

# Community College Survey of Student Engagement (CCSSE): Results of Spring 2017 Survey

Research Report No. 65-18

Office of Institutional Effectiveness and Student Success  
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**NORTHERN VIRGINIA COMMUNITY COLLEGE**

**OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS**

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4001 Wakefield Chapel Road  
Annandale, VA 22003-3796  
(703) 323-3129  
[www.nvcc.edu/oir](http://www.nvcc.edu/oir)

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## Introduction

The Community College Survey of Student Engagement (CCSSE) is a national survey of community college students' participation in sound educational practices that are associated with retention and success. Administered to first-year students during the spring semester, the CCSSE evaluates students' learning through their engagement with faculty along with their peers, both in and outside class, as well as both their use of student support services and their participation in community life on their campuses.

The 2017 CCSSE survey measured five benchmarks, including (1) *Active and Collaborative Learning*, (2) *Student Effort*, (3) *Academic Challenge*, (4) *Student-Faculty Interaction*, and (5) *Support for Learners*. The associated benchmark items addressed the surveyed students' uses of their time and what they gained from their classes, along with their evaluation of their relationships with both faculty and staff, including counselors, as well as with their peers. The benchmark items also assessed the kinds of work that the students were asked to do and how their colleges supported their learning.

Northern Virginia Community College (NOVA) administers the CCSSE to its students approximately every other year. As indicated, the present report provides the results of the 2017 CCSSE. These results are presented in two formats. First, summary data are presented for each of the five benchmarks listed above. For comparative purposes, these data are presented for NOVA, for other extra-large colleges comprising populations of 15,000 or more students (called NOVA's "peer institutions" for purposes of this report), and the national average. These benchmark scores are standardized so that the average score for each benchmark is always 50. Second, the results are presented in terms of the individual survey items comprising each benchmark, with mean scores being provided for each item. The individual survey items have different frequency ranges and therefore varying scales.

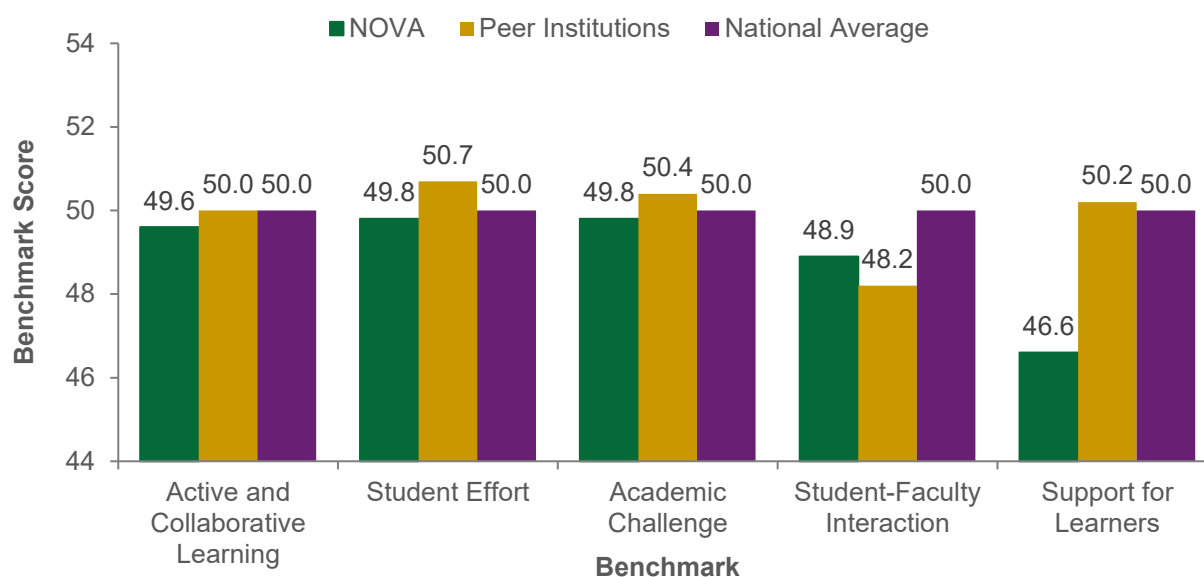
Sections of this report are devoted to each benchmark, with each section presenting both the benchmark summary data and the mean scores for each survey item within that benchmark. Within each section, an initial figure presents the summary data for that benchmark. Then, subsequent figures present the results for each discrete survey item within that benchmark. The latter results are grouped into figures that present the data consistently according to each item's frequency and maximum possible score.

## Survey Results Overview

A total of 1,694 NOVA students (N=1,694) completed the CCSSE in 2017. As mentioned, this report’s figures and tables provide results data for Northern Virginia Community College (i.e., “NOVA”), for other extra-large community colleges that have 15,000 or more credit-seeking students enrolled (i.e., “Peer Institutions”), and for the 2017 cohort of community colleges that administered the CCSSE (i.e., “National Average”).

As shown in both Figure 1 and Table 1, below, NOVA’s standardized scores on each of the five benchmarks were lower than both those of its peer institutions and the national average, except for NOVA’s score on the *Student-Faculty Interaction* benchmark, which was higher than the score for peer institutions.

**Figure 1. CCSSE Benchmark Summary: NOVA, Peer Institutions, and National Average**



**Table 1. CCSSE Benchmark Summary: NOVA, Peer Institutions, and National Average**

Benchmark	NOVA	Peer Institutions		National Average	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	49.6	50.0	-0.4	50.0	-0.4
Student Effort	49.8	50.7	-0.9	50.0	-0.2
Academic Challenge	49.8	50.4	-0.6	50.0	-0.2
Student-Faculty Interaction	48.9	48.2	0.7	50.0	-1.1
Support for Learners	46.6	50.2	-3.6	50.0	-3.4

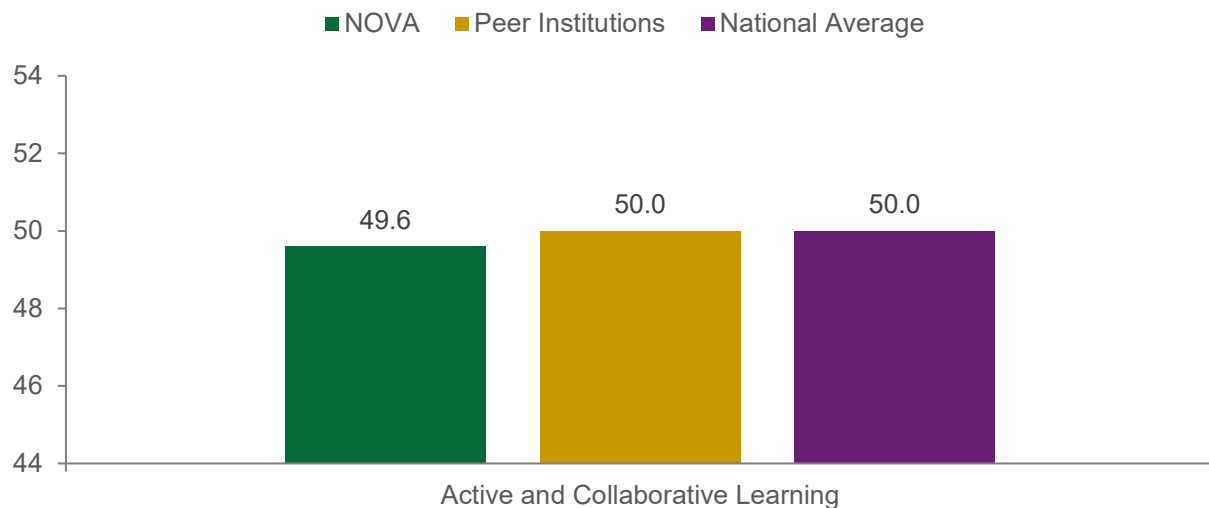
## Benchmark 1. Active and Collaborative Learning

### Benchmark Overview

According to CCSSE, students learn more when they take active roles in their own education, have opportunities to think, and get chances to apply what they have learned. Learning comes through collaborations that support content mastery and problem solving.

As shown in Figure 2, below, NOVA's standardized score for the *Active and Collaborative Learning* benchmark was 0.4 points lower than both the peer institutions benchmark score and the national average for this benchmark.

