

Graduate Evaluation of NOVA Instruction, Services, and Facilities: Class of 2012

Research Report No. 38-15

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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Summary of Findings

The ratings of NOVA instruction, faculty, and services and facilities, as presented in this report, vary by campus. This indicates that the perception of and satisfaction with the quality of a NOVA degree may be affected by potentially varied experiences at the different NOVA campuses. On average, across all areas, Medical Education Campus (MEC) respondents most often indicated the highest levels of satisfaction while Woodbridge respondents showed the lowest levels of satisfaction.

NOVA graduates were most often satisfied with the writing skills and the cultural awareness that their NOVA education offered them. At the college level, 80 percent of respondents gave writing effectively an excellent or good rating. Seventy-nine (79) percent of respondents gave awareness of many cultures an excellent or good rating. At the campus level, 90 percent of Medical Education Campus respondents rated awareness of many cultures as above average, followed by 88 percent of Loudoun Campus respondents, 84 percent of Manassas Campus respondents, then Woodbridge Campus respondents (74 percent), and Alexandria Campus respondents (72 percent).

In the area of instruction and faculty, respondents indicated high levels of satisfaction with all categories except for faculty advisement which routinely received relatively lower ratings at the college level and at each campus. At the college level, 61 percent of respondents gave faculty advisement an above average rating. Sixty-eight percent of MEC respondents gave faculty advisement an above average rating, compared to 58 percent of Alexandria and Woodbridge respondents.

Levels of satisfaction with services and facilities were lower than satisfaction levels with college education, instruction, and faculty. The services that received the lowest ratings were the cafeteria, personal counseling, parking, and course and program advisement.

Respondents were able to indicate when they felt they had no basis to judge a certain category. For example, at the college level, 67 percent of respondents indicated no basis to judge services for students with disabilities, 42 percent of respondents indicated no basis to judge the writing lab services, 37 percent said the same about student activities, and 34 percent said so about learning lab facilities. The high percentage of respondents indicating they did not have a basis to judge these items may be due to low demand for these services or possibly due to limited knowledge of and exposure to all the services that NOVA offers.

Introduction

NOVA conducts an annual survey of its recent graduates in order to gather information on their experiences at the College. The survey allows graduates to evaluate their academic instruction at NOVA, their instructors, and the College's facilities and services. This report presents information collected through the 2012 Graduate Survey and pertains to the questions asking graduates to evaluate academic instruction, instructors, facilities and services at NOVA. The survey also contains questions regarding educational goals, current education status, current employment status, and the impact NOVA had on these areas. A separate report presents the responses to that part of the 2012 Graduate Survey.

Graduates evaluated 40 areas at NOVA on a scale of "excellent," "good," "average," "below average," "poor," and "no basis to judge/did not use." The areas that respondents evaluated fell into four broad categories: 1) Education, 2) Instruction, 3) Faculty, and 4) Services and Facilities. Specifically, respondents were asked to rate their NOVA education in written and verbal communication skills, mathematics, computer competencies, and interpersonal skills. Graduates were also asked to evaluate the quality of NOVA instruction, course content, and grading policies. Additionally, graduates were asked to evaluate NOVA faculty in terms of concern for students, teaching ability, availability, and advisement. Finally, graduates were given the opportunity to evaluate College services and facilities in 22 areas including counseling, laboratory services, library services, financial aid, and registration.

