia community colleges are required to include these questions in their graduate surveys so that SCHEV can collect comparable data from community college graduates.
- Graduates were asked to indicate their level of satisfaction with their NOVA education, advising, and course availability. Sixty-eight percent of respondents were very much satisfied with their NOVA education, 60 percent were very much satisfied with the availability of courses at NOVA, and 32 percent were very much satisfied with NOVA advising.
- Employed respondents were asked to rate how well NOVA prepared them to perform in the workplace. Thirty percent of those who responded to this question indicated that their degree helped them very much in the workplace. Around 35 percent responded that their NOVA degree helped them very little or not at all in the workplace.
- Forty-five percent of respondents reported they were pursuing a Bachelor's degree full-time, 19 percent were doing so part time, and 7 percent had already completed their Bachelor's.
- Sixty-three percent of respondents pursuing a Bachelor's degree indicated that their Bachelor's degree was very much related to their NOVA degree, and 55 percent marked that their NOVA degree had very much prepared them academically for their Bachelor's.
- Sixty-one percent of respondents indicated that they did not borrow any money to pay for their NOVA education. However, this is down from 71 percent in 2008. The percentage of respondents borrowing more than \$5,000 increased from 10 percent in 2008 to 18 percent in the current 2012 survey.

## Section 1: Introduction

NOVA conducts an annual survey of its recent graduates in order to gather information on their experiences at the College. This report contains responses to questions addressing educational goals, current education status, current employment status, and the impact NOVA had on these areas. The annual survey also allows graduates to evaluate instruction, college services, and facilities at NOVA; however, those results are presented in a separate report. Additionally, graduates are invited to provide general comments regarding their experiences while a student at NOVA. Graduate comments are also presented in a separate report.

This report summarizes responses to the 2012 graduate survey and is comprised of six sections. Following the introduction, the second section provides a profile of 2012 graduates overall and graduates who responded to the survey. The second section includes demographic information and degrees awarded. The third section addresses primary goals for attending NOVA, achievement of these goals, and possible future academic goals of graduates. The fourth section covers the graduates' employment status and income and how their education at NOVA connects to their employment. The fifth section provides more information on the educational status of respondents at the time of the survey, their opinions on how well NOVA prepared them for higher levels of education, and the institutions to which they transferred. The sixth section provides responses to nine questions mandated by the State Council for Higher Education in Virginia (SCHEV). In sections 2 through 6, for select responses, data from the 2012 graduate survey are compared to data from the four previous graduate surveys in order to allow trend analysis.

Readers should note the following information: Throughout the report, graduates from the 2011-12 academic year are referred to as 2012 graduates (similarly, respondents from the 2010-11 academic year are referred to as 2011 graduates, etc.). Additionally, the totals and percentages provided in the tables are based on the number of respondents who answered that particular question. Survey respondents may not have provided an answer to every question. Furthermore, with the exception of Tables 1 and 2, data provided in the tables and figures deal with the respondents to the survey and not to the graduating class as a whole.

Table 1 provides graduate survey response rates from 2004 to 2012. The data illustrates a marked decline in the survey response rate from 33 percent for the 2004 graduating class to 7 percent for the 2012 graduating class.

**Table 1. Graduate Survey Response Rates: 2004 through 2012**

	Year							
	2004	2005	2006	2008	2009	2010	2011	2012
Graduates	3,021	3,082	2,921	3,099	3,289	4,016	5,795	6,926
Respondents	988	1,076	733	594	459	404	577	516
<b>Response Rate</b>	<b>33%</b>	<b>35%</b>	<b>25%</b>	<b>19%</b>	<b>14%</b>	<b>10%</b>	<b>10%</b>	<b>7%</b>

## Section 2: Profile of 2012 Graduate Survey Respondents

### Graduates and Respondents

Table 2 presents demographic and student status information on the entire 2012 graduating class and then specifically for those 2012 graduates who responded to the survey. The two populations are similar in relation to which NOVA campus they attended and citizenship status, yet several distinctions are apparent. It appears that female graduates were more likely to respond to the survey than male graduates (females constitute 57 percent of the graduate population but 65 percent of survey respondents). White graduates are over represented (44 percent of the graduate population compared to 53 percent of survey respondents). Graduates under that age of 30 are underrepresented (73 percent of the graduate population compared to 64 percent of survey respondents). It also appears that survey respondents were more likely to hold an A.A.S. degree but less likely to hold a certificate than the general graduate population.

**Table 2. Graduates and Survey Respondents: Class of 2012**

Category	Graduates		Survey Respondents	
	#	%	#	%
<b>Award Type</b>				
A.A.	607	8.8%	48	9.3%
A.S.	3,610	52.1%	256	49.6%
A.A.A.	32	0.5%	2	0.4%
A.A.S.	949	13.7%	102	19.8%
Certificate	1,728	24.9%	108	20.9%
<b>Gender</b>				
Male	3,016	43.5%	182	35.3%
Female	3,910	56.5%	334	64.7%
<b>Race</b>				
White	3,031	43.8%	275	53.3%
Black	955	13.8%	72	14.0%
Asian	1,317	19.0%	78	15.1%
Hispanic	1,034	14.9%	59	11.4%
Native American	40	0.6%	1	0.2%
Native Hawaiian/Other Pacific Islander	51	0.7%	6	1.2%
Two or more races	51	0.7%	2	0.4%
Unknown	14	0.2%	1	0.2%
Not Specified	433	6.3%	22	4.3%
<b>Age Group</b>				
Under 30	5,073	73.3%	328	63.6%
30-39	1,152	16.6%	91	17.6%
40-49	465	6.7%	51	9.9%
50-59	195	2.8%	36	7.0%
60 and Over	41	0.6%	10	1.9%
<b>Campus</b>				

Category	Graduates		Survey Respondents	
	#	%	#	%
Alexandria	1,208	17.4%	87	16.9%
Annandale	2,120	30.6%	140	27.1%
Loudoun	1,067	15.4%	93	18.0%
Manassas	840	12.1%	54	10.5%
Medical Education	729	10.5%	68	13.2%
Woodbridge	962	13.9%	74	14.3%
<b>Citizenship Status</b>				
U.S. Citizen	5,622	81.2%	429	83.1%
Not U.S. Citizen	1,287	18.6%	86	16.7%
Unknown	17	0.2%	1	0.2%
<b>Total</b>	<b>6,926</b>	<b>100.0%</b>	<b>516</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

### **Award Type**

Figure 1 illustrates the types of degrees earned by respondents to the 2012 graduate survey. Half of the respondents (50 percent) graduated with an Associate of Science degree (A.S.). The next largest groups were survey respondents holding a certificate (21 percent) and respondents holding an Associate of Applied Science (A.A.S.) degree (20 percent). Less than 1 percent of respondents held an Associate of Applied Arts (A.A.A.) degree.

**Figure 1. Award Type Earned by Respondents: Class of 2012**

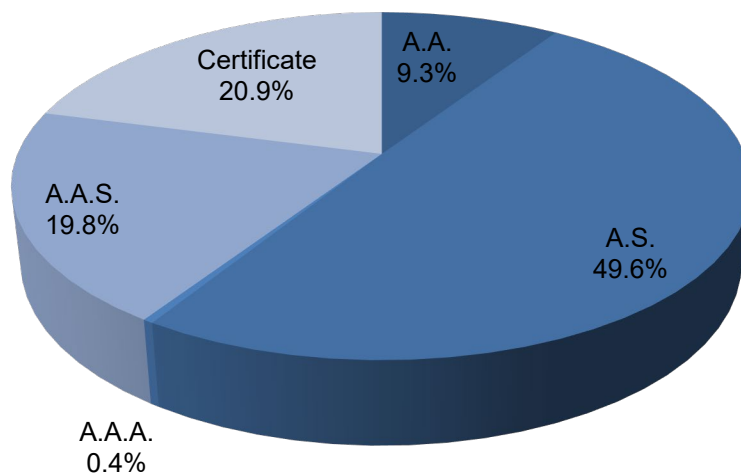


Table 3 and Figure 2 present award types earned by respondents over the past five graduate surveys. A.S. degrees were received by the majority of respondents over the presented timeframe. The most pronounced change has been in the percentage of respondents earning certificates, which increased from 10 percent in 2010 to 21 percent in 2011 and remained at that level in 2012. This is likely due to the establishment of the General Education Certificate in 2011. Students are not program-placed in a General Education Certificate program but rather are awarded when they have fulfilled their general education requirements.

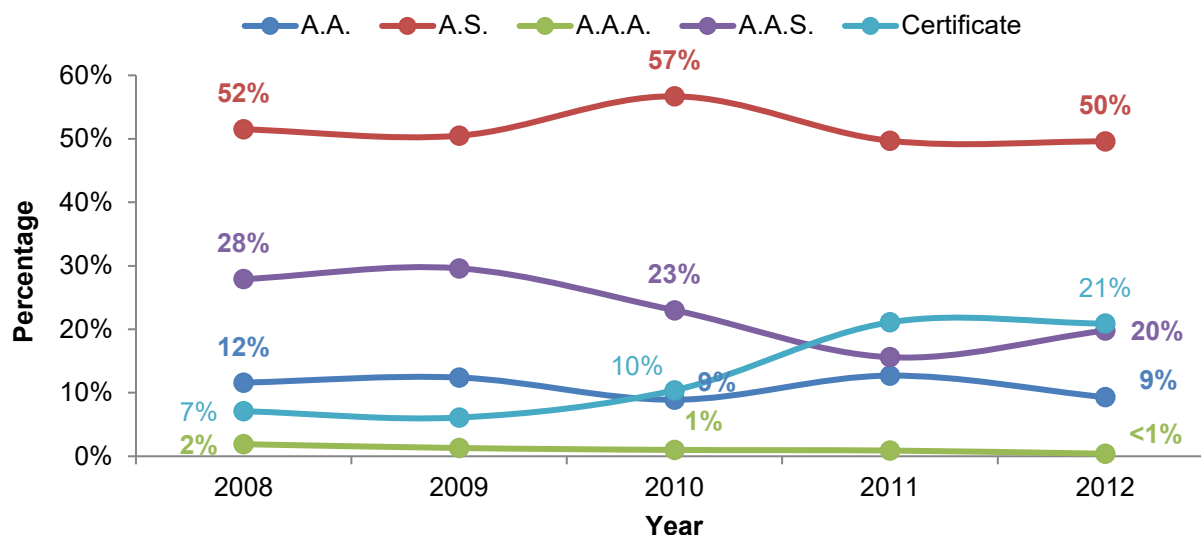
The percentage of respondents earning an A.A.S. degree decreased from 30 percent in 2009 and reached a low of 16 percent in 2011. A.A. and A.A.A. percentage composition remained fairly constant over the presented time period but represent a small proportion of degrees earned (10 percent combined in 2012).

**Table 3. Award Type Earned by Respondents: 2008 through 2012**

Award	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
A.A.	69	11.6%	57	12.4%	36	8.9%	73	12.7%	48	9.3%
A.S.	306	51.5%	232	50.5%	229	56.7%	287	49.7%	256	49.6%
A.A.A.	11	1.9%	6	1.3%	4	1.0%	5	0.9%	2	0.4%
A.A.S.	166	27.9%	136	29.6%	93	23.0%	90	15.6%	102	19.8%
Certificate	42	7.1%	28	6.1%	42	10.4%	122	21.1%	108	20.9%
<b>Total</b>	<b>594</b>	<b>100.0%</b>	<b>459</b>	<b>100.0%</b>	<b>404</b>	<b>100.0%</b>	<b>577</b>	<b>100.0%</b>	<b>516</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

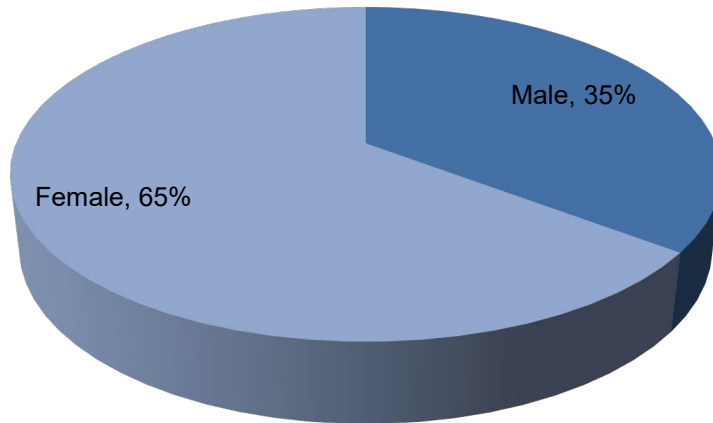
**Figure 2. Award Type Earned by Respondents: 2008 through 2012**



**Gender of Respondents**

Figure 3 presents data on the gender of survey respondents. As mentioned earlier, female graduates were more likely to respond to the survey than were male graduates (182 respondents were male while 334 were female); however females also graduated at a higher rate than males.