**Figure 2. Standardized Benchmark Score – Active and Collaborative Learning: NOVA, Peer Institutions, and National Average**



### Mean Scores for Individual Benchmark Items

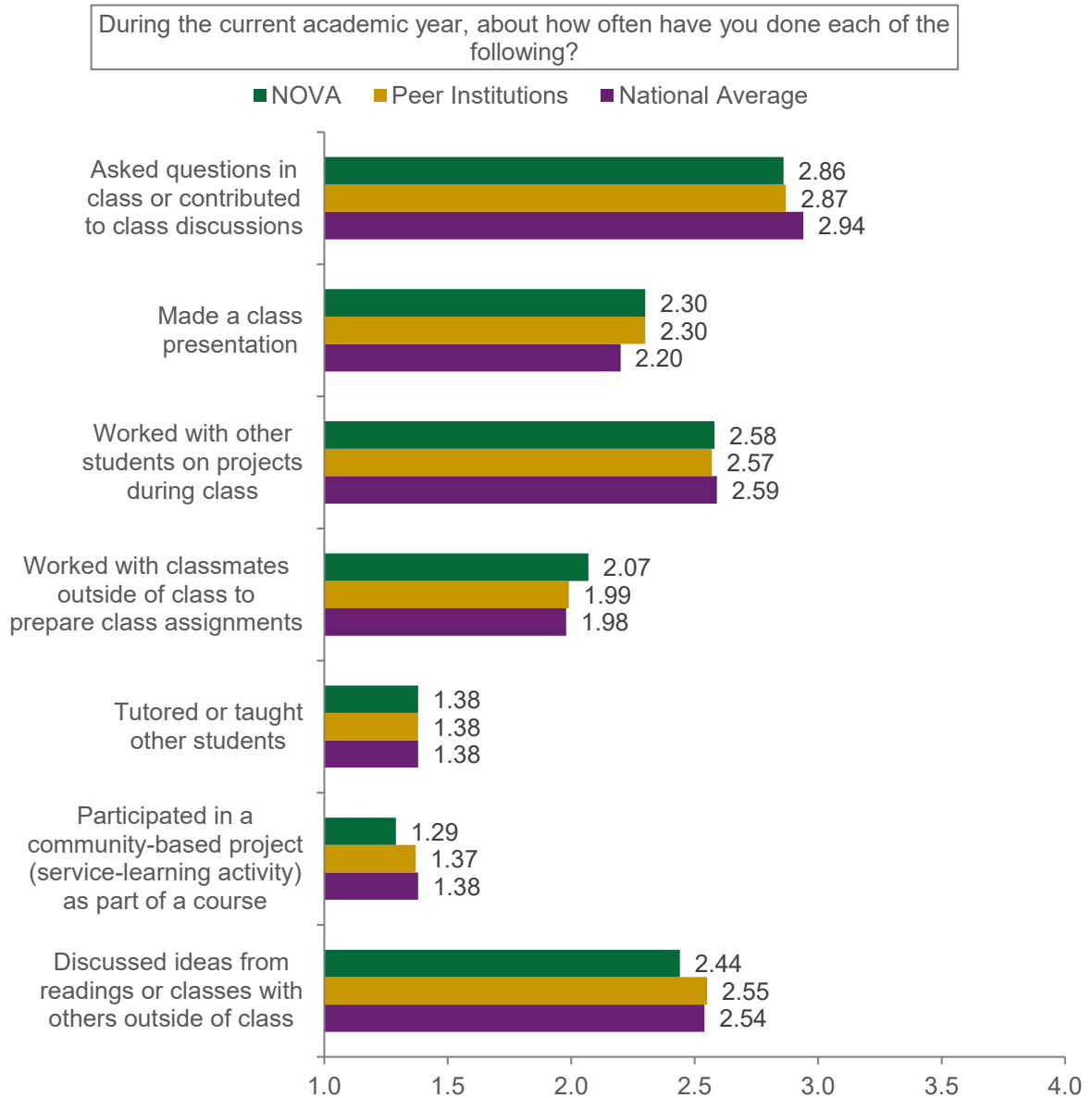
There were seven survey items under the *Active and Collaborative Learning* benchmark.

As shown in both Figure 3 (next page) and Table A1 (in the Appendix), NOVA scored highest for respondents who indicated that they “asked questions in class or contributed to class discussions.” However, the College’s score was 0.01 points lower than its peer institutions and 0.08 points lower than the national average for this item. The difference between NOVA’s score and the national average was statistically significant.

NOVA scored lowest for respondents who said that they “participated in a community-based project” for a course. The College’s score was 0.08 points lower than its peer institutions and 0.09 points lower than the national average for this item; both differences were statistically significant. Statistically significant score differences for other items in this benchmark are indicated in Appendix Table A1.



**Figure 3. Individual Benchmark Item Mean Scores – Active and Collaborative Learning:  
NOVA, Peer Institutions, and National Average**



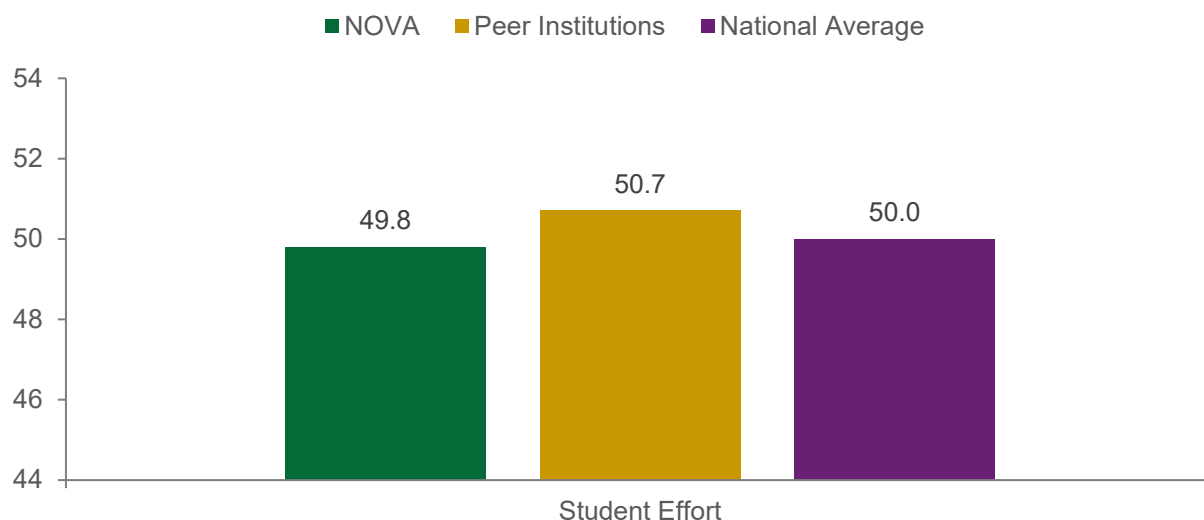
Note: 1=Never, 2=Sometimes, 3=Often, 4=Very often

## Benchmark 2. Student Effort

### Benchmark Overview

This benchmark addresses the relationship between learning and behaviors including “time on task” and students’ use of learning processes across various contexts and settings. As shown in Figure 4, below, NOVA’s standardized score for the *Student Effort* benchmark was 0.9 points lower than the peer institutions benchmark score and 0.2 points lower than the national average for this benchmark.