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

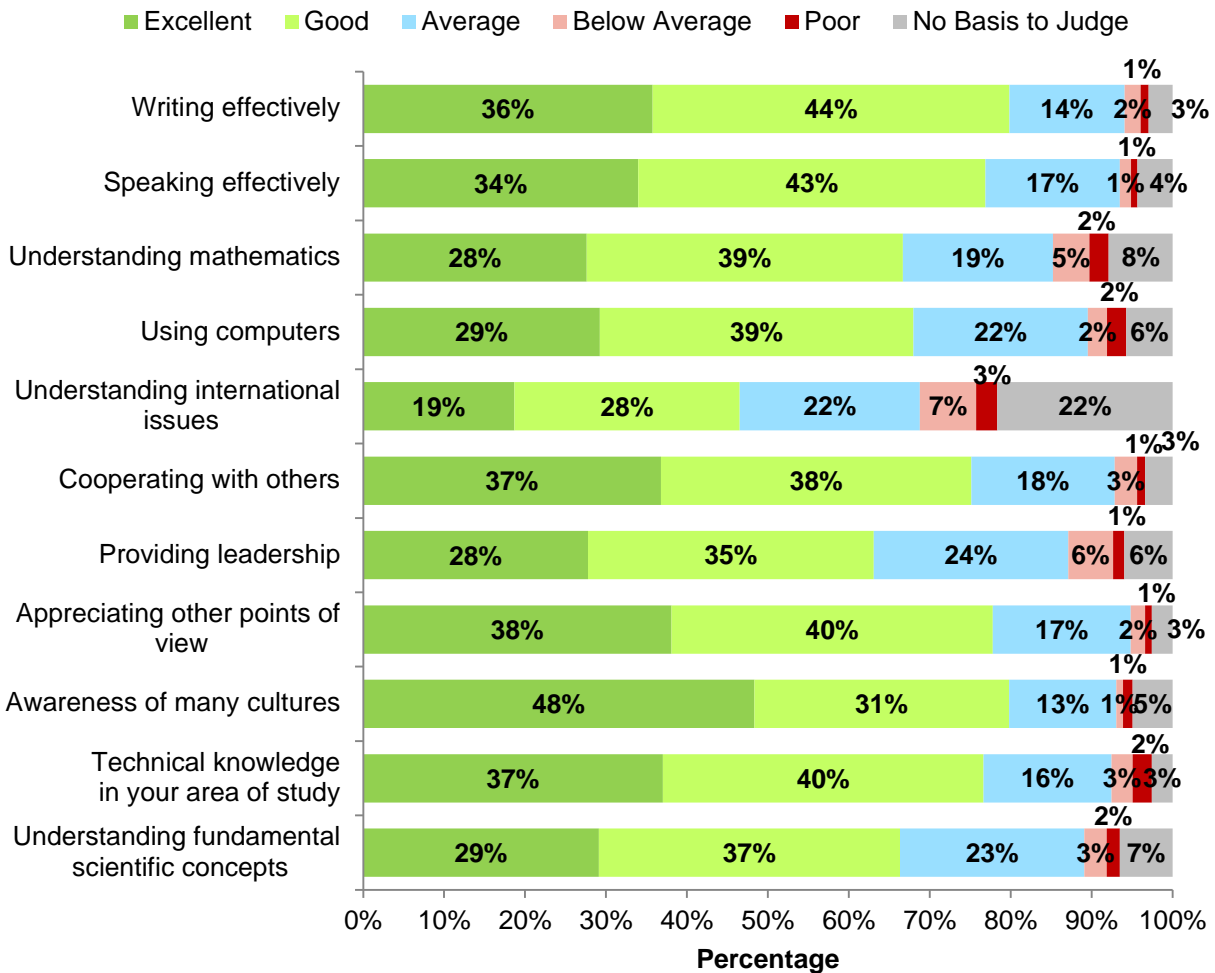
This report is divided into seven sections. Section I presents a summary of evaluations given by all of the survey respondents. In Sections II through VII, responses are disaggregated by the home campus of respondents and results for each of the six campuses are detailed separately. In addition to this document, two other reports have been published pertaining to the 2011-2012 graduate survey. The first report, the *Graduate Survey Report: Class of 2012*, presents the major findings from the survey regarding graduates' educational goals, employment, and the impact NOVA has had on their continuing education. The second report, *Comments from NOVA Graduates by Campus: Class of 2012*, presents the written comments from the respondents of the graduate survey.