**Figure 3. Respondents by Gender: Class of 2012**



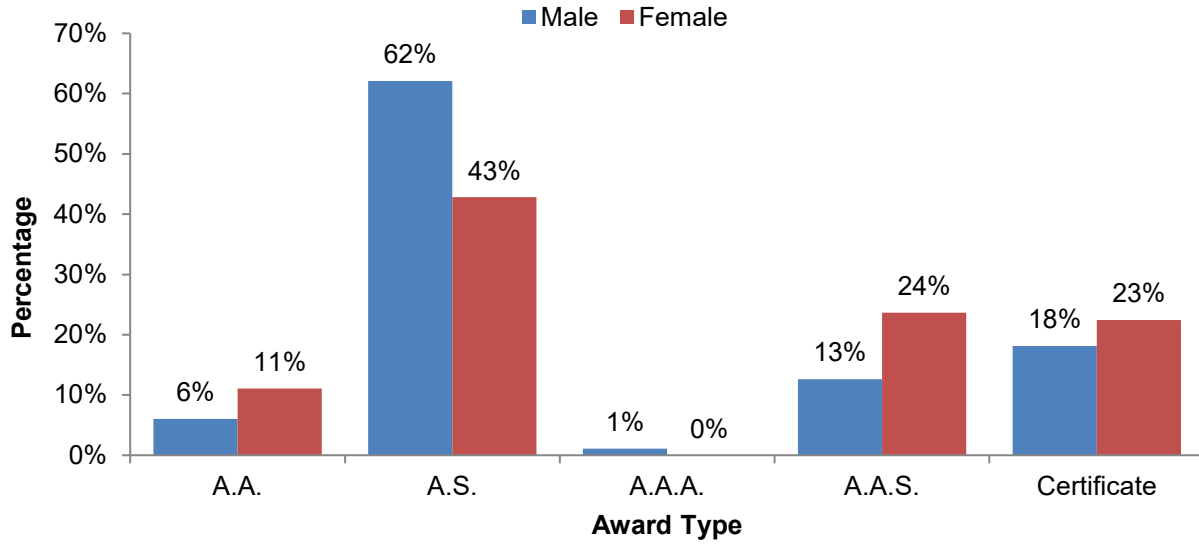
While 62 percent of male respondents reported earning an A.S. degree, 43 percent of females reported earning an A.S. degree (see Table 4 below and Figure 4 on the next page). Conversely, more female respondents than male respondents earned A.A. degrees (11 percent compared to 6 percent), A.A.S. degrees (24 percent compared to 13 percent) and Certificates (22 percent compared to 18 percent).

**Table 4. Gender of Respondents by Award Type: Class of 2012**

Award	Male		Female		Total	
	#	%	#	%	#	%
A.A.	11	6.0%	37	11.1%	48	9.3%
A.S.	113	62.1%	143	42.8%	256	49.6%
A.A.A.	2	1.1%	0	0.0%	2	0.4%
A.A.S.	23	12.6%	79	23.7%	102	19.8%
Certificate	33	18.1%	75	22.5%	108	20.9%
<b>Total</b>	<b>182</b>	<b>100.0%</b>	<b>334</b>	<b>100.0%</b>	<b>516</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

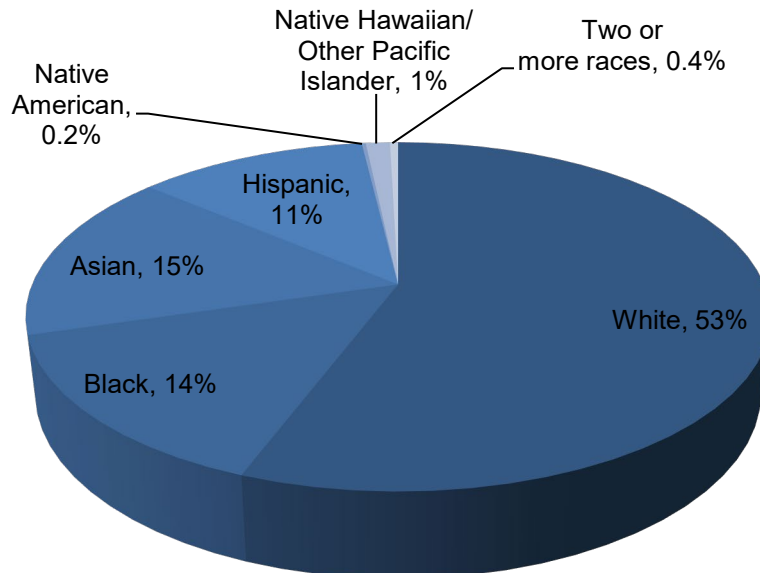
**Figure 4. Gender of Respondents by Award Type: Class of 2012**



**Race/Ethnicity of Respondents**

The majority of graduates who responded to the survey were White (53 percent). Asians made up the second largest group of respondents (15 percent), then Blacks (14 percent), and Hispanics (11 percent). Graduates identifying as Native American, Native Hawaiian, or two or more races all accounted for less than 2 percent of respondents combined.

**Figure 5. Race/Ethnicity of Respondents: Class of 2012**



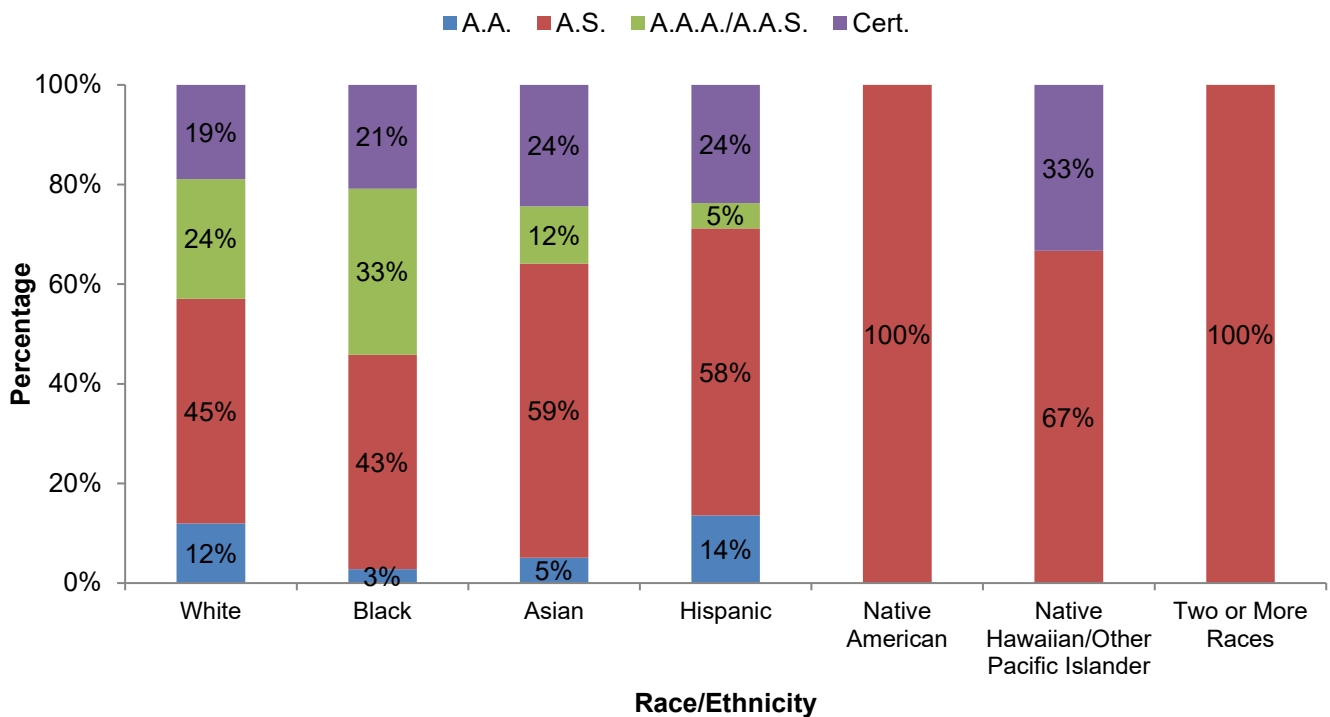
The percentage of A.S. degree recipients varies from 43 percent of Blacks to 59 percent of Asian respondents earning an A.S. degree (see Table 5 and Figure 6). Around 14 percent of Hispanics earned an A.A. degree, compared to 12 percent of Whites, 5 percent of Asians and 3 percent of Blacks. Around 33 percent of Blacks reported earning A.A.A. or A.A.S. degrees compared to 24 percent of Whites, 12 percent of Asians, and 5 percent of Hispanics. There was less disparity between ethnicities in the percentage earning certificates, ranging from 19 percent of Whites to 24 percent of Asians.

**Table 5. Race/Ethnicity of Respondents by Award Type: Class of 2012**

Award	White		Black		Asian		Hispanic		Native American		Native Hawaiian/ Other Pacific Islander		Two or More Races	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
A.A.	33	12.0%	2	2.8%	4	5.1%	8	13.6%	0	0.0%	0	0.0%	0	0.0%
A.S.	124	45.1%	31	43.1%	46	59.0%	34	57.6%	1	100.0%	4	66.7%	2	100.0%
A.A.A./ A.A.S.	66	24.0%	24	33.3%	9	11.5%	3	5.1%	0	0.0%	0	0.0%	0	0.0%
Cert.	52	18.9%	15	20.8%	19	24.4%	14	23.7%	0	0.0%	2	33.3%	0	0.0%
<b>Total</b>	<b>275</b>	<b>100.0%</b>	<b>72</b>	<b>100.0%</b>	<b>78</b>	<b>100.0%</b>	<b>59</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>6</b>	<b>100.0%</b>	<b>0</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

**Figure 6. Race/Ethnicity of Respondents by Award Type: Class of 2012**

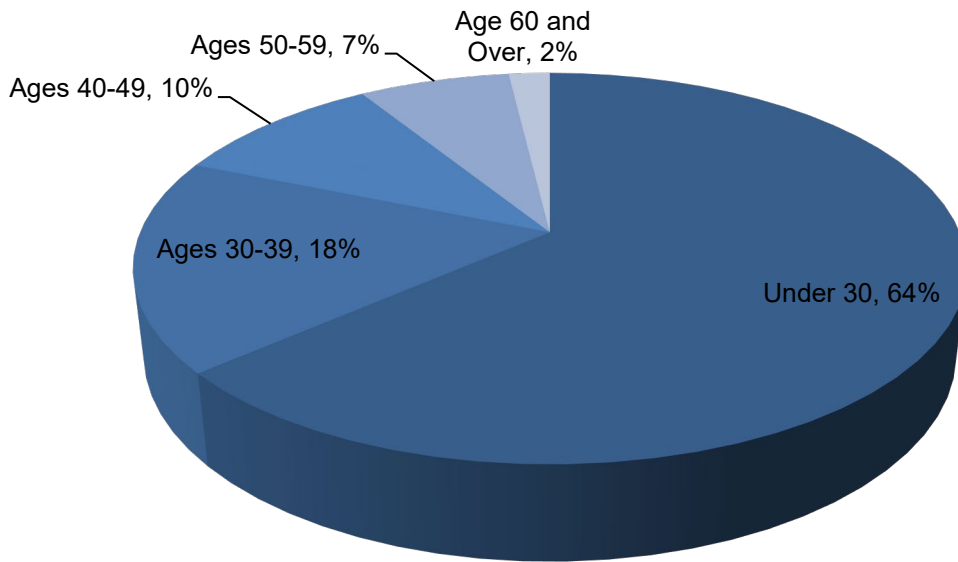




**Age of Respondents**

Figure 7 shows the percentage of respondents by age group. Around 64 percent of respondents were under the age of 30, and as age increases, the number of respondents decreases. Table 6 presents median age by award type. Respondents with an A.A.A. degree had the highest median age (38 years) while respondents with an A.A. degree had the lowest median age (24 years).