**Figure 4. Standardized Benchmark Score – Student Effort:  
NOVA, Peer Institutions, and National Average**



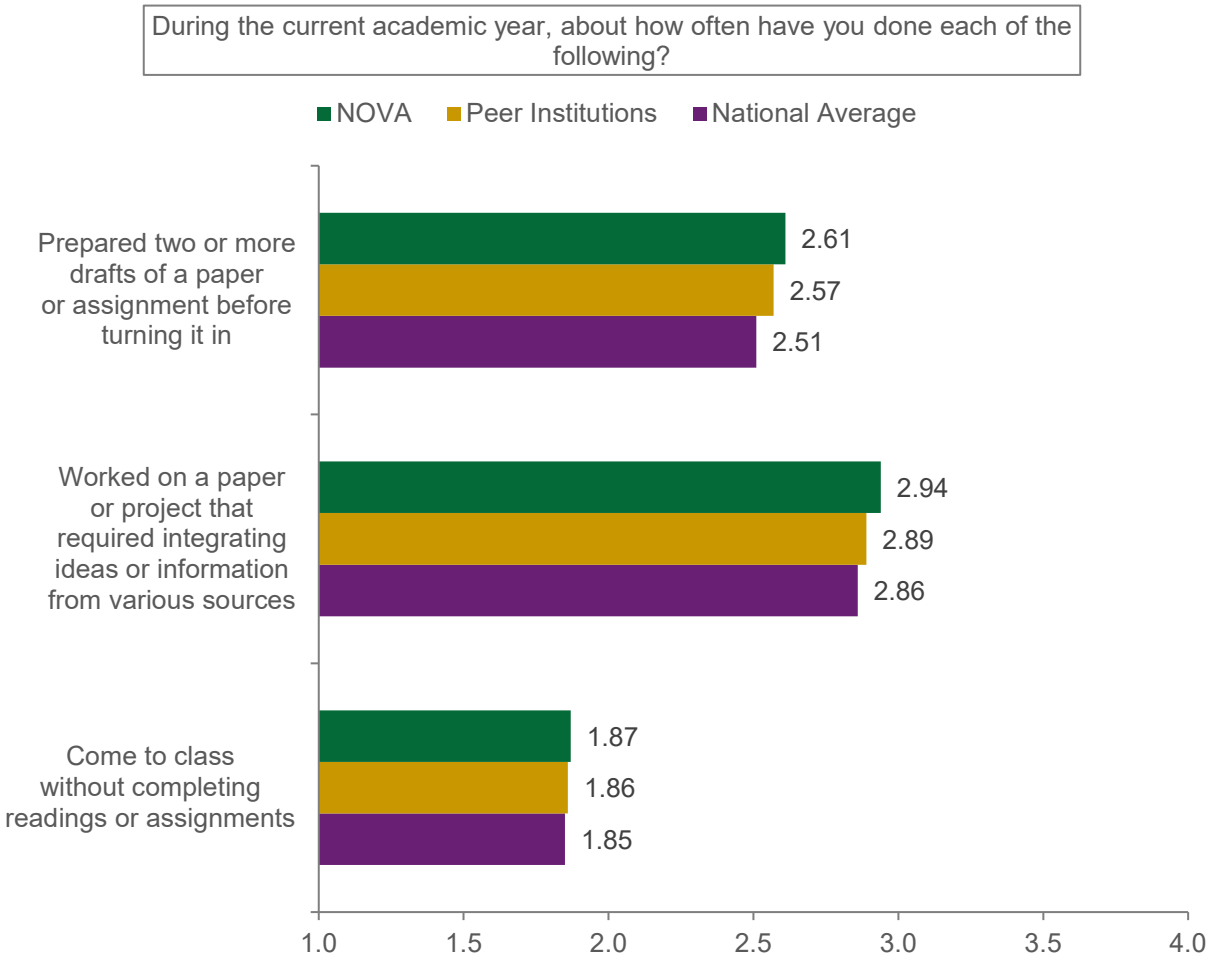
### Mean Scores for Individual Benchmark Items

Three items under the *Student Effort* benchmark addressed respondents’ preparation of two or more assignment or paper drafts, their work on papers or projects requiring source integration, and instances in which they came to class without completing readings or assignments.

As shown in both Figure 5 (next page) and Table A2 (in the Appendix), NOVA scored highest when respondents indicated that they completed assignments with sources. The College’s score was 0.05 points higher than its peer institutions and 0.08 points higher than the national average for this item; the latter difference was statistically significant.

NOVA scored lowest when respondents said that they came to class unprepared for readings or assignments. The College’s score was 0.01 points higher than its peer institutions and 0.02 points higher than the national average for this item; however, neither difference was statistically significant. Statistically significant score differences for other items in this benchmark are indicated in Appendix Table A2.

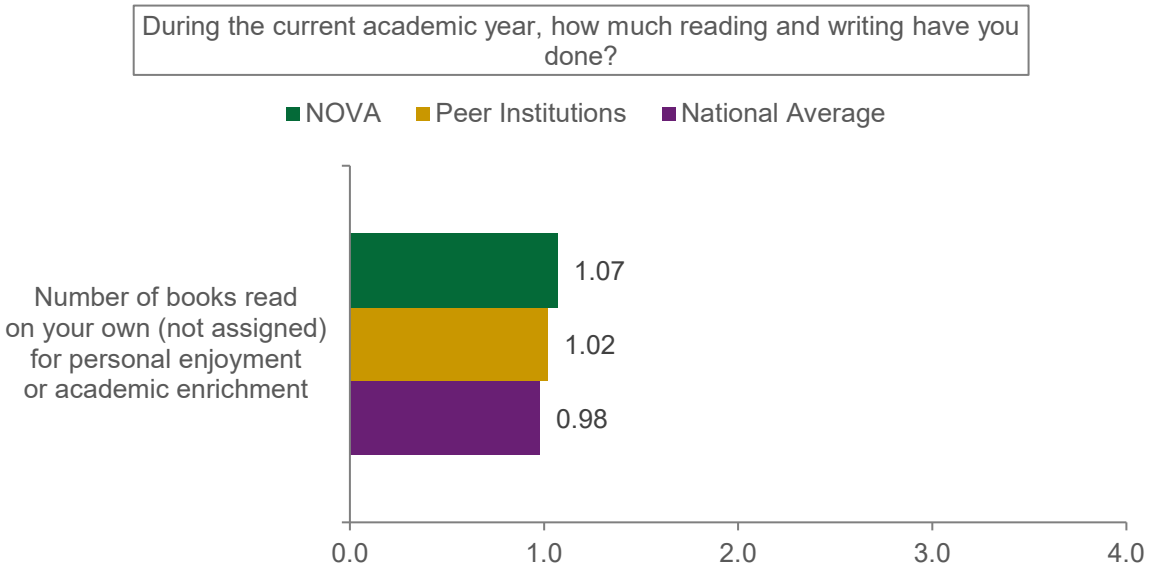
**Figure 5. Individual Benchmark Item Mean Scores – Student Effort:  
NOVA, Peer Institutions, and National Average (Part 1)**



Note: 1=Never, 2=Sometimes, 3=Often, 4=Very often

One item under *Student Effort* asked respondents about the number of unassigned books that they read independently, either for personal enjoyment or academic enrichment. As shown in both Figure 6 (next page) and Table A2 (in the Appendix), NOVA's score was 0.05 points higher than its peer institutions and 0.09 points higher than the national average for this item. Both differences were statistically significant.

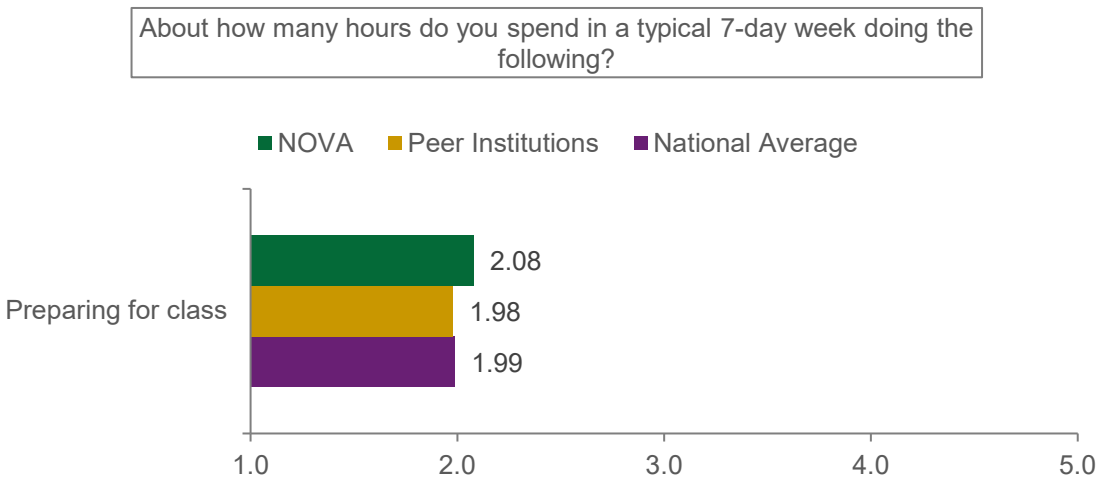
**Figure 6. Individual Benchmark Item Mean Scores – Student Effort:  
NOVA, Peer Institutions, and National Average (Part 2)**



Note: 0=None; 1=1 to 4, 2=5 to 10 hours, 3=11 to 20, 4=More than 20

One item under the *Student Effort* benchmark asked respondents about the number of hours that they spent preparing for class in a typical week. As shown in both Figure 7 (below) and Table A2 (in the Appendix), NOVA’s score was 0.10 points higher than its peer institutions and 0.09 points higher than the national average for this item. Both differences were statistically significant.