Section I. Evaluation of NOVA Instruction, Services, and Facilities: College-Wide Results

Assessment of College Instruction

Figure 1 summarizes how respondents to the 2012 Graduate Survey rated their education at NOVA overall. Respondents on average seemed most satisfied with the writing skills they acquired while attending NOVA, as 80 percent of respondents rated this either excellent or good. Cultural awareness (79 percent) and appreciation of other points of view (78 percent) were the second and third highest rated qualities. A rating of average was most often received for NOVA's success providing leadership (24 percent) and increasing student understanding of fundamental scientific concepts (23 percent). The highest levels of dissatisfaction were related to understanding international issues (10 percent rated below average or poor), understanding math and providing leadership (both 7 percent). A large proportion of respondents (22 percent) indicated that they did not have a basis to judge their NOVA education in terms of how it raised their understanding of international issues.

Figure 1. Rating of NOVA Education: All Respondents

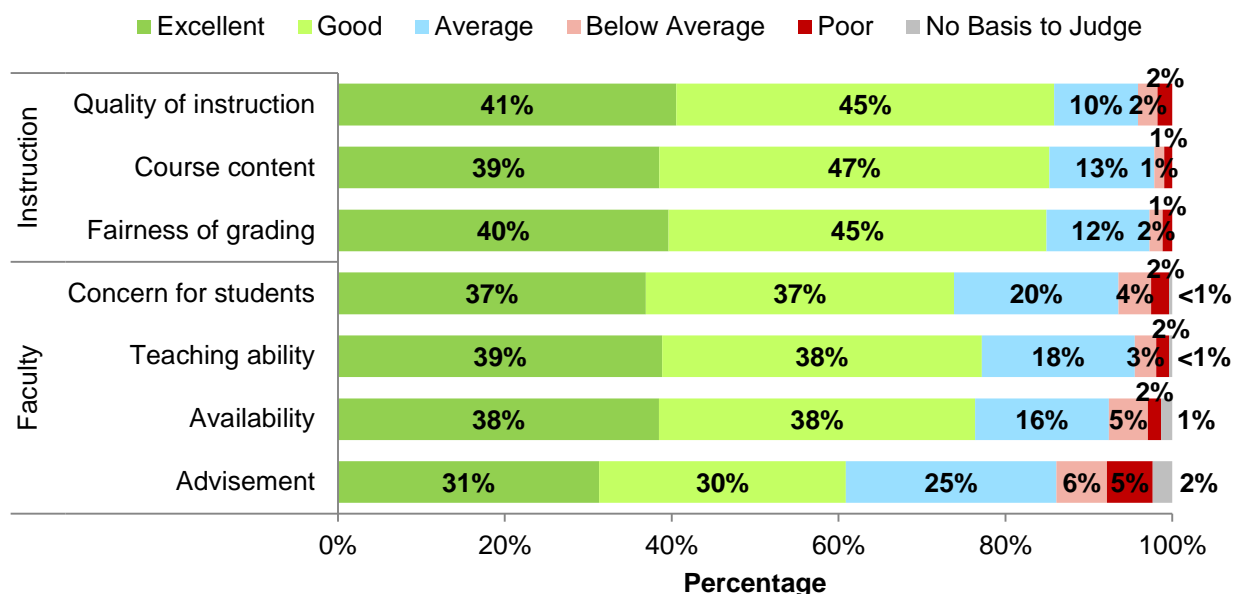


Note: Bars may not sum to 100 percent due to rounding.

Respondents were asked to rate the instruction and faculty at NOVA on a number of aspects (see Figure 2). The feedback on instruction at NOVA was fairly uniform. Between 39 and 41 percent of respondents found the quality of instruction, course content, and fairness of grading to be excellent; 45 to 47 percent found them to be good, and 10 to 13 percent rated them average. Between 2 and 4 percent of respondents rated NOVA’s instruction as below average or poor in terms of quality, course content, and fairness of grading.