**Figure 7. Age Group of Respondents: Class of 2012**



**Table 6. Age of Respondents and Median Age by Award Type: Class of 2012**

Age	#	%	Award Type	Median Age
Under 30	328	63.6%	A.A.	24
30-39	91	17.6%	A.S.	25
40-49	51	9.9%	A.A.A.	38
50-59	36	7.0%	A.A.S.	35
60+	10	1.9%	Certificate	25

### Section 3: Goals of Respondents

#### Stated Goals at NOVA

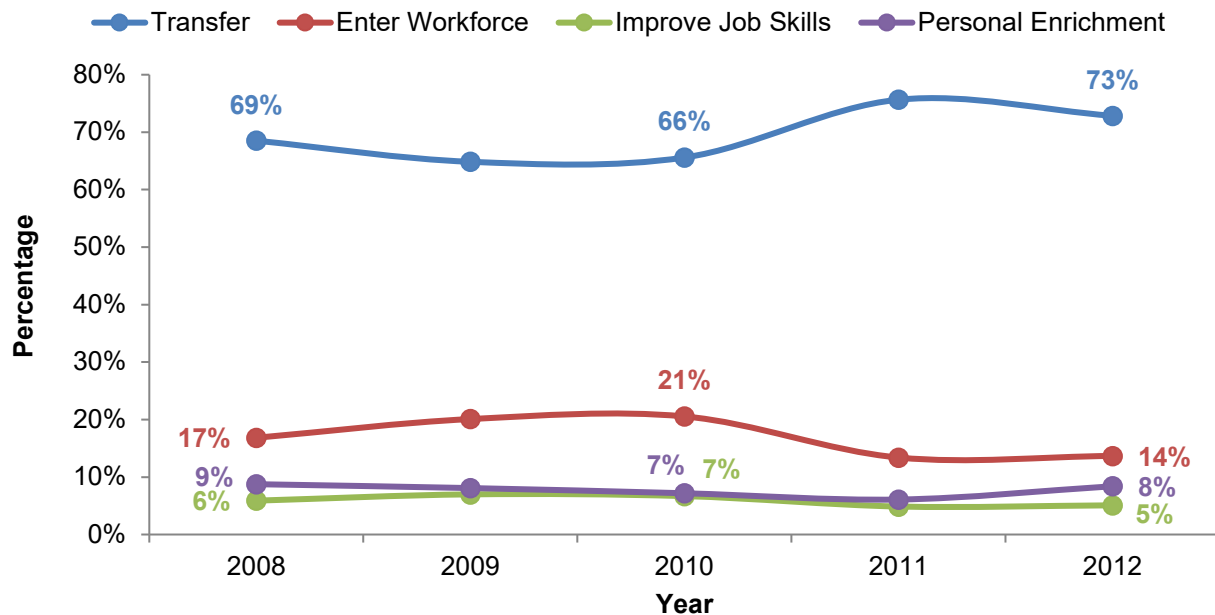
Survey respondents provided information on their primary goal while attending NOVA. The choices were transfer to a four-year institution, enter the workforce, improve job skills, or personal enrichment (see Table 7 and Figure 8). Over the years, transfer has been by far the most popular goal, never accounting for less than 65 percent of respondents. Entering the workforce has been the second most popular goal, reaching a peak of 21 percent in 2010 but dipping to a low of 13 percent in 2011. Improving job skills and personal enrichment have been similar over the years, with each accounting for less than 10 percent of respondents.

**Table 7. Primary Goal of Respondents: 2008 through 2012**

Primary Goal	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
Transfer	407	68.5%	297	64.8%	265	65.6%	435	75.7%	373	72.9%
Enter Workforce	100	16.8%	92	20.1%	83	20.5%	77	13.4%	70	13.7%
Improve Job Skills	35	5.9%	32	7.0%	27	6.7%	28	4.9%	26	5.1%
Personal Enrichment	52	8.8%	37	8.1%	29	7.2%	35	6.1%	43	8.4%
<b>Total</b>	<b>594</b>	<b>100.0%</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>

Note: Percentages may not add up to 100 due to rounding

**Figure 8. Primary Goal of Respondents: 2008 through 2012**



Viewing primary goal by degree types (see Table 8), the majority of respondents (91 percent) with a transfer degree (A.A. or A.S.) listed transfer as their primary goal. Around 5 percent of respondents who earned a transfer degree listed personal enrichment as their primary goal while 3 percent listed entering the workforce as their primary goal.

Regarding respondents who earned an occupational-technical degree (A.A.A, A.A.S., or Certificate), 46 percent had the primary goal of transferring, 29 percent listed entering the workforce, 12 percent meant to improve their job skills while 13 percent listed personal enrichment.

**Table 8. Primary Goal by Degree Type: Class of 2012**

Primary Goal	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Transfer	97	46.2%	276	91.4%	373	72.9%
Enter Workforce	60	28.6%	10	3.3%	70	13.7%
Improve Job Skills	25	11.9%	1	0.3%	26	5.1%
Personal Enrichment	28	13.3%	15	5.0%	43	8.4%
<b>Total</b>	<b>210</b>	<b>100.0%</b>	<b>302</b>	<b>100.0%</b>	<b>512</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 9 shows primary goal by degree type and gender. There are not many pronounced differences in the primary goals stated by female graduates compared to male graduates. However, under the occupational-technical degree type, a higher percentage of males reported transfer as their primary goal (55 percent of males versus 43 percent of females); while a higher percentage of females listed entering the workforce as their primary goal (22 percent of males versus 31 percent of females).

**Table 9. Primary Goal by Degree Type and Gender: Class of 2012**

Primary Goal	Occupational-Technical				Transfer			
	Male		Female		Male		Female	
	#	%	#	%	#	%	#	%
Transfer	32	55.2%	65	42.8%	116	93.6%	160	89.9%
Enter Workforce	13	22.4%	47	30.9%	2	1.6%	8	4.5%
Improve Job Skills	7	12.1%	18	11.8%	0	0.0%	1	0.6%
Personal Enrichment	6	10.3%	22	14.5%	6	4.8%	9	5.1%
<b>Total</b>	<b>58</b>	<b>100.0%</b>	<b>152</b>	<b>100.0%</b>	<b>124</b>	<b>100.0%</b>	<b>178</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 10 shows primary goal by degree type and minority status. Minority students appear to have a higher probability of listing transfer as their primary goal. Around 41 percent of White graduates who attained an occupational-technical degree listed transfer as their primary goal, compared to 53 percent of minority students. Approximately 88 percent of White graduates with a transfer degree listed transfer as their primary goal, compared to 95 percent of minority students.

**Table 10. Primary Goal by Degree Type and Minority Status: Class of 2012**

Primary Goal	Occupational-Technical				Transfer			
	White		Minority		White		Minority	
	#	%	#	%	#	%	#	%
Transfer	48	41.0%	45	52.9%	136	87.7%	125	94.7%
Enter Workforce	39	33.3%	18	21.2%	6	3.9%	4	3.0%
Improve Job Skills	17	14.5%	7	8.2%	0	0.0%	1	0.8%
Personal Enrichment	13	11.1%	15	17.7%	13	8.4%	2	1.5%
<b>Total</b>	<b>117</b>	<b>100.0%</b>	<b>85</b>	<b>100.0%</b>	<b>155</b>	<b>100.0%</b>	<b>132</b>	<b>100.0%</b>

Note: respondents who did not specify their race are not included in this table. Percentages may not add up to 100 due to rounding

Table 11 shows primary goal by age group. The general trend indicates that as age increases, the probability of a respondent choosing transfer as their primary goal decreases. While 86 percent of respondents under the age of 30 listed transfer as their primary goal, the comparable number was 63 percent for 30-39 year olds, 44 percent for 40 to 49 year olds, 34 percent for 50-59 year olds, and 20 percent for those ages 60 and over. Conversely, as the age of graduates increases, the probability of listing personal enrichment as a primary goal increases from 4 percent for those under 30, to 40 percent for those 60 and over. Entering the workforce and improving job skills also seem to be relatively more popular as primary goals among older students.

**Table 11. Primary Goal by Age Group: Class of 2012**

Primary Goal	Under 30		30-39		40-49		50-59		60 & Older	
	#	%	#	%	#	%	#	%	#	%
Transfer	280	85.9%	57	62.6%	22	44.0%	12	34.3%	2	20.0%
Enter Workforce	28	8.6%	21	23.1%	12	24.0%	7	20.0%	2	20.0%
Improve Job Skills	6	1.8%	6	6.6%	5	10.0%	7	20.0%	2	20.0%
Personal Enrichment	12	3.7%	7	7.7%	11	22.0%	9	25.7%	4	40.0%
<b>Total</b>	<b>326</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>50</b>	<b>100.0%</b>	<b>35</b>	<b>100.0%</b>	<b>10</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

**Achievement of Stated Goals**

Table 12 (next page) presents information on changes in primary goal while attending NOVA. Overall, most students (81 percent) reported that they had not changed their goal. Respondents who earned a transfer degree were less likely to have changed their goal than respondents who earned an occupational-technical degree (14 percent of transfer respondents reported changing their goal, as compared to 25 percent of occupational technical respondents).

**Table 12. Goal Change by Degree Type: Class of 2012**

"Did Your Goal Change?"	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Yes	53	25.0%	43	14.1%	96	18.6%
No	159	75.0%	261	85.9%	420	81.4%
<b>Total</b>	<b>212</b>	<b>100.0%</b>	<b>304</b>	<b>100.0%</b>	<b>516</b>	<b>100.0%</b>

Table 13 lists information on the achievement of goals. The majority of respondents (93 percent) indicated that they had achieved their goal. The achievement of goals did not vary much between degree types as 92 percent of occupational-technical graduates and 94 percent of transfer graduates indicated that they had achieved their goal.

**Table 13. Goal Achieved by Degree Type: Class of 2012**

"Was Your Goal Achieved?"	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Yes	193	91.5%	280	93.7%	473	92.8%
No	18	8.5%	19	6.3%	37	7.2%
<b>Total</b>	<b>211</b>	<b>100.0%</b>	<b>299</b>	<b>100.0%</b>	<b>510</b>	<b>100.0%</b>

### **Future Academic Goals**

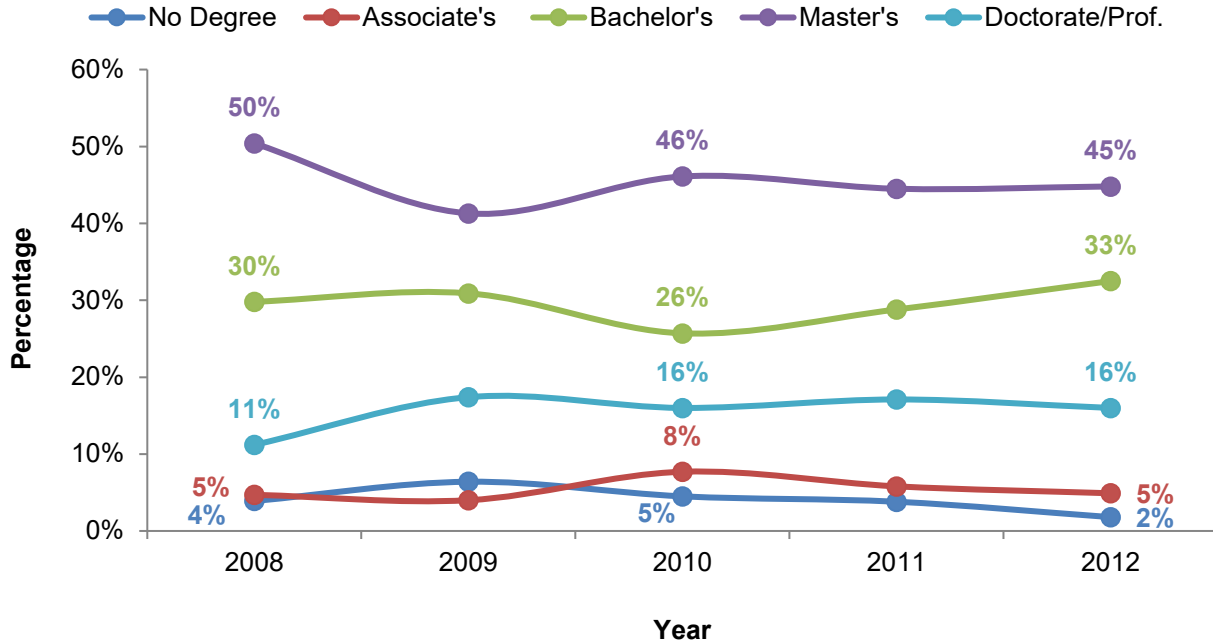
Table 14 presents responses to the question asking 2012 graduates about the highest degree they plan to earn in the future. The majority of respondents indicated that they plan to earn an advanced degree, with 45 percent choosing a Master's degree and 16 percent choosing a doctorate or other professional degree. Only 2 percent of respondents indicated no plans to attain a degree of any sort and 33 percent intended to attain a Bachelor's degree. These results have been fairly unvaried over the years, as shown in Figure 9 (next page).