**Figure 7. Individual Benchmark Item Mean Scores – Student Effort:  
NOVA, Peer Institutions, and National Average (Part 3)**



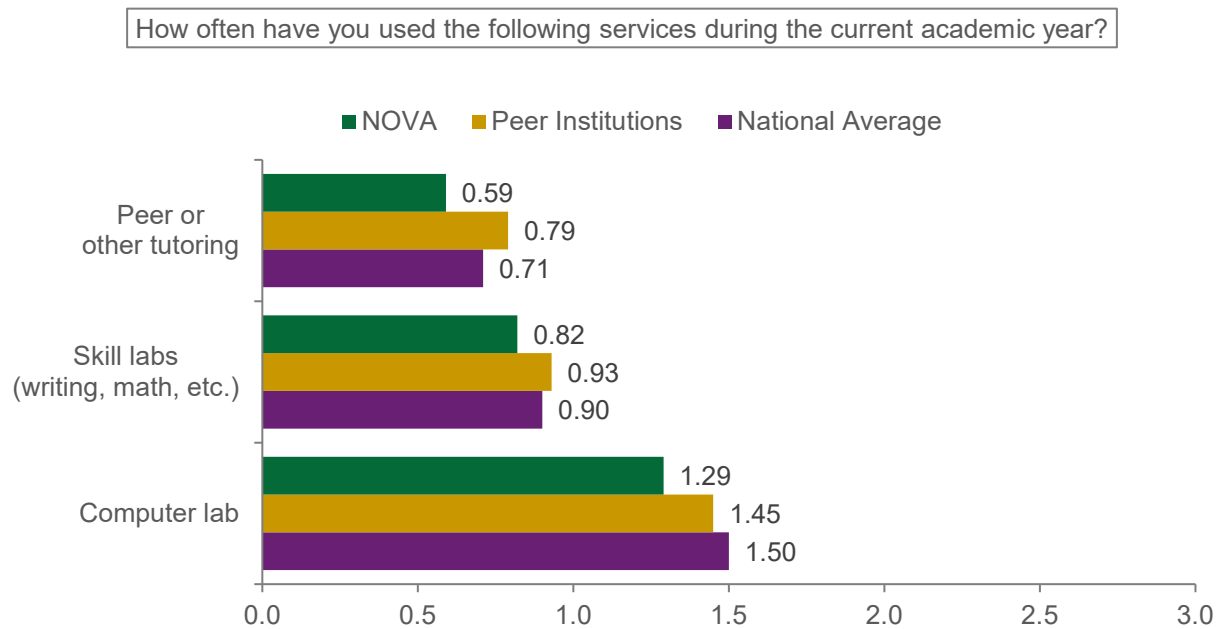
Note: 0=None; 1=1 to 5 hours, 2=6 to 10 hours, 3=11 to 20 hours, 4=21 to 30 hours, 5=More than 30 hours

Three items under *Student Effort* asked respondents how often they had used services including “peer or other tutoring,” “skill labs (e.g., writing, math, etc.),” and a “computer lab.”

As shown both in Figure 8 (below) and Table A2 (in the Appendix), NOVA scored highest for respondents who indicated that they used a computer lab. However, the College’s score was 0.16 points lower than its peer institutions and 0.21 points lower than the national average for this item; both differences were statistically significant.

NOVA scored lowest for respondents who said that they used peer or other tutoring. The College’s score was 0.20 points lower than its peer institutions and 0.12 points lower than the national average for this item; these differences were statistically significant. Statistically significant score differences for other items in this benchmark are indicated in Appendix Table A2.

**Figure 8. Individual Benchmark Item Mean Scores – Student Effort:  
NOVA, Peer Institutions, and National Average (Part 4)**



Note: 0=Never, 1=1 time, 2=2 to 4 times, 3=5 or more times

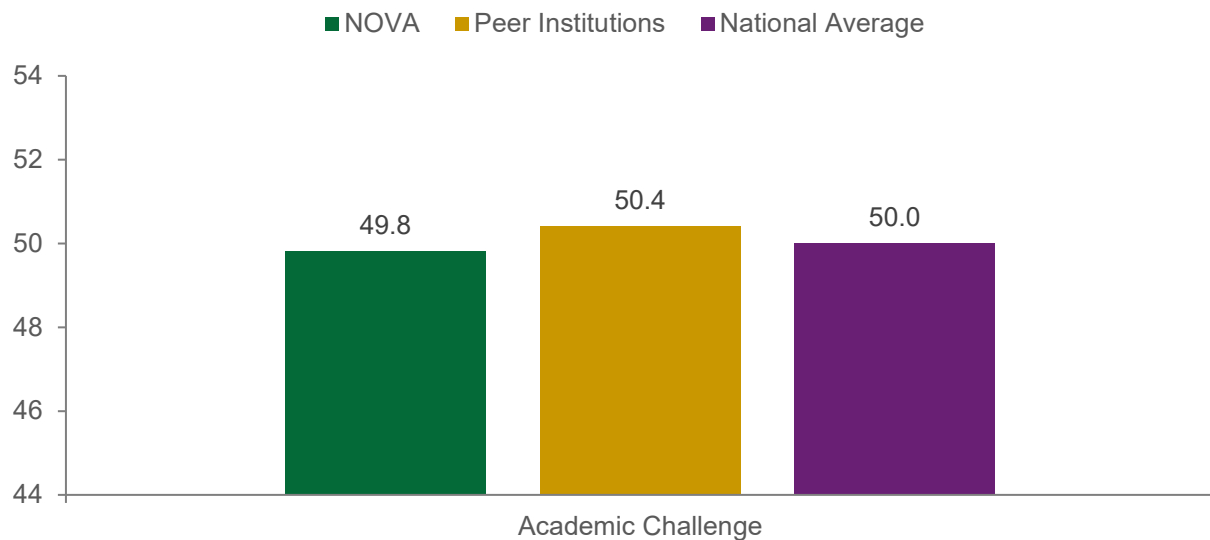
### Benchmark 3. Academic Challenge

#### Benchmark Overview

CCSSE asserts that challenging, creative, and intellectual work is a cornerstone not only of learning but also of institutional quality. This benchmark reflects the amount, kind, complexity, and assessment of academic activities that are assigned to students.

As shown in Figure 9, below, NOVA's standardized score for the *Academic Challenge* benchmark was 0.6 points lower than the peer institutions benchmark score and 0.2 points lower than the national average for this benchmark.

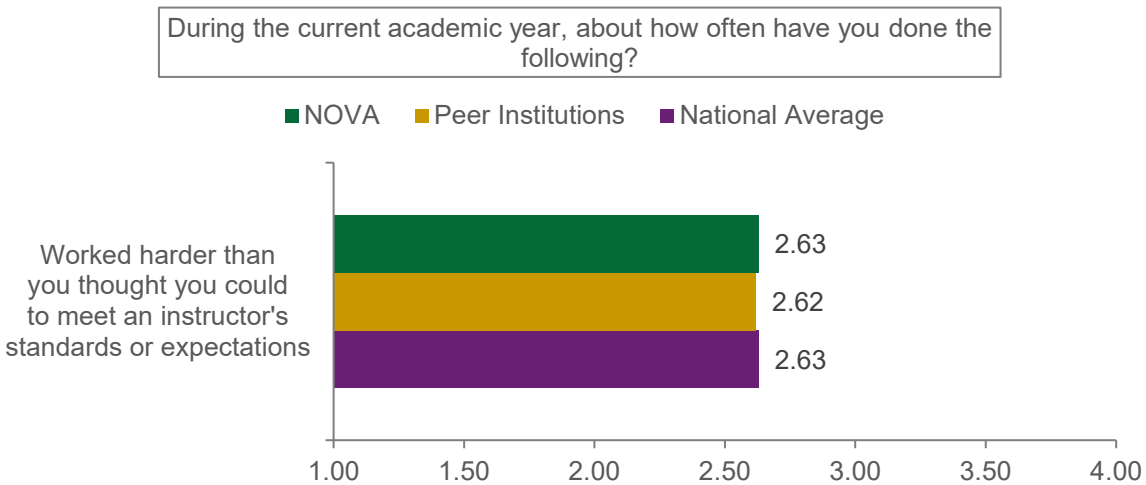
**Figure 9. Standardized Benchmark Score – Academic Challenge: NOVA, Peer Institutions, and National Average**



#### Mean Scores for Individual Benchmark Items

One item under the *Academic Challenge* benchmark asked respondents how often they had “worked harder than they thought they could to meet an instructor’s standards or expectations.” As shown in both Figure 10 (next page) and Table A3 (in the Appendix), NOVA scored 0.01 points lower than its peer institutions and tied the national average for this item; however, neither difference was statistically significant.

**Figure 10. Individual Benchmark Item Mean Scores – Academic Challenge:  
NOVA, Peer Institutions, and National Average (Part 1)**



Note: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Five items under *Academic Challenge* asked respondents how often they analyzed “the basic elements of an idea, experience, or theory”; used information to form “a new idea or understanding”; made judgments about information, arguments, or methods; applied theories to practical problems; or used information to “perform a new skill.”

As shown in both Figure 11 (next page) and Table A3 (in the Appendix), NOVA scored highest for respondents who said that they analyzed the basic elements of an idea or theory. The College tied its peer institutions and scored 0.03 points higher than the national average for this item; however, neither difference was statistically significant.