The feedback on faculty was less uniform. Respondents were most satisfied with the teaching ability of faculty: 77 percent rated it as excellent or good, 18 percent as average, 5 percent as below average or poor. Similarly, the availability of faculty was rated excellent or good by 76 percent of respondents, average by 16 percent, below average or poor by 7 percent. Students were slightly less satisfied with the concern faculty showed for their students (74 percent rated this aspect as excellent or good, 20 percent rated it as average and 6 percent rated it as below average or poor). Students were least satisfied with faculty advisement, which received a rating of average from 25 percent of respondents, and was rated below average or poor by 11 percent of respondents.

Figure 2. Rating of NOVA Instruction and Faculty: All Respondents



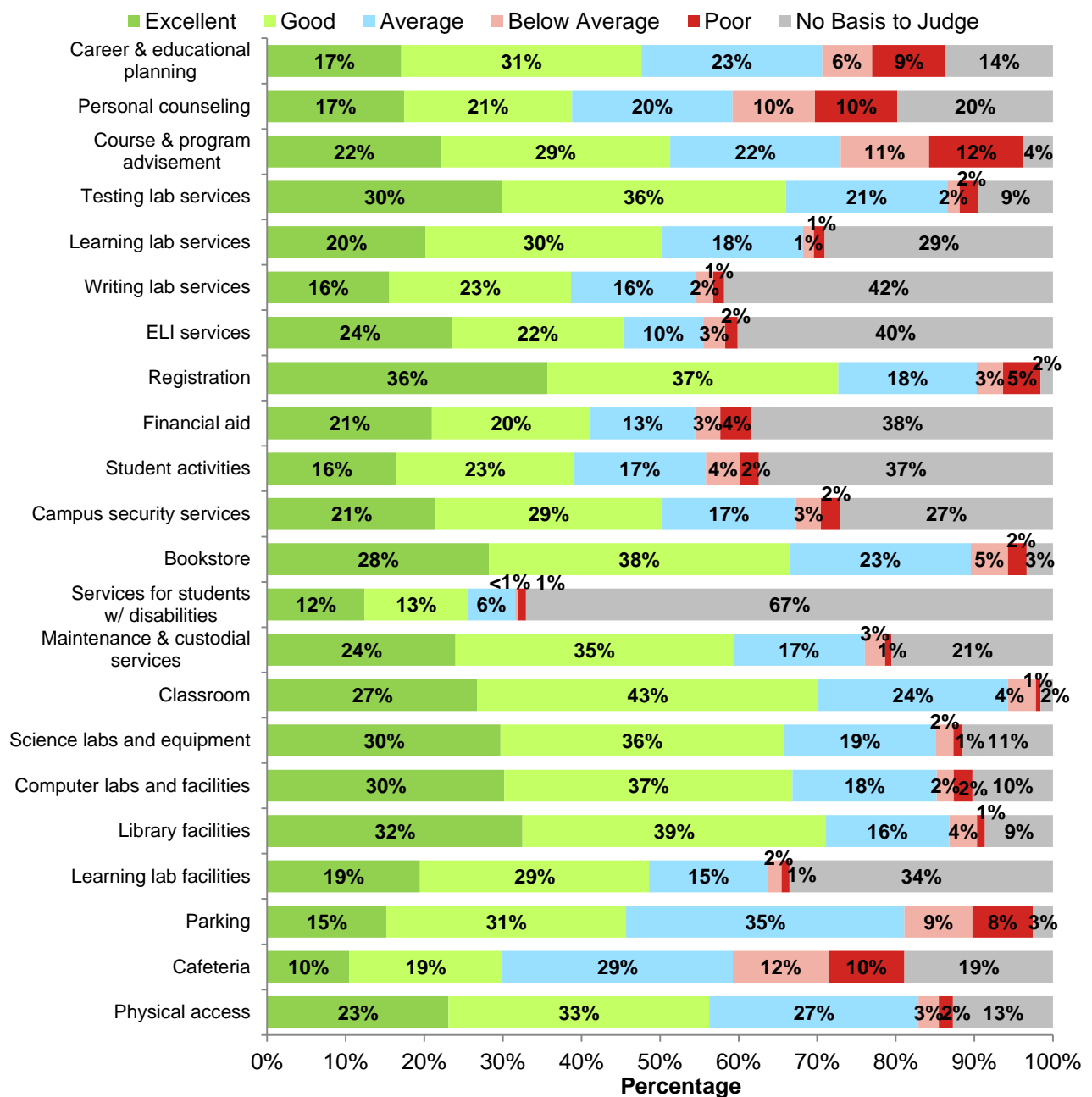
Note: Bars may not sum to 100 percent due to rounding.