**Table 14. Future Academic Goal of Respondents: 2008 through 2012**

Academic Goal	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
No Degree	23	3.9%	29	6.4%	18	4.5%	22	3.8%	9	1.8%
Associate's	28	4.7%	18	4.0%	31	7.7%	33	5.8%	25	4.9%
Bachelor's	176	29.8%	140	30.9%	103	25.7%	165	28.8%	166	32.5%
Master's	298	50.4%	187	41.3%	185	46.1%	255	44.5%	229	44.8%
Doctorate/Prof.	66	11.2%	79	17.4%	64	16.0%	98	17.1%	82	16.0%
<b>Total</b>	<b>591</b>	<b>100.0%</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>

Note: Percentages may not add up to 100 due to rounding

**Figure 9. Future Academic Goal of Respondents: 2008 through 2012**



As seen in Table 15, minorities in the Class of 2012 were more likely to report the future academic goal of attaining an advanced degree. While 55 percent of whites intended to attain either a master’s or a doctorate, 72 percent of Blacks, 69 percent of Hispanics, and 67 percent of Asians reported aiming to attain either a master’s or a doctorate degree.

**Table 15. Future Academic Goal of Respondents by Race: Class of 2012**

Academic Goal	White		Black		Asian		Hispanic		Native American		Native Hawaiian/ Other Pacific Islander		Two or More Races	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No Degree	7	2.6%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Associate's	18	6.6%	2	2.8%	1	1.3%	2	3.5%	0	0.0%	0	0.0%	0	0.0%
Bachelor's	99	36.3%	17	23.9%	25	32.1%	16	27.6%	0	0.0%	0	0.0%	1	50.0%
Master's	118	43.2%	38	53.5%	36	46.2%	26	44.8%	1	100.0%	3	60.0%	0	0.0%
Doctorate/Prof.	31	11.4%	13	18.3%	16	20.5%	14	24.1%	0	0.0%	2	40.0%	1	50.0%
<b>Total</b>	<b>273</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>	<b>78</b>	<b>100.0%</b>	<b>58</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

The future academic goals of respondents are quite similar across age groups (Table 16, next page). Between 32 and 37 percent of respondents in each age group indicated an intention to attain a Bachelor’s degree. In all age groups, more individuals reported a goal of attaining a Master’s degree than any other degree type, ranging from 43 percent for those ages 50-59 to 53 percent for those ages 40-49.

**Table 16. Future Academic Goal of Respondents by Age Group: Class of 2012**

Academic Goal	Under 30		30-39		40-49		50-59		60 & Older	
	#	%	#	%	#	%	#	%	#	%
No Degree	2	0.6%	0	0.0%	2	3.9%	3	8.6%	2	20.0%
Associate's	14	4.3%	5	5.5%	4	7.8%	1	2.9%	1	10.0%
Bachelor's	104	32.1%	29	31.9%	17	33.3%	13	37.1%	3	30.0%
Master's	142	43.8%	42	46.2%	27	52.9%	15	42.9%	3	30.0%
Doctorate/Prof.	62	19.1%	15	16.5%	1	2.0%	3	8.6%	1	10.0%
<b>Total</b>	<b>324</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>51</b>	<b>100.0%</b>	<b>35</b>	<b>100.0%</b>	<b>10</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

## Section 4: Employment and Income

### Employment Status

Graduates were asked to indicate their current employment status at the time they completed the survey. Table 17 and Figure 10 (next page) address employment status for respondents from 2008 through 2012. In 2012, around 45 percent of respondents were employed full-time, 22 percent indicated they were working part-time, and another 6 percent were working part-time but seeking full-time employment. Around 15 percent of respondents reported that they were not employed nor were they seeking employment. Twelve percent of 2012 respondents were unemployed and seeking employment.

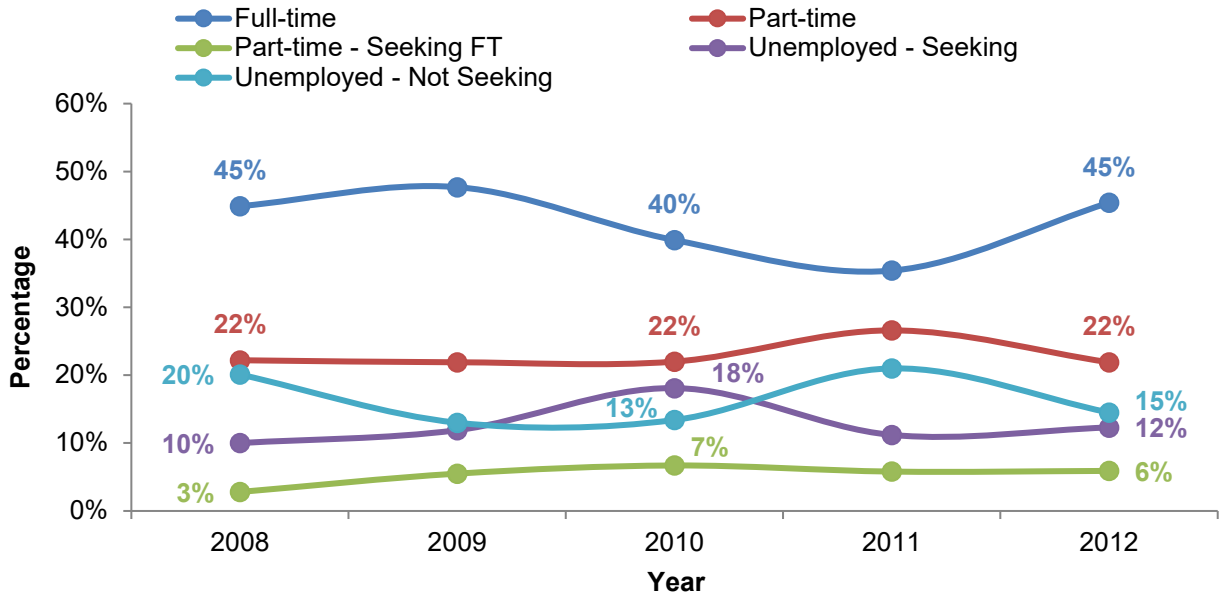
As a reference point, Table 18 and Figure 11 (both next page) include the national unemployment rate and the unemployment rate for the state of Virginia from 2008 through 2012. It is apparent that the unemployment trend calculated from the NOVA graduate surveys has largely followed the state and national trend. The years 2009 and 2010 represented peak unemployment in the past five years at the state and national level, but since then unemployment has been decreasing.

**Table 17. Employment Status of Respondents by Award Type: 2008 through 2012**

Employment Status	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
Full-time	261	44.9%	216	47.7%	161	39.9%	202	35.4%	232	45.4%
Part-time	129	22.2%	99	21.9%	89	22.0%	152	26.6%	112	21.9%
Part-time, Seeking FT Employment	16	2.8%	25	5.5%	27	6.7%	33	5.8%	30	5.9%
Unemployed, Seeking Employment	58	10.0%	54	11.9%	73	18.1%	64	11.2%	63	12.3%
Unemployed, Not Seeking Employment	117	20.1%	59	13.0%	54	13.4%	120	21.0%	74	14.5%
<b>Total</b>	<b>581</b>	<b>100.0%</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>

Note: Percentages may not add up to 100 due to rounding

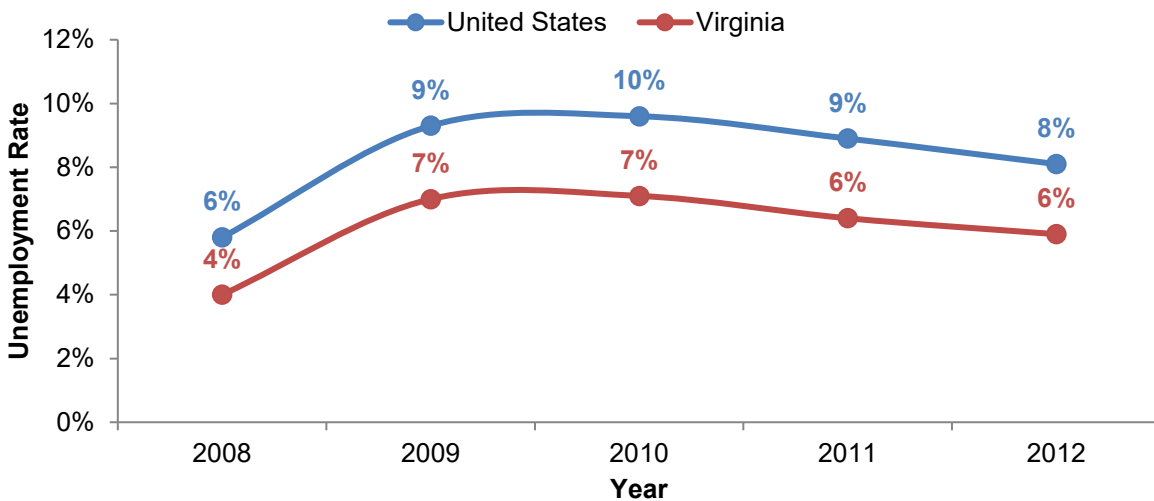
**Figure 10. Employment Status of Respondents: 2008 through 2012**



**Table 18. Unemployment Rate of U.S. and Virginia: 2008 through 2012**

Employment Rate	Year				
	2008	2009	2010	2011	2012
United States <sup>1</sup>	5.8%	9.3%	9.6%	8.9%	8.1%
Virginia <sup>2</sup>	4.0%	7.0%	7.1%	6.4%	5.9%

**Figure 11. Unemployment Rate of U.S. and Virginia: 2008 through 2012**



<sup>1</sup> Retrieved from the Bureau of Labor Statistics <http://data.bls.gov/timeseries/LNS14000000> on 2/27/2015

<sup>2</sup> Retrieved from the Bureau of Labor Statistics <http://www.bls.gov/lau/home.htm#ex14> on 2/27/2015



Table 19 addresses employment status of respondents by award type. Respondents who earned an occupational-technical degree (A.A.A./A.A.S.) were most likely to be employed full-time (71 percent); while 40 percent of respondents with an A.A. degree, 40 percent with a certificate, and 39 percent with an A.S. degree reported they were working full-time. A.A. degree, A.S. degree, and Certificate holders were most likely to be unemployed and seeking employment (13 percent, 13 percent, and 14 percent, respectively) while 9 percent of A.A.A./A.A.S. degree holders indicated that they were unemployed and seeking employment. Those who earned A.A. or A.S. degrees were most likely to report being unemployed but not seeking employment (17 and 19 percent, respectively). Given that A.A. and A.S. degrees are transfer degrees, these respondents are expected to be continuing their education while occupational-technical degree earners (A.A.A./A.A.S.) are more likely to have entered the labor force.

**Table 19. Employment Status of Respondents by Award Type: Class of 2012**

Employment Status	A.A.		A.S.		A.A.A./A.A.S.		Certificate	
	#	%	#	%	#	%	#	%
Full-time	19	39.6%	98	38.6%	72	70.6%	43	40.2%
Part-time	14	29.2%	59	23.2%	12	11.8%	27	25.2%
Part-time, Seeking FT Employment	1	2.1%	17	6.7%	5	4.9%	7	6.5%
Unemployed, Seeking Employment	6	12.5%	33	13.0%	9	8.8%	15	14.0%
Unemployed, Not Seeking Employment	8	16.7%	47	18.5%	4	3.9%	15	14.0%
<b>Total</b>	<b>48</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>102</b>	<b>100.0%</b>	<b>107</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 20 breaks down employment status by gender. Males and females reported being unemployed and seeking employment at similar rates (around 12 percent). However, men were slightly more likely to be employed full-time (47 percent) compared to women (44 percent).