NOVA scored lowest for judging the value of information, arguments, or methods. The College scored 0.06 points lower than its peer institutions (a statistically significant difference) and 0.02 points lower than the national average for this item (not a statistically significant difference). Statistically significant score differences for other items in this benchmark are indicated in Appendix Table A3.

**Figure 11. Individual Benchmark Item Mean Scores – Academic Challenge:  
NOVA, Peer Institutions, and National Average (Part 2)**

During the current academic year, how much has your coursework emphasized the following mental activities?



Note: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

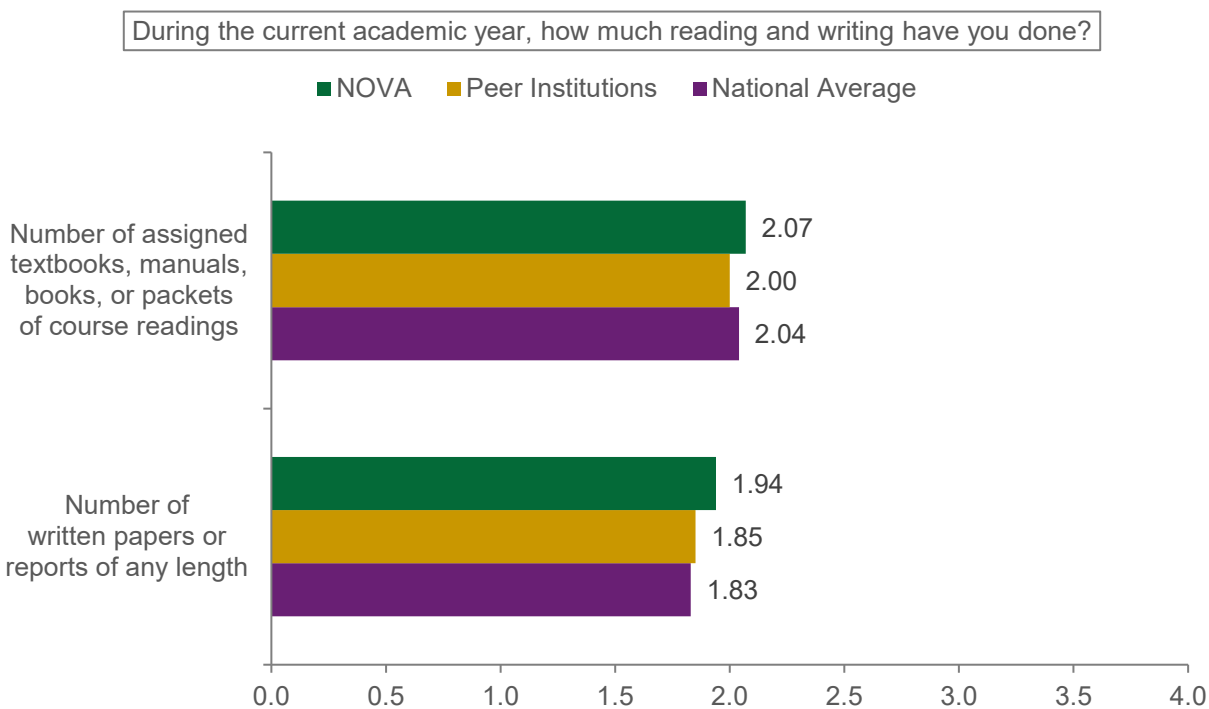


Two items under the *Academic Challenge* benchmark asked respondents how many assigned textbooks, manuals, books, or course packets they had read and how many papers or reports of any length that they had written.

As shown in both Figure 12 (below) and Table A3 (in the Appendix), NOVA scored 0.07 points higher than its peer institutions (a statistically significant difference) and 0.03 points higher than the national average for the assigned reading item.

The College scored 0.09 points higher than its peer institutions and 0.11 points higher than the national average for the paper- and report-writing item; both differences were statistically significant.

**Figure 12. Individual Benchmark Item Mean Scores – Academic Challenge: NOVA, Peer Institutions, and National Average (Part 3)**

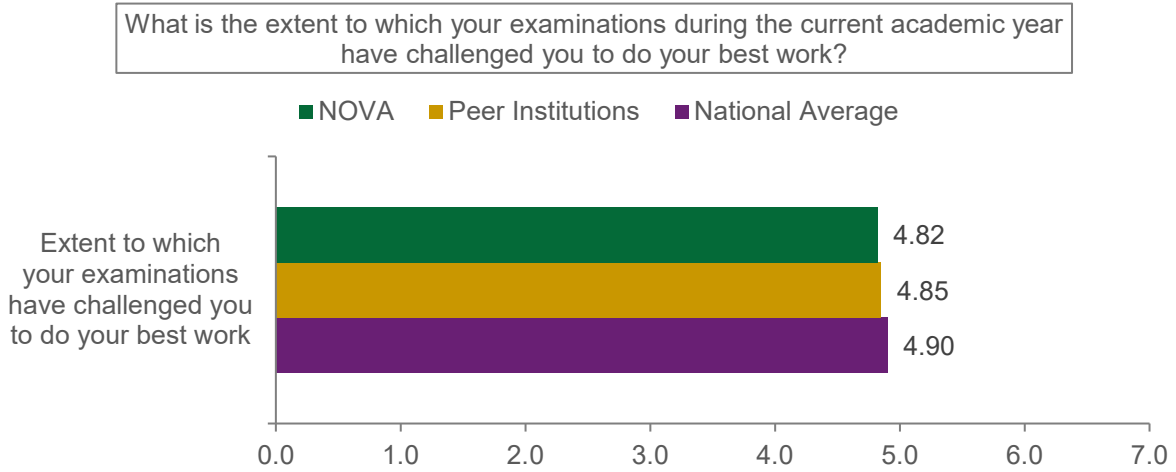


Note: 0=None, 1=1 to 4, 2=5 to 10, 3=11 to 20, 4=More than 20

One item under *Academic Challenge* asked respondents about the extent to which their exams challenged them to do their best work.

As shown in both Figure 13 (next page) and Table A3 (in the Appendix), NOVA scored 0.03 points lower than its peer institutions and 0.08 points lower than the national average for this item; the latter difference was statistically significant.

**Figure 13. Individual Benchmark Item Mean Scores – Academic Challenge:  
NOVA, Peer Institutions, and National Average (Part 4)**

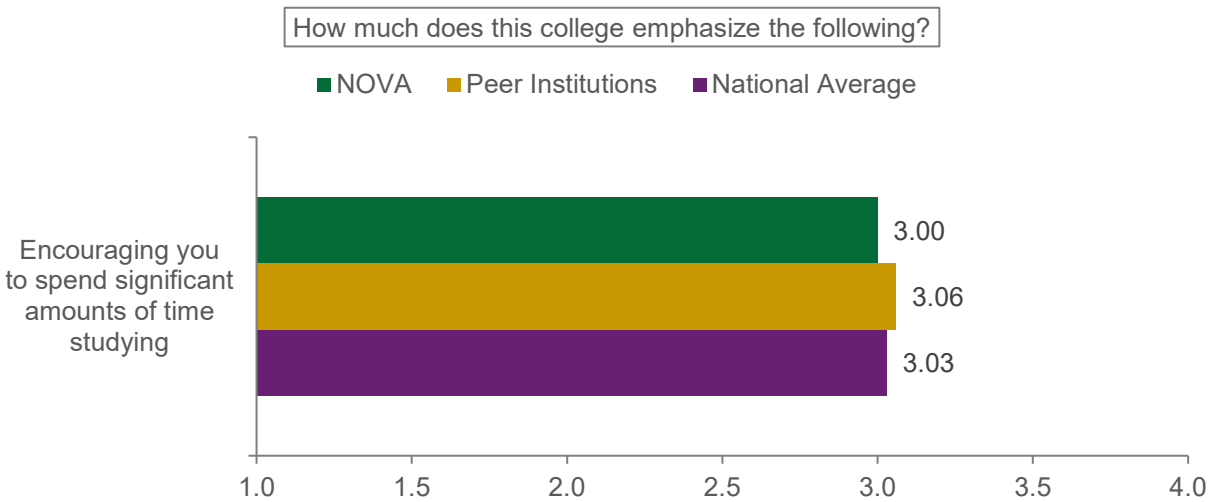


Note: 1=Extremely easy ... 7=Extremely challenging

One item under the *Academic Challenge* benchmark asked respondents about the extent to which the college environment encouraged them to spend significant amounts of time studying.