**Table 20. Employment Status by Gender: Class of 2012**

Employment Status	Male		Female		Total	
	#	%	#	%	#	%
Full-time	85	47.2%	147	44.4%	232	45.4%
Part-time	36	20.0%	76	23.0%	112	21.9%
Part-time, Seeking FT Employment	10	5.6%	20	6.0%	30	5.9%
Unemployed, Seeking Employment	22	12.2%	41	12.4%	63	12.3%
Unemployed, Not Seeking Employment	27	15.0%	47	14.2%	74	14.5%
<b>Total</b>	<b>180</b>	<b>100.0%</b>	<b>331</b>	<b>100.0%</b>	<b>511</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 21 (next page) shows the employment status of respondent by race/ethnicity. Hispanic and Black respondents exhibited similar patterns in employment status. Around 58 percent of Black respondents and 53 percent of Hispanic respondents indicated they were employed full-time, while 16 percent of Black respondents and 16 percent of Hispanic respondents reported working part-time. Asian respondents showed the highest rate of unemployment and seeking

employment (19 percent). Asian respondents were also most likely to indicate that they were working part-time but seeking full-time employment (8 percent). One-third of Asian respondents reported working full-time and one-third reported working part-time. White respondents had the highest percentage reporting that they were unemployed yet not seeking employment (17 percent).

**Table 21. Employment Status of Respondents by Race/Ethnicity: Class of 2012**

Employment Status	White		Black		Asian		Hispanic		Native American		Native Hawaiian/ Other Pacific Islander		Two or More Races	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-time	126	46.0%	41	57.7%	25	32.1%	30	52.6%	1	100.0%	0	0.0%	0	0.0%
Part-time	59	21.5%	11	15.5%	25	32.1%	9	15.8%	0	0.0%	3	60.0%	0	0.0%
Part-time, Seeking FT Employment	17	6.2%	3	4.2%	6	7.7%	3	5.3%	0	0.0%	0	0.0%	1	50.0%
Unemployed, Seeking Employment	25	9.1%	7	9.9%	15	19.2%	7	12.3%	0	0.0%	1	20.0%	0	0.0%
Unemployed, Not Seeking Employment	47	17.2%	9	12.7%	7	9.0%	8	14.0%	0	0.0%	1	20.0%	1	50.0%
<b>Total</b>	<b>274</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>	<b>78</b>	<b>100.0%</b>	<b>57</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 22 shows the employment status of respondents by age group. For all groups above the age of 30, most respondents indicated that they were employed full-time (62 percent for ages 30-39, 67 percent for ages 40-49, and 57 percent for ages 50-59). Generally, as age increased toward 50 years, the less likely the respondents were to indicate being unemployed; however, after age 50, the unemployment rate begins to increase again. Respondents ages 50-59 reported by far the highest incidence of being unemployed and seeking employment (23 percent).

**Table 22. Employment Status of Respondents by Age Group: Class of 2012**

Employment Status	Under 30		30-39		40-49		50-59		60 & Older	
	#	%	#	%	#	%	#	%	#	%
Full-time	120	37.0%	56	61.5%	34	66.7%	20	57.1%	2	20.0%
Part-time	88	27.2%	10	11.0%	10	19.6%	4	11.4%	0	0.0%
Part-time, Seeking FT Employment	16	4.9%	8	8.8%	1	2.0%	1	2.9%	4	40.0%
Unemployed, Seeking Employment	46	14.2%	7	7.7%	2	3.9%	8	22.9%	0	0.0%
Unemployed, Not Seeking Employment	54	16.7%	10	11.0%	4	7.8%	2	5.7%	4	40.0%
<b>Total</b>	<b>324</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>51</b>	<b>100.0%</b>	<b>35</b>	<b>100.0%</b>	<b>10</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 23 and 24 relay information on the timing in which respondents obtained their job (if employed), and whether respondents believed their NOVA education had helped them to secure employment. Around 33 percent of respondents obtained their job before attending NOVA, 31 percent obtained their job while they were enrolled at NOVA, and 36 percent obtained their job after graduating from NOVA. Although 63 percent of respondents did not believe that their NOVA education had helped them obtain the position they held at the time of the survey, this is not surprising as 64 percent had obtained their position either before or during their enrollment at NOVA. Around 38 percent of respondents believed that their NOVA education had helped with obtaining the position they held at the time of the survey.

**Table 23. When Did You Obtain Current Job: Class of 2012**

Obtained Current Job	Responses	
	#	%
Before NOVA	122	33.2%
While at NOVA	113	30.7%
After Graduating	133	36.1%
<b>Total</b>	<b>368</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

**Table 24. Did Your NOVA Education Help You Obtain Your Current Job? Class of 2012**

NOVA Education Help with Obtaining Current Job	Responses	
	#	%
Yes	141	37.5%
No	235	62.5%
<b>Total</b>	<b>376</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

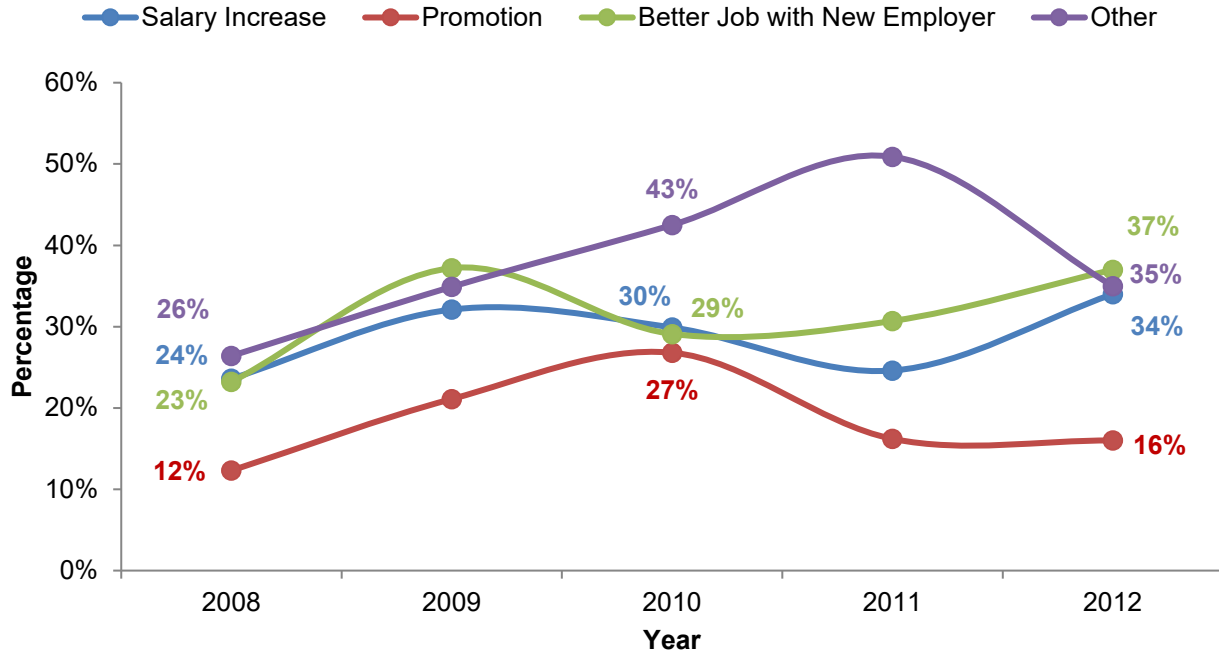
### **Employment Benefits from a NOVA Degree**

Table 25 and Figure 12 (next page) convey information on the benefits of a NOVA degree in the workforce. When reading Table 25 and Figure 12 it should be noted that only 36 percent of total respondents in 2012 indicated that their degree had led to a benefit relating to their employment. A promotion was least often listed as a benefit (16 percent), while salary increase (34 percent), better job with new employer (37 percent), and other benefit (35 percent) were listed in similar proportions.

**Table 25. Employment Benefits of NOVA Degree: 2008 through 2012**

Employment Benefits of NOVA Degree	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
Salary Increase	96	23.6%	70	32.1%	38	29.9%	56	24.6%	64	34.2%
Promotion	50	12.3%	46	21.1%	34	26.8%	37	16.2%	30	16.0%
Better Job with New Employer	94	23.2%	81	37.2%	37	29.1%	70	30.7%	69	36.9%
Other	107	26.4%	76	34.9%	54	42.5%	116	50.9%	65	34.8%

**Figure 12. Employment Benefits of NOVA Degree: 2008 through 2012**



**Relationship between Current Job and NOVA Degree**

If a respondent reported that they were employed, they were asked to indicate if their current job was related to their NOVA degree. As shown in Table 17 (see page 17), 374 of 511 respondents to the 2012 survey indicated that they were employed part-time or full-time; however, only 361 of the employed respondents answered the question regarding the relationship between their current job and NOVA award (results summarized in Table 26). A slight majority, around 52 percent of these respondents, reported that their job was not related to their degree and 49 percent believed their job was related to their degree. Analyzing responses by degree type shows that respondents who earned an occupational-technical degree were more likely to report working in a position that was related to their degree (58 percent of occupational-technical degree graduates compared to 41 percent of transfer degree graduates).

**Table 26. Current Job Related to NOVA Degree by Degree Type: Class of 2012**

Relation of NOVA Degree to Current Job	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Yes, Related	93	58.1%	82	40.8%	175	48.5%
Not Related	67	41.9%	119	59.2%	186	51.5%
<b>Total</b>	<b>160</b>	<b>100.0%</b>	<b>201</b>	<b>100.0%</b>	<b>361</b>	<b>100.0%</b>

### Income Level by Award Type

Figure 13 details the median annual salary of respondents by award type. Only those respondents who indicated they were employed were included in this analysis. The highest median salary for full-time employees was seen for respondents who received an A.A.S degree (\$51,500) followed by those who had earned an A.S degree (\$45,000), which closely tied with the median salary earned by Certificate holders (\$44,475). Respondents who had earned an A.A. degree and were working full-time attained the lowest median salary (\$32,373), almost \$20,000 less than the median salary of A.A.S degree holders.

Regarding part-time employment, those who had earned a Certificate reported the highest median salary (\$19,000), followed by A.S. and A.A.S degree holders (\$15,000 for both groups), and then A.A. degree holders (\$11,000). The median salary for A.A. degree holders was the lowest among all award type groups for both full-time and part-time employment.

**Figure 13. Median Salary by Award Type and Employment Status: Class of 2012**

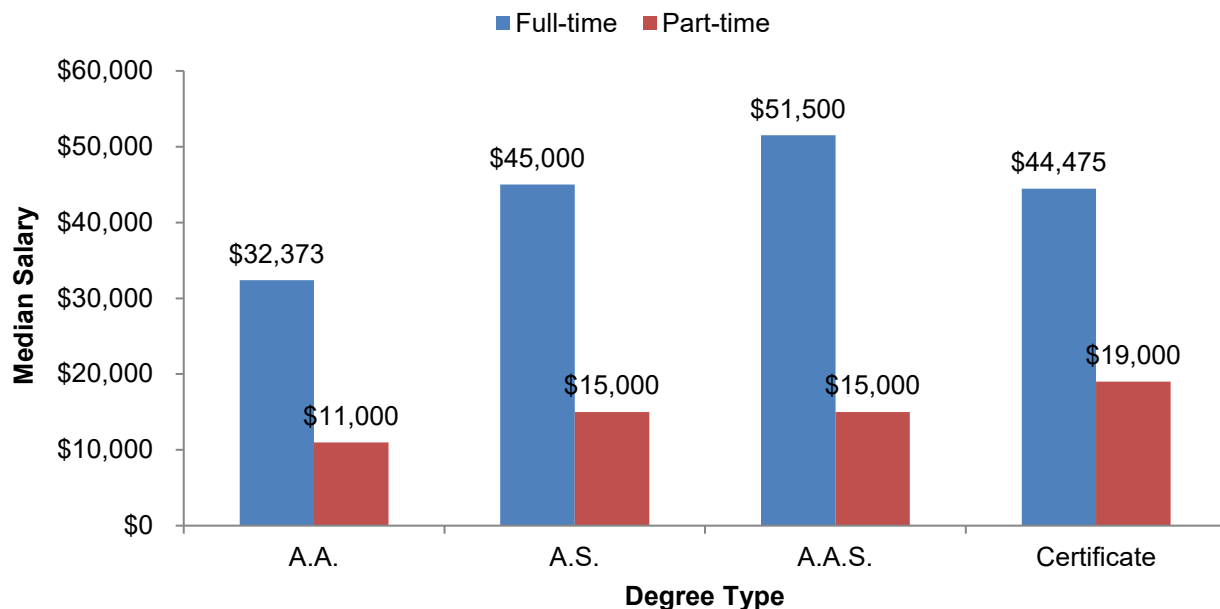
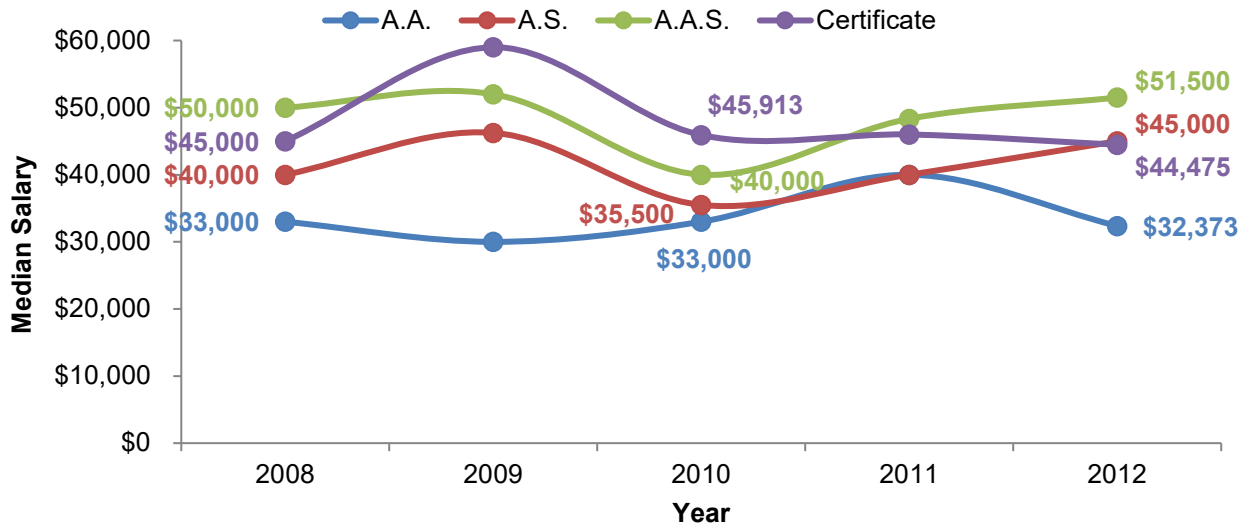


Table 27 and Figures 14 and 15 (see next page) depict median salaries by award type and employment status from 2008 to 2012. In this time period, the occupational-technical degrees (A.A.S and Certificates) had the highest median full-time salaries. However, while certificate median salary for full-time employers trended down, median salary for A.S. degree holders trended up and the two stood at almost the same level in 2012 (approximately \$45,000). The A.A. degree full-time median salary was the lowest across all years except in 2011 when there was a rise in the median salary of A.A. degree holders which saw them earning the same median salary as respondents with an A.S. degree holder (\$40,000). However transfer degree earners are more likely to be continuing on their education and employed in a position not directly related to their degree. These figures represent median earnings in the short term after graduation.

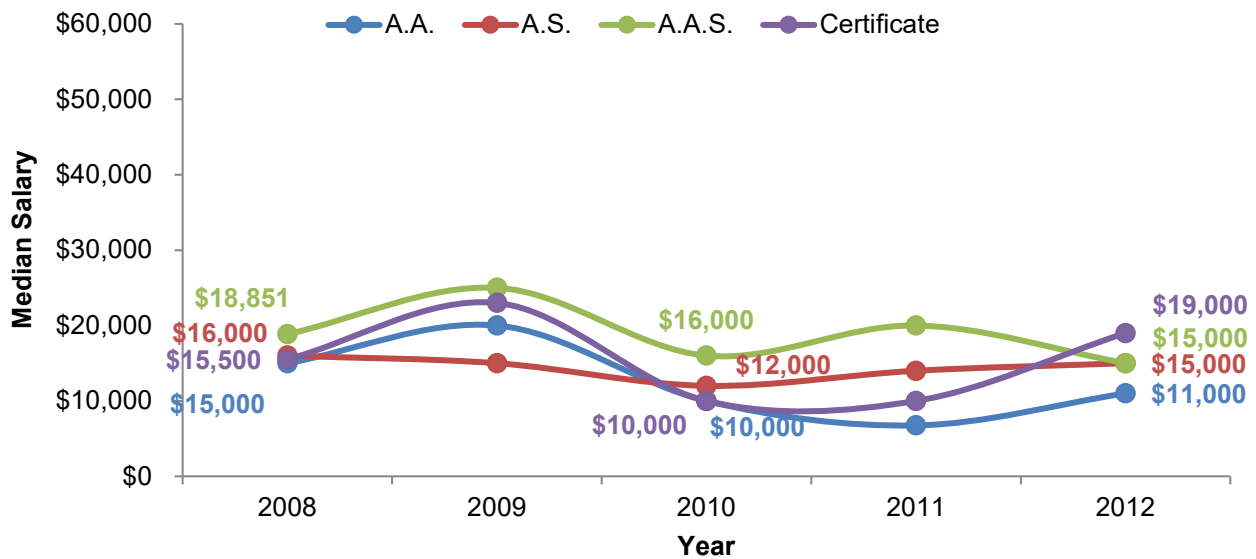
**Table 27. Median Salary by Award Type and Employment Status: 2008 through 2012**

Award Type	2008		2009		2010		2011		2012	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
A.A.	\$33,000	\$15,000	\$30,000	\$20,000	\$33,000	\$10,000	\$40,000	\$6,750	\$32,373	\$11,000
A.S.	\$40,000	\$16,000	\$46,250	\$15,000	\$35,500	\$12,000	\$40,000	\$14,000	\$45,000	\$15,000
A.A.S.	\$50,000	\$18,851	\$52,000	\$25,000	\$40,000	\$16,000	\$48,337	\$20,000	\$51,500	\$15,000
Certificate	\$45,000	\$15,500	\$59,000	\$23,000	\$45,913	\$10,000	\$46,000	\$10,000	\$44,475	\$19,000

**Figure 14. Full-Time Employed Respondents Median Salary by Degree Type: 2008 through 2012**



**Figure 15. Part-Time Employed Respondents Median Salary by Degree Type: 2008 through 2012**



## Section 5: Education after NOVA

### Current Educational Status of Graduates

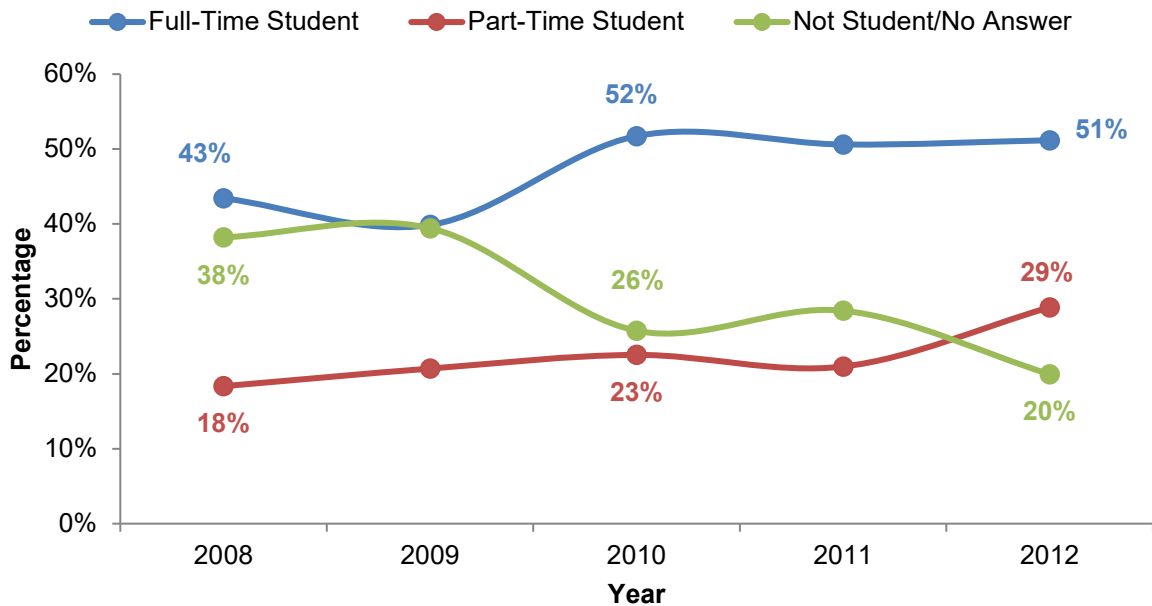
Information on the educational status of respondents to the 2012 graduate survey is provided in Table 28 and Figure 16. Over half of the respondents were full-time students at the time of the survey (51 percent). Part-time students comprised 29 percent of the respondents and the remaining 20 percent indicated they were not students. Over the years, the percentage of full-time students increased from 43 percent in 2008 to 51 percent in 2012; while the percentage of part-time students increased from 18 percent in 2008 to 29 percent in 2012.

**Table 28. Educational Status of Respondents: 2008 through 2012**

Educational Status	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
Full-time Student	258	43.4%	183	39.9%	209	51.7%	292	50.6%	218	51.2%
Part-time Student	109	18.4%	95	20.7%	91	22.5%	121	21.0%	123	28.9%
Not Student/No Answer	227	38.2%	181	39.4%	104	25.7%	164	28.4%	85	20.0%
<b>Total</b>	<b>594</b>	<b>100.0%</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>

Note: Percentages may not add up to 100 due to rounding

**Figure 16. Educational Status of Respondents: 2008 through 2012**



The educational status of respondents by degree type is presented in Table 29. The results reflect the differences in degree structure and intent. Transfer degrees are meant to prepare students for transfer to a 4-year institution. Around 61 percent of respondents with a transfer degree indicated that they were full-time students and 28 percent indicated they were part-time students. In all, approximately 89 percent of respondents with a transfer degree indicated that they were enrolled as a student at the time of the survey. Concerning respondents with an occupational-technical degree, these degrees are meant to ready students for the workforce.

Fewer respondents with occupational-technical degrees reported continuing their education than respondents with transfer degrees. However the majority, around 65 percent of occupational-technical degree holders, continued their education: 35 percent were enrolled full-time and 30 percent were enrolled part-time; 35 percent were not enrolled at all.

**Table 29. Education Status of Respondents by Degree Type: Class of 2012**

Educational Status	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Full-time Student	54	34.6%	164	60.7%	218	51.1%
Part-time Student	47	30.1%	76	28.2%	123	28.9%
Not Student/No Answer	55	35.3%	30	11.1%	85	20.0%
<b>Total</b>	<b>156</b>	<b>100.0%</b>	<b>270</b>	<b>100.0%</b>	<b>426</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

### **NOVA Preparation for Continued Studies**

Graduates who were students at the time of the survey were asked to provide information regarding their NOVA education and how it prepared them for their continued academic endeavors. Responses to this question are presented in Table 30 and Figure 17. Over the years there has been slight variation in results but the majority of respondents have signaled that their NOVA experience offered excellent preparation for their continued college studies. In 2008, 58 percent indicated that NOVA offered excellent preparation, however this number decreased to a low of 50 percent in 2009 before increasing again and landing at 54 percent in 2012. The second largest group of respondents indicated that NOVA offered adequate preparation. This group ranged from 40 percent of respondents in 2008, climbed to 46 percent in 2010 and decreased to 41 percent in 2012. In all, around 95 percent of respondents in 2012 believed that NOVA offered adequate or excellent preparation for continued studies. The percentage of respondents who found NOVA offered inadequate preparation has been low over the years but returned to an increasing trend going from 1 percent in 2010 to 5 percent in 2012.