As shown in both Figure 14 (below) and Table A3 (in the Appendix), NOVA scored 0.06 points lower than its peer institutions (a statistically significant difference) and 0.03 points lower than the national average for this item.

**Figure 14. Individual Benchmark Item Mean Scores – Academic Challenge:  
NOVA, Peer Institutions, and National Average (Part 5)**



Note: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

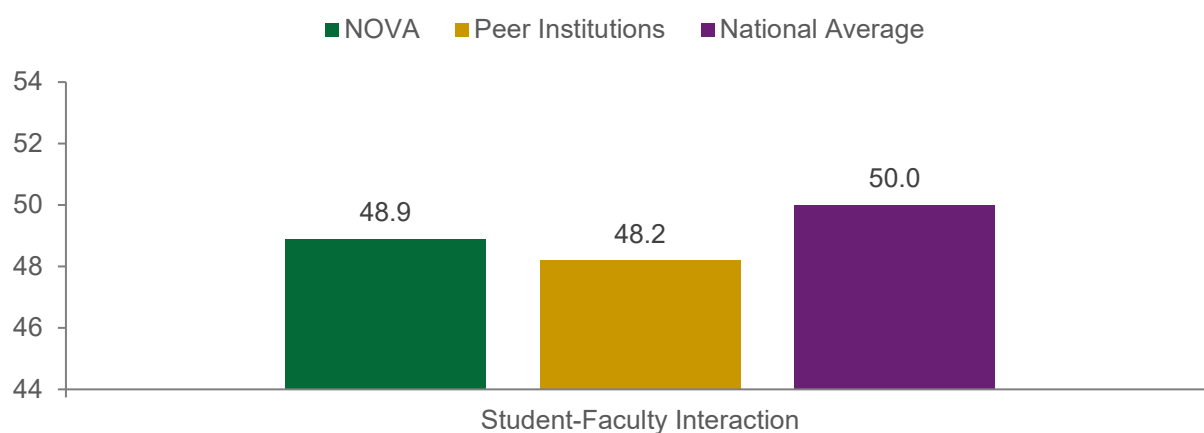
## Benchmark 4. Student-Faculty Interaction

### Benchmark Overview

CCSSE contends that students persist and learn effectively when they have positive, personal interactions with instructional faculty through projects, committee work, and mentorship opportunities where students can identify and solve problems.

As shown in Figure 15, below, NOVA's standardized score for the *Student-Faculty Interaction* benchmark was 0.7 points higher than the peer institutions benchmark score but 1.1 points lower than the national average for this benchmark.

Figure 15. Standardized Benchmark Score – Student-Faculty Interaction



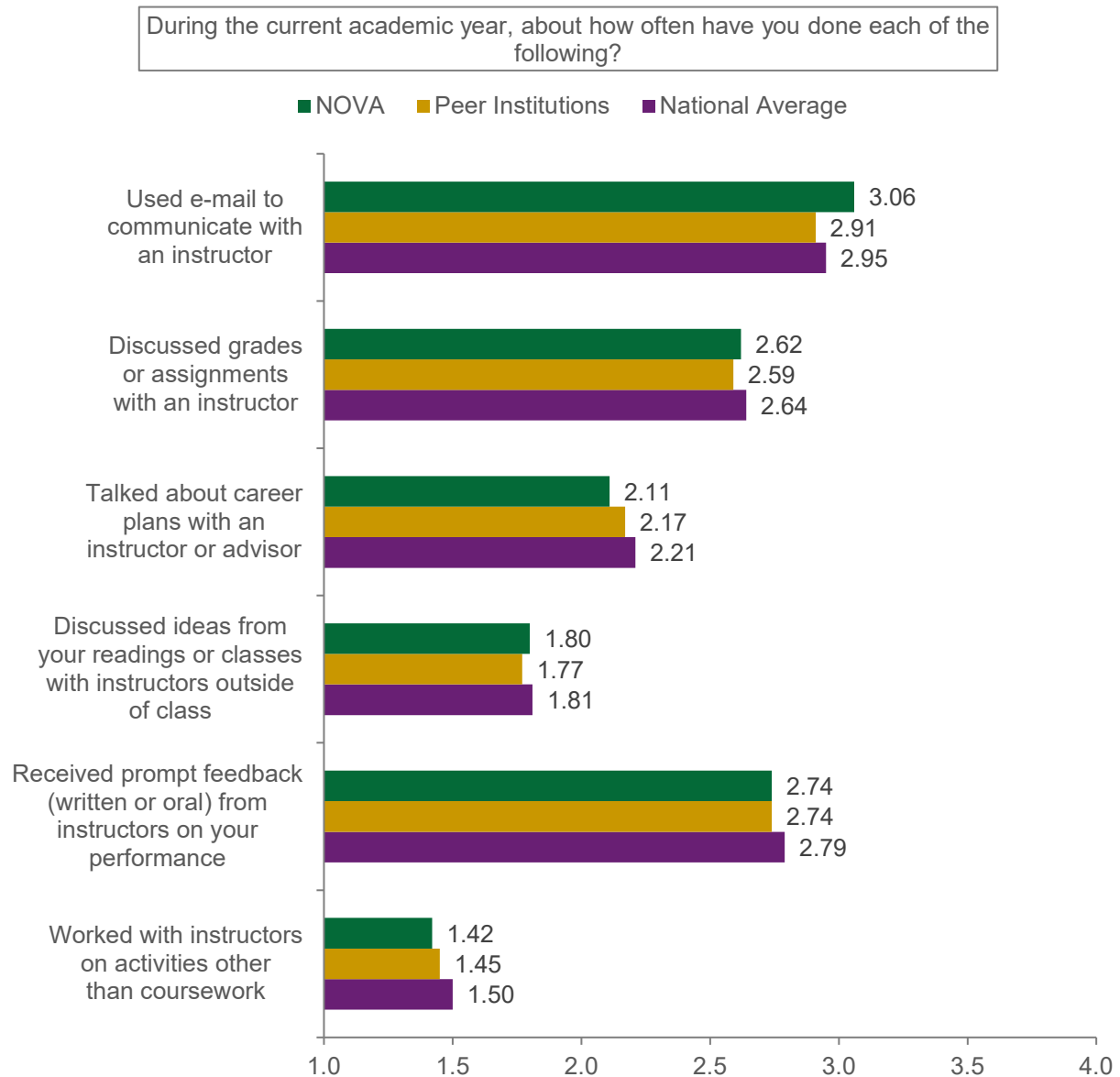
### Mean Scores for Individual Benchmark Items

Six items under the *Student-Faculty Interaction* benchmark asked respondents how often they “used email to communicate with an instructor,” “discussed grades or assignments with an instructor,” “talked about career plans with an instructor or advisor,” “discussed ideas from readings or classes with instructor outside of class,” “received prompt written or oral feedback from instructors about their performance,” and “worked with instructors on activities other than coursework.”

As shown in both Figure 16 (next page) and Table A4 (in the Appendix), NOVA scored highest for respondents who used email to communicate with instructors and lowest for respondents who worked with instructors on activities other than coursework. The College scored 0.15 points higher than its peer institutions and 0.11 points higher than the national average for the email-related item; both differences were statistically significant.

NOVA scored 0.03 points lower than its peer institutions and 0.08 points lower than the national average for the non-coursework activities item; the latter was a statistically significant difference. Statistically significant score differences for other items in this benchmark are indicated in Appendix Table A4.

**Figure 16. Individual Benchmark Item Mean Scores – Student-Faculty Interaction:  
NOVA, Peer Institutions, and National Average**



Note: 1=Never, 2=Sometimes, 3=Often, 4=Very often

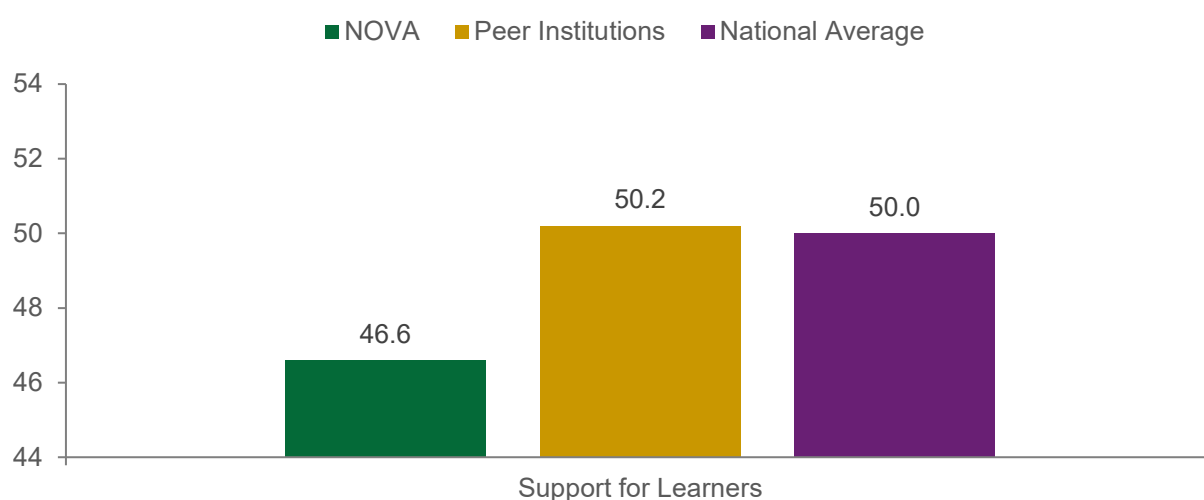
## Benchmark 5. Support for Learners

### Benchmark Overview

According to CCSSE, students perform better and have greater satisfaction when their colleges show commitment to their success by cultivating positive working and social relationships and offering academic and career planning and other supports.