**Table 30. Educational Preparation for Present College Studies: 2008 through 2012**

NOVA Preparation	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
Excellent Preparation	222	57.8%	140	49.8%	165	53.1%	229	55.2%	189	54.0%
Adequate Preparation	155	40.4%	129	45.9%	143	46.0%	169	40.7%	144	41.1%
Inadequate Preparation	7	1.8%	12	4.3%	3	1.0%	17	4.1%	17	4.9%
<b>Total</b>	<b>384</b>	<b>100.0%</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>

Note: Percentages may not add up to 100 due to rounding



**Figure 17. Educational Preparation for Present Studies: 2008 through 2012**

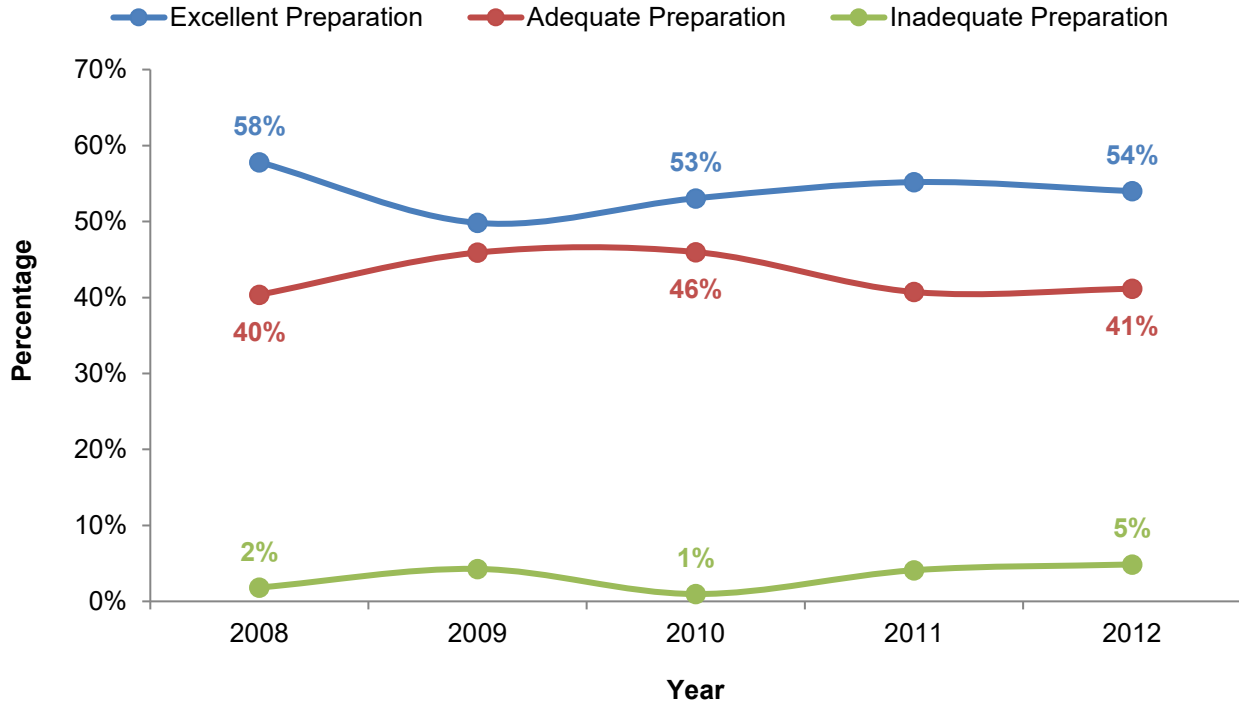


Table 31 disaggregates responses on the preparation offered by NOVA by degree type. Across both groups, the rate at which respondents found their NOVA education offered adequate or excellent preparation was similar (approximately 95 percent). However occupational-technical degree earners tended to exhibit a higher level of satisfaction with 65 percent indicating that NOVA offered excellent preparation, while 49 percent of transfer degree earners indicated the same.

**Table 31. Educational Preparation for Present Studies by Degree Type: Class of 2012**

NOVA Preparation	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Excellent Preparation	70	65.4%	119	49.0%	189	54.0%
Adequate Preparation	33	30.8%	111	45.7%	144	41.1%
Inadequate Preparation	4	3.7%	13	5.3%	17	4.9%
<b>Total</b>	<b>107</b>	<b>100.0%</b>	<b>243</b>	<b>100.0%</b>	<b>350</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

### **Difficulties with Transferring Credits**

Tables 32 and 33 communicate information on whether or not respondents who continued their education experienced difficulties transferring their NOVA credits, and if so, the nature of that difficulty. Most respondents (70 percent) indicated that they did not experience difficulty transferring their NOVA credits or that the question did not apply to them. Approximately 30 percent of respondents indicated that they did have difficulties transferring credits. The most common difficulty, experienced by 74 percent of respondents, involved transfer credits counting only towards electives at the new institution. Another 19 percent of respondents indicated other unspecified difficulties and 7 percent experienced difficulties due to changing fields. These results are fairly similar regardless of degree type.

**Table 32. Difficulties Transferring NOVA Credits: Class of 2012**

Difficulties Transferring NOVA Credits	Respondents	
	#	%
Yes, Difficulty	103	30.5%
No or N/A	235	69.5%
<b>Total</b>	<b>338</b>	<b>100.0%</b>

**Table 33. Reasons for Difficulties in Transferring NOVA Credits: Class of 2012**

Reasons for Transfer Difficulties	Occupational-Technical		Transfer		Total	
	#	%	#	%	#	%
Elective Only	14	77.8%	62	72.9%	76	73.8%
New Field	1	5.6%	6	7.1%	7	6.8%
Other	3	16.7%	17	20.0%	20	19.4%
<b>Total</b>	<b>18</b>	<b>100.0%</b>	<b>85</b>	<b>100.0%</b>	<b>103</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

### **Area Colleges Attended by NOVA Graduates**

Table 34 (next page) presents colleges and universities attended by NOVA survey respondents. If graduates had continued with their studies, they were asked to provide the name of the institution that they were attending at the time of the survey. Most respondents were attending an institution in Virginia (85 percent) and, the majority attended George Mason University (52 percent of all respondents). A small percentage of respondents were attending an institution in either Maryland (3 percent) or Washington, D.C. (2 percent). Approximately 3 percent of respondents were attending an online or multi-state institution and 7 percent were attending institutions in other states. As shown in Table 35 (next page) and Figure 18 (following page), composition remained largely unchanged between 2008 and 2012.

**Table 34. Colleges and Universities Attended by Respondents: Class of 2012**

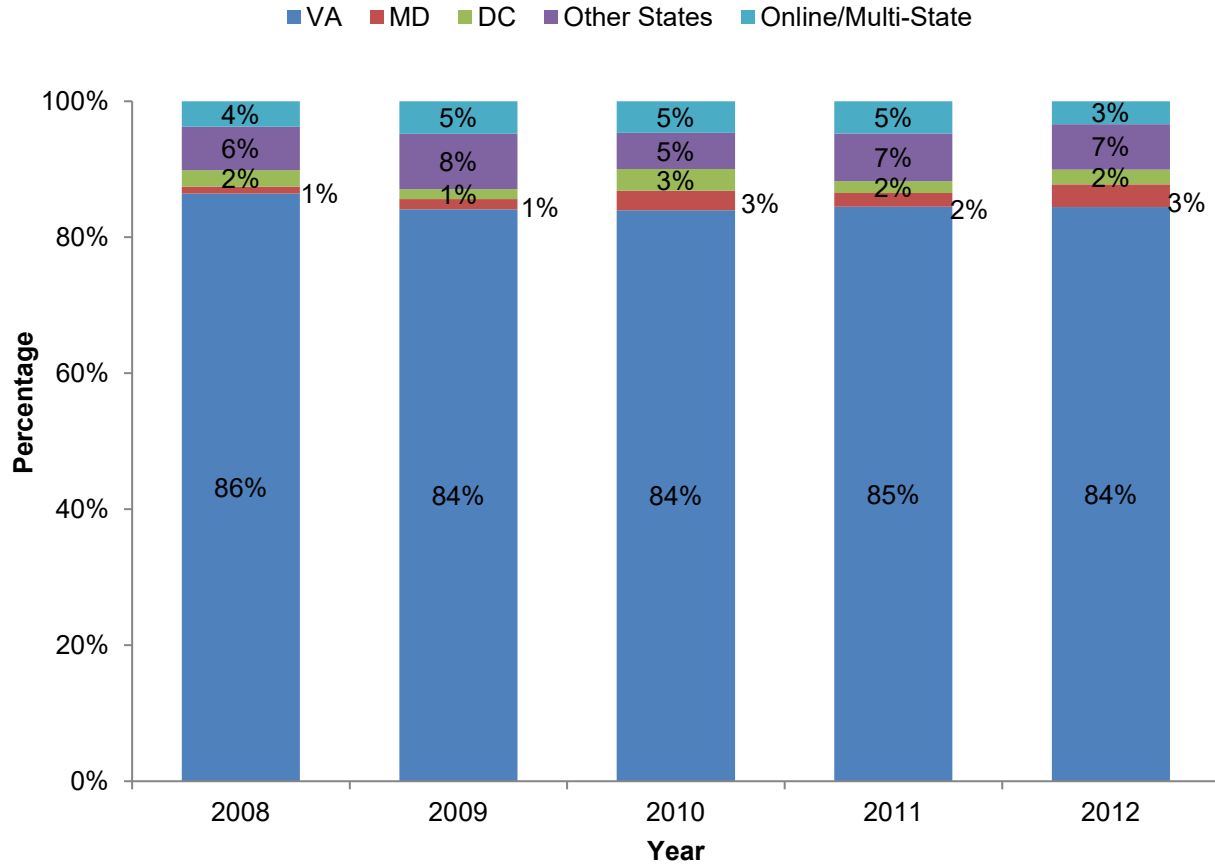
School	#	School	#
<b>Virginia</b>		<b>Maryland</b>	
George Mason University	171	University of Maryland College Park	6
NVCC	29	UMUC	3
Virginia Commonwealth University	15	Anne Arundel Community College	1
Marymount University	11	Johns Hopkins University	1
Virginia Tech	8	<b>MD Total</b>	<b>11 (3.4%)</b>
Liberty University	6	<b>District of Columbia</b>	
Mary Washington University	6	Howard University	3
Old Dominion University	6	American University	2
University of Virginia	6	Catholic University of America	1
James Madison University	5	Gallaudet University	1
Christopher Newport University	3	<b>DC Total</b>	<b>7 (2.1%)</b>
College of William and Mary	2	<b>Online/Multi-State</b>	
Radford University	2	American Public University System	1
Shenandoah University, VA	2	Strayer University	5
Bluefield College	1	University of Phoenix	3
Longwood University	1	Chamberlain College of Nursing	1
Lord Fairfax CC	1	Stratford University	1
Regent University	1	<b>Online/Multi-State Total</b>	<b>11 (3.4%)</b>
Roanoke College	1	<b>Other States Total</b>	<b>22 (6.7%)</b>
<b>VA Total</b>	<b>277 (84.5%)</b>	<b>Total</b>	<b>328 (100.0%)</b>

**Table 35. Colleges and Universities Attended by Respondents: 2008 through 2012**

Transfer Institutions	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
VA	324	86.4%	228	84.1%	236	84.0%	338	84.5%	277	84.5%
MD	4	1.1%	4	1.5%	8	2.8%	8	2.0%	11	3.4%
DC	9	2.4%	4	1.5%	9	3.2%	7	1.8%	7	2.1%
Other States	24	6.4%	22	8.1%	15	5.3%	28	7.0%	22	6.7%
Online/Multi-State	14	3.7%	13	4.8%	13	4.6%	19	4.8%	11	3.4%
<b>Total</b>	<b>375</b>	<b>100.0%</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>

Note: Percentages may not add up to 100 due to rounding

**Figure 18. Colleges and Universities Attended by Respondents: 2008 through 2012**



## Section 6: Satisfaction with NOVA Education

In addition to the survey questions developed by the Office of Institutional Effectiveness and Student Success Initiatives, graduates were asked to complete a separate survey containing nine questions from the State Council for Higher Education in Virginia (SCHEV). The SCHEV survey was designed to gather comparable data from all community college graduates in the Commonwealth of Virginia. To achieve this goal, SCHEV asked all Virginia community colleges to have their graduates respond to these questions. It should be noted that several of the SCHEV mandated questions are similar to questions contained in the NOVA graduate survey.<sup>3</sup>

### Evaluation of Community College Programs

Table 36 (next page) summarizes satisfaction rates among respondents. Graduates were asked to rate their satisfaction with the following aspects of their NOVA experience: education, course availability, and advising. With regard to education, almost all respondents claimed they were either very much satisfied (68 percent) or somewhat satisfied (30 percent). Around 3 percent of respondents indicated they were very little or not at all satisfied with their education. The level of satisfaction with course availability followed a pattern, with most respondents very much

<sup>3</sup> A copy of the SCHEV mandated survey instrument is included in the appendix at the end of this report.

satisfied with course availability (60 percent) or somewhat satisfied (35 percent). A total of 5 percent were either very little satisfied (4 percent) or not satisfied at all (1 percent) with course availability. Results regarding advising were more varied. A smaller proportion of respondents said they were either very much satisfied with advising (32 percent) or somewhat satisfied (34 percent). The percentage of unsatisfied respondents was highest regarding advising with 17 percent experiencing very little satisfaction and 14 percent experiencing no satisfaction at all.

**Table 36. Satisfaction with NOVA Education, Advising, and Course Availability: Class of 2012**

Satisfaction with NOVA Education, Advising, Course Availability	Satisfaction with Education		Satisfaction with Course Availability		Satisfaction with Advising	
	#	%	#	%	#	%
Very Much	343	67.7%	301	59.6%	164	32.4%
Somewhat	150	29.6%	176	34.9%	171	33.8%
Very Little	8	1.6%	19	3.8%	88	17.4%
Not at All	6	1.2%	6	1.2%	69	13.6%
Not Applicable	0	0.0%	3	0.6%	14	2.8%
<b>Total</b>	<b>507</b>	<b>100.0%</b>	<b>505</b>	<b>100.0%</b>	<b>506</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 37 presents information on the SCHEV-mandated question related to the extent to which NOVA prepares graduates for responsible citizenship (e.g., better informed about their community and the political process). Most respondents indicated that NOVA had prepared them somewhat for responsible citizenship (42 percent), followed by very much (27 percent). A smaller set of respondents felt that NOVA had prepared them very little (18 percent) or not at all (13 percent) for responsible citizenship.

**Table 37. Preparation for Responsible Citizenship: Class of 2012**

Preparation for Responsible Citizenship	Respondents	
	#	%
Very Much	134	27.2%
Somewhat	206	41.8%
Very Little	90	18.3%
Not at All	63	12.8%
<b>Total</b>	<b>493</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

### **Preparation for Employment**

Table 38 (next page) presents answers to the SCHEV question regarding current employment at the time of the survey. As with NOVA's question regarding employment, most respondents indicated that they were employed either full-time (45 percent) or part-time (27 percent), followed by not employed and actively seeking employment (13 percent). Around 15 percent of respondents who answered this question were unemployed but not actively seeking employment.

**Table 38. Current Employment Status: Class of 2012**

Are You Currently Employed?	Respondents	
	#	%
Yes, Full-Time	229	45.3%
Yes, Part-Time	136	26.9%
No, Actively Seeking Employment	65	12.8%
No, Not Actively Seeking Employment	76	15.0%
<b>Total</b>	<b>506</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 39 presents responses regarding the extent to which the respondents' NOVA degree was related to their occupation and helped them perform in the workplace. Around half of these respondents indicated that their NOVA degree was very much related to their current occupation (33 percent) or somewhat related (23 percent). Less than one-third of those answering this question said that their NOVA degree was not related at all to their current occupation (29 percent). The lowest percentage of respondents said their degree was related very little to their occupation (15 percent). These respondents were also asked if their NOVA degree helped them perform in the workplace. Most said that their NOVA degree helped them perform in the workplace, either very much (30 percent) or somewhat (35 percent). Results were similar for the remaining categories, with 19 percent saying that their NOVA degree helps them very little with their workplace and 16 percent saying not at all.

**Table 39. NOVA Preparation for Workplace: Class of 2012**

NOVA Preparation for Workplace	To What Extent is NOVA Degree Related to Current Occupation?		Does NOVA Degree Program Help You Perform in the Workplace?	
	#	%	#	%
Very Much	118	33.1%	104	29.5%
Somewhat	81	22.8%	125	35.4%
Very Little	53	14.9%	69	19.5%
Not at All	104	29.2%	55	15.6%
<b>Total</b>	<b>356</b>	<b>100.0%</b>	<b>353</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

### **Preparation for Bachelor's Degree Programs**

SCHEV also collected information on respondents' educational status, as presented in Table 40 (next page). Around three-quarters of the respondents answered that they were currently pursuing a Bachelor's degree. Around 45 percent were studying full-time, while 19 percent were studying part-time. Seven percent had already completed their Bachelor's degree. Twenty-eight percent of respondents indicated that they were not pursuing a Bachelor's degree at the time of the survey.

**Table 40. Are You Currently Pursuing a Bachelor's Degree: Class of 2012**

Currently Pursuing a Bachelor's Degree	Respondents	
	#	%
Yes, Full-Time	225	45.3%
Yes, Part-Time	93	18.7%
Yes, Completed Bachelor's	33	6.6%
Yes, Stopped Before Graduation	8	1.6%
No	138	27.8%
<b>Total</b>	<b>497</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

Table 41 addresses connections between respondents' degrees at NOVA and at their transfer institution. Respondents who had answered affirmatively that they were pursuing a Bachelor's degree were asked to provide information on their NOVA degree as related to their current studies. For most respondents, their Bachelor's degree program was related to their NOVA degree (63 percent said very much and 26 percent said somewhat). Seven percent indicated that their Bachelor's degree program was related very little to their NOVA degree, while 5 percent said it was not related at all. Results regarding whether their degree program at NOVA had prepared them for their Bachelor's program were similar. The majority of respondents said their NOVA degree program prepared them either very much (55 percent) or somewhat (35 percent). The remaining respondents believed that their NOVA degree had offered very little preparation (6 percent) or no preparation at all (5 percent).

**Table 41. NOVA Preparation for Bachelor's Program: Class of 2012**

NOVA Preparation for Bachelor's Program	Is Your Bachelor's Degree Program Related to NOVA Degree?		Did Your NOVA Degree Prepare You Academically for Bachelor's?	
	#	%	#	%
Very Much	213	62.6%	186	54.9%
Somewhat	87	25.6%	118	34.8%
Very Little	24	7.1%	19	5.6%
Not at All	16	4.7%	16	4.7%
<b>Total</b>	<b>340</b>	<b>100.0%</b>	<b>339</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

All graduates were asked for information on how much money they had borrowed to pay for tuition, books, and other educational expenses before they graduated from NOVA (Table 42 and Figure 19, next page). The majority of students in 2012 did not borrow money for their NOVA education (61 percent). For those respondents who did borrow money, the most borrowed more than \$5,000 (18 percent), followed by those who borrowed \$3,001 to \$5,000 (9 percent), \$1,001 to \$3,000 (7 percent), and \$1,000 or less (5 percent).

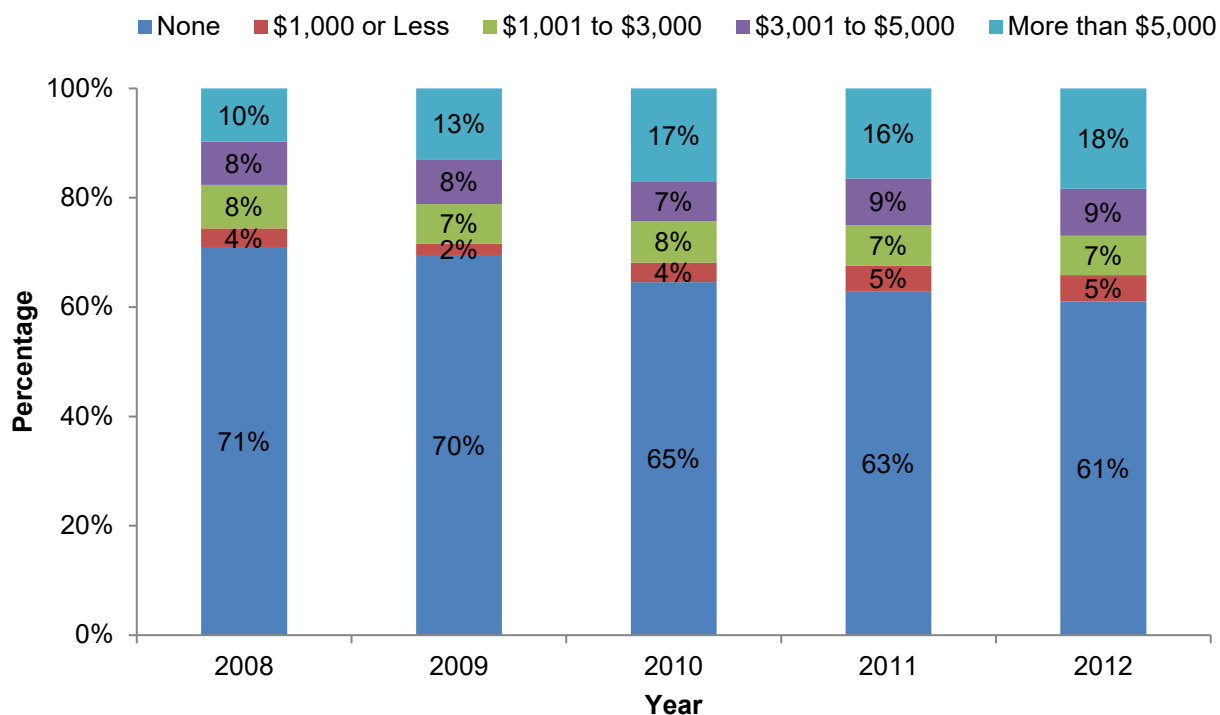
Since 2008, the percentage of respondents who did not borrow money has steadily decreased (from 71 percent in 2008 to 61 percent in 2012). Correspondingly, the percent of respondents who borrowed money for their NOVA education has increased, with the largest increase from 2008 to 2012 seen for those who borrowed more than \$5,000 (going from 10 percent in 2008 to 18 percent in 2012).

**Table 42. Money Borrowed to Pay for NOVA Education: 2008 through 2012**

Money Borrowed	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
None	401	70.8%	306	69.5%	253	64.5%	351	62.8%	306	61.1%
\$1,000 or Less	20	3.5%	9	2.0%	14	3.6%	27	4.8%	24	4.8%
\$1,001 to \$3,000	45	8.0%	32	7.3%	30	7.7%	41	7.3%	36	7.2%
\$3,001 to \$5,000	45	8.0%	36	8.2%	28	7.1%	48	8.6%	43	8.6%
More than \$5,000	55	9.7%	57	13.0%	67	17.1%	92	16.5%	92	18.4%
<b>Total</b>	<b>566</b>	<b>100.0%</b>	<b>440</b>	<b>100.0%</b>	<b>392</b>	<b>100.0%</b>	<b>559</b>	<b>100.0%</b>	<b>501</b>	<b>100.0%</b>

Note: Percentages may not add up to 100 due to rounding

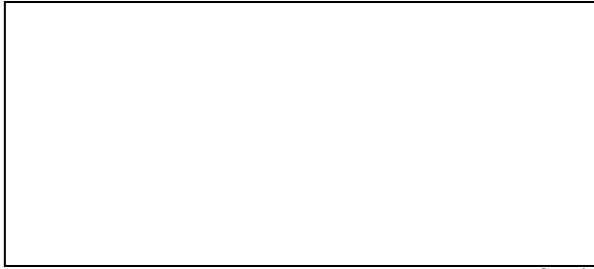
**Figure 19. Money Borrowed to Pay for NOVA Education: 2008 through 2012**





## **Appendix A: Survey Instrument**

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



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

*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.*

1. **When you were attending NOVA, what was your primary goal?**

- Transfer to four year college/university
- Career training to enter work force
- Improvement of job skills
- Personal enrichment

2. **Did your goal change while attending NOVA?**

- Yes
- No

3. **Was your educational goal achieved?**

- Yes
- No

4. **What is the HIGHEST degree you plan to earn in the future?**

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

5. **What is your current occupational status?**

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

**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.*

6. **What is your current educational status?**

- Full-time student (Taking 12 or more credits)
- Part-time student (Taking fewer than 12 credits)
- Not a student (Go to Section C, Skip Section B)

7. **Name of the college/university you presently attend.**

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8. **What is your present major or field of study?**

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9. **Is your present major:**

- Related to your NOVA major
- Not related to your NOVA major

10. **Please rate your NOVA education as preparation for your present college studies:**

- Excellent preparation
- Adequate preparation
- Inadequate preparation

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

- No (or not applicable)
- Yes---What was the major reason for the difficulty?
  - Some credits were transferred as electives only
  - Entirely new field of study at transfer institution
  - Other



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.*

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**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?

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

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