As shown in Figure 17, below, NOVA's standardized score for the *Support for Learners* benchmark was 3.6 points lower than the peer institutions benchmark score and 3.4 points lower than the national average for this benchmark.

Figure 17. Standardized Benchmark Score – Support for Learners



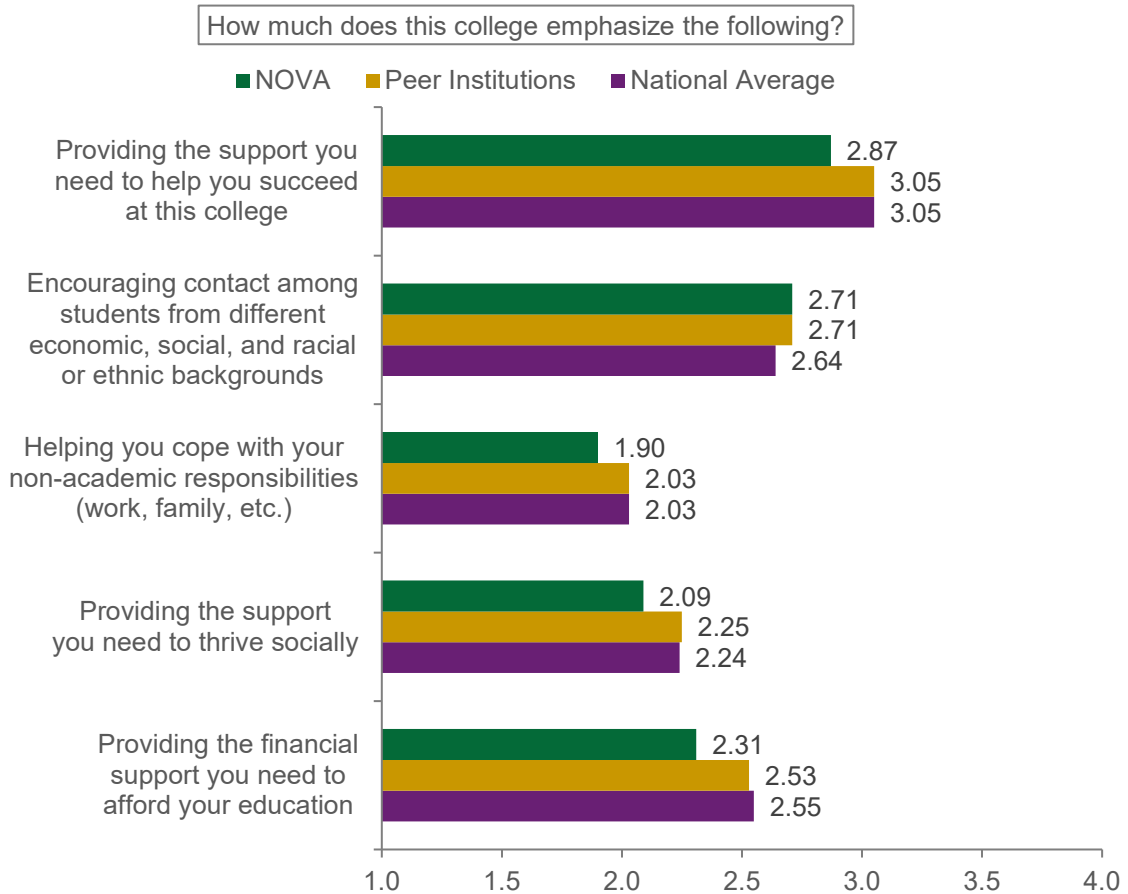
### Mean Scores for Individual Benchmark Items

Five items under the *Support for Learners* benchmark asked respondents how often the College provided the support that they needed to succeed at the College; encouraged contact among students from different backgrounds; helped students to cope with nonacademic responsibilities, including work, family, etc.; provided the support that they needed to thrive socially; and provided needed financial support to afford their education.

As shown in both Figure 18 (next page) and Table A5 (in the Appendix), NOVA scored highest for respondents who indicated that they received the support that they needed to succeed at the College and lowest in providing respondents help with their nonacademic responsibilities.

The College scored 0.18 points lower than both its peer institutions and the national average for the support needed to succeed item; both were statistically significant differences. NOVA scored 0.13 points lower than both its peer institutions and the national average for the non-academic responsibilities item; as before, both differences were statistically significant. Statistically significant score differences for other items in this benchmark are indicated in Appendix Table A5.

**Figure 18. Individual Benchmark Item Mean Scores – Support for Learners: NOVA, Peer Institutions, and National Average (Part 1)**



Note: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

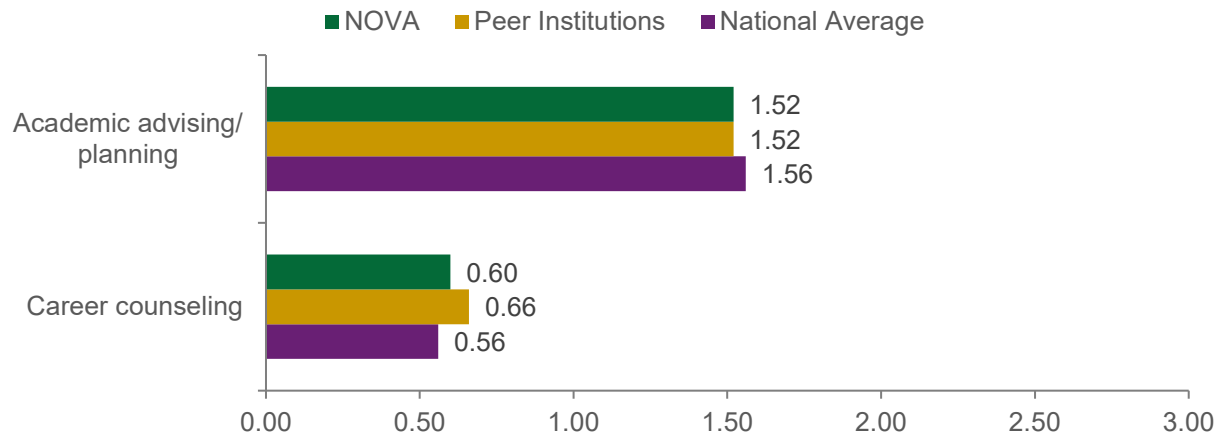
Two items under *Support for Learners* asked respondents how often they had used academic advising/planning and career counseling services.

As shown in both Figure 19 (next page) and Table A5 (in the Appendix), NOVA tied its peer institutions but scored 0.04 points lower than the national average for respondents who indicated that they used academic advising/planning services; however, this difference was not statistically significant.

The College scored 0.06 points lower than its peer institutions but 0.04 points higher than the national average for respondents who said that they used career counseling services; the former difference was statistically significant.

**Figure 19. Individual Benchmark Item Mean Scores – Support for Learners:  
NOVA, Peer Institutions, and National Average (Part 2)**

How often have you used the following services during the current academic year?



Note: 0=Never, 1=1 time, 2=2 to 4 times, 3=5 or more times

## Appendix

**Table A1. Benchmark 1: Active and Collaborative Learning**

Survey Item	NOVA	Peer Institutions	National Average
<b>In your experiences during the current academic year, about how often have you done each of the following? (1=Never, 2=Sometimes, 3=Often, 4=Very Often)</b>			
Asked questions in class or contributed to class discussions (4a)	2.86	2.87	2.94*
Made a class presentation (4b)	2.30	2.30	2.20*
Worked with other students on projects during class (4f)	2.58	2.57	2.59
Worked with classmates outside of class to prepare class assignments (4g)	2.07	1.99*	1.98*
Tutored or taught other students (paid or voluntary) (4h)	1.38	1.38	1.38
Participated in a community-based project (service-learning activity) as part of a regular course (4i)	1.29	1.37*	1.38*
Discussed ideas from your readings or classes with others outside of class (4q)	2.44	2.55*	2.54*

\*The difference between NOVA's score ("NOVA") and the asterisked score was statistically significant; a t-test yielded a p-value of <0.05 for the asterisked score.

**Table A2. Benchmark 2: Student Effort**

Survey Item	NOVA	Peer Institutions	National Average
<b>In your experiences during the current academic year, about how often have you done each of the following? (1=Never, 2=Sometimes, 3=Often, 4=Very Often)</b>			
Prepared two or more drafts of a paper or assignment before turning it in (4c)	2.61	2.57	2.51*
Worked on a paper/project that required integrating ideas from various sources (4d)	2.94	2.89	2.86*
Came to class without completing readings or assignments (4e)	1.87	1.86	1.85
<b>During the current academic year, how much reading and writing have you done at your institution? (0=None, 1=1 to 4, 2=5 to 10, 3=11 to 20, 4=More than 20)</b>			
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (6b)	1.07	1.02*	0.98*
<b>About how many hours do you spend in a typical 7-day week doing the following? (0=None, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=More than 30 hours)</b>			
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (10a)	2.08	1.98*	1.99*
<b>How often have you used the following services during the current academic year? (0=Never, 1=1 time, 2=2-4 times, 3=5 or more times)</b>			
Peer or other tutoring (12d1)	0.59	0.79*	0.71*
Skill labs (writing, math, etc.) (12e1)	0.82	0.93*	0.90*
Computer lab (12h1)	1.29	1.45*	1.50*

\*The difference between NOVA's score ("NOVA") and the asterisked score was statistically significant; a t-test yielded a p-value of <0.05 for the asterisked score.



**Table A3. Benchmark 3: Academic Challenge**

Survey Item	NOVA	Peer Institutions	National Average
<b>In your experiences during the current academic year, about how often have you done the following? (1=Never; 2=Sometimes; 3=Often; 4=Very Often)</b>			
Worked harder than you thought you could to meet an instructor's standards or expectations (4o)	2.63	2.62	2.63
<b>During the current academic year, how much as your coursework emphasized the following mental activities? (1=Very little; 2=Some; 3=Quite a bit; 4=Very much)</b>			
Analyzing the basic elements of an idea, experience, or theory (5b)	2.94	2.94	2.91
Forming a new idea or understanding from various pieces of information (5c)	2.87	2.92*	2.88
Making judgements about value or soundness of information, arguments, methods (5d)	2.64	2.70*	2.66
Applying theories or concepts to practical problems or in new situations (5e)	2.71	2.76*	2.76*
Using information you have read or heard to perform a new skill (5f)	2.81	2.86	2.86*
<b>During the current academic year, how much reading and writing have you done at your institution? (0=None; 1=One to four; 2=Five to ten; 3=Eleven to 20; 4=More than 20)</b>			
Number of assigned textbooks, manuals, books, or packets of course readings (6a)	2.07	2.00*	2.04
Number of written papers or reports of any length (6c)	1.94	1.85*	1.83*
<b>Mark the response that best represents the extent to which... (1=Extremely easy to 7=Extremely challenging)</b>			
...your examinations during the current academic year have challenged you to do your best work at this college (7)	4.82	4.85	4.90*
<b>How much does your institution emphasize the following? (1=Very little; 2=Some; 3=Quite a bit; 4=Very much)</b>			
Encouraging you to spend significant amounts of time studying (9a)	3.00	3.06*	3.03

\*The difference between NOVA's score ("NOVA") and the asterisked score was statistically significant; a t-test yielded a p-value of <0.05 for the asterisked score.

**Table A4. Benchmark 4: Student-Faculty Interaction**

Survey Item	NOVA	Peer Institutions	National Average
<b>In your experiences during the current academic year, about how often have you done each of the following? (1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often)</b>			
Used email to communicate with an instructor (4j)	3.06	2.91*	2.95*
Discussed grades or assignments with an instructor (4k)	2.62	2.59	2.64
Talked about career plans with an instructor or advisor (4l)	2.11	2.17*	2.21*
Discussed ideas from your readings/classes with instructors outside of class (4m)	1.80	1.77	1.81
Received prompt feedback (written, oral) from instructors on performance (4n)	2.74	2.74	2.79
Worked with instructors on activities other than coursework (4p)	1.42	1.45	1.50*

\*The difference between NOVA's score ("NOVA") and the asterisked score was statistically significant; a t-test yielded a p-value of <0.05 for the asterisked score.

**Table A5. Benchmark 5: Support for Learners**

Survey Item	NOVA	Peer Institutions	National Average
<b>How much does your institution emphasize the following? (1=Very little; 2=Some; 3=Quite a bit; 4=Very much)</b>			
Providing the support you need to succeed at this college (9b)	2.87	3.05*	3.05*
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (9c)	2.71	2.71	2.64*
Helping you cope with your non-academic responsibilities (work, family, etc.) (9d)	1.90	2.03*	2.03*
Providing the support you need to thrive socially (9e)	2.09	2.25*	2.24*
Providing the financial support you need to afford your education (9f)	2.31	2.53*	2.55*
<b>How often have you used the following services during the current academic year? (0=Never; 1=One time; 2=Two to four times; 3=Five or more times)</b>			
Academic advising or planning (12a1)	1.52	1.52	1.56
Career counseling (12b1)	0.60	0.66*	0.56

\*The difference between NOVA's score ("NOVA") and the asterisked score was statistically significant; a t-test yielded a p-value of <0.05 for the asterisked score.

**Table A6. Survey Question Numbers, Variables, and Items: 2017 CCSSE Survey**

Question #	Variable Name	Item Description
4a	CLQUEST	Frequency: Asked questions in class or contributed to class discussions
4b	CLPRESEN	Frequency: Made a class presentation
4f	CLASSGRP	Frequency: Worked with other students on projects during class
4g	OCCGRP	Frequency: Worked with other classmates outside of class to prepare class assignments
4h	TUTOR	Frequency: Tutored or taught other students (paid or voluntary)
4i	PARTICCBP	Frequency: Participated in a community-based project (service-learning activity) as part of a regular course
4q	OOCIDEAS	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
4c	REWROPAP	Frequency: Prepared two or more drafts of a paper or assignment before turning it in
4d	INTEGRAT	Frequency: Worked on a paper or project that required integrating ideas or information from various sources
4e	CLUNPREP	Frequency: Come to class without completing readings or assignments
6b	BKREADOWN	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a	ACADPR01	Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)
12d1	FREQTUTOR	Frequency of use: Peer or other tutoring
12e1	FREQLAB	Frequency of use: Skill labs (writing, math, etc.)

Question #	Variable Name	Item Description
12h1	FREQCOMLB	Frequency of use: Computer lab
4o	WORKHARD	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
5b	ANALYZE	Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
5c	NEWIDEAS	Amount of emphasis in coursework: Forming a new idea or understanding from various pieces of information
5d	EVALUATE	Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
5e	APPLYING	Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
5f	PERFORM	Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
6a	ASSIGREAD	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c	NUMPAPRRPTS	Number of written papers or reports of any length
7	CHALNGXAM	Rate the extent to which your examinations have challenged you to do your best work
9a	ENVSCHOL	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying
4j	EMAIL	Frequency: Used e-mail to communicate with an instructor
4k	FACGRADE	Frequency: Discussed grades or assignments with an instructor
4l	FACPLANS	Frequency: Talked about career plans with an instructor or advisor
4m	FACIDEAS	Frequency: Discussed ideas from your readings or classes with instructors outside of class
4n	FACFEED	Frequency: Received prompt feedback (written or oral) from instructors on your performance
4p	FACOTH	Frequency: Worked with instructors on activities other than coursework
9b	ENVSUPRT	Amount of emphasis by college: Providing the support you need to help you succeed at this college
9c	ENVFDIVRS	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	ENVNACAD	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
9e	ENVSOCAL	Amount of emphasis by college: Providing the support you need to thrive socially
9f	FINSUPP	Amount of emphasis by college: Providing the financial support you need to afford your education
12a1	FREQACAD	Frequency of use: Academic advising/planning
12b1	FREQCACOU	Frequency of use: Career counseling

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

## THE NOVA COMMITMENT

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

## THE STRATEGIC PLAN GOALS AND OBJECTIVES

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

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

### GOAL 1: Every Student Succeeds

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

### GOAL 2: Every Program Achieves

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

### GOAL 3: Every Community Prospers

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

# **NOVA**

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