Assessment of College Services and Facilities

Respondents were also invited to rate the services and facilities of the College. Figure 3 on the following page illustrates the feedback received under this topic. Based on the percentage of respondents who marked excellent or good, the five highest ranked services or facilities were registration (73 percent), library facilities (71 percent) the classroom (70 percent), computer labs and facilities (67 percent), testing lab services (66 percent), science labs and equipment (66 percent) and the bookstore (66 percent). The facilities or services that most often received an average rating were parking (35 percent), cafeterias (29 percent) and physical access (27

percent). The services or facilities that most often received a poor or below average rating were course and program advising (23 percent), cafeterias (22 percent) and personal counseling (20 percent). As seen in the section relating ratings of faculty and instruction, respondents tended to be relatively most dissatisfied with services and interactions related to advising. Based on the percentage of respondents who claimed to have no basis to rate certain aspects, the least used services or facilities were services for students with disabilities (67 percent), writing lab services (42 percent), Extended Learning Institute (ELI) services (40 percent), financial aid (38 percent), and student activities (37 percent).

Figure 3. Rating of College Services and Facilities: All Respondents



Note: Bars may not sum to 100 percent due to rounding.

Based on the respondents' ratings, an overall average rating was calculated for each of the 40 areas (labeled as "average rating" in the tables). This rating was computed by assigning each response with a point value. More specifically, a response of "excellent" received four points, a response of "good" received three points, a response of "average" received two points, a response of "below average" received one point, and a response of "poor" did not receive any points. Responses of "no basis to judge" or "did not use" or "no answer" were not entered into the calculation. As seen in the left side column in Table 1 below, NOVA has a higher performance score among college instruction categories. On average, NOVA scored a rating of good (3.00 or higher) in 12 of the 18 college instruction categories. The average ratings under the services and facilities section were lower, earning an average rating of good in five categories and a rating of average in the remaining 17 categories.

Table 1. Average Rating of College Instruction, Services, and Facilities

College Instruction	Average Rating	Services and Facilities	Average Rating
Education		Career and educational planning	2.46
Writing effectively	3.15	Personal counseling	2.31
Speaking effectively	3.13	Course and program advisement	2.40
Understanding mathematics	2.92	Testing lab services	2.99
Using computers	2.96	Learning lab services	2.93
Understanding international issues	2.68	Writing lab services	2.85
Cooperating with others	3.11	Extended Learning Institute services	3.05
Providing leadership	2.88	Registration	2.97
Appreciating other points of view	3.15	Financial aid	2.83
Awareness of many cultures	3.31	Student activities	2.74
Technical knowledge in your area of study	3.09	Campus security services	2.88
Understanding fundamental scientific concepts	2.96	Bookstore	2.88
		Services for students with disabilities	3.08
Instruction		Maintenance and custodial services	2.99
Quality of instruction	3.20	Classroom	2.94
Course content	3.21	Science labs and equipment	3.03
Fairness of grading	3.21	Computer labs and facilities	3.00
Faculty		Library facilities	3.07
Concern for students	3.03	Learning lab facilities	2.97
Teaching ability	3.11	Parking	2.38
Availability	3.09	Cafeteria	2.11
Advisement	2.77	Physical access	2.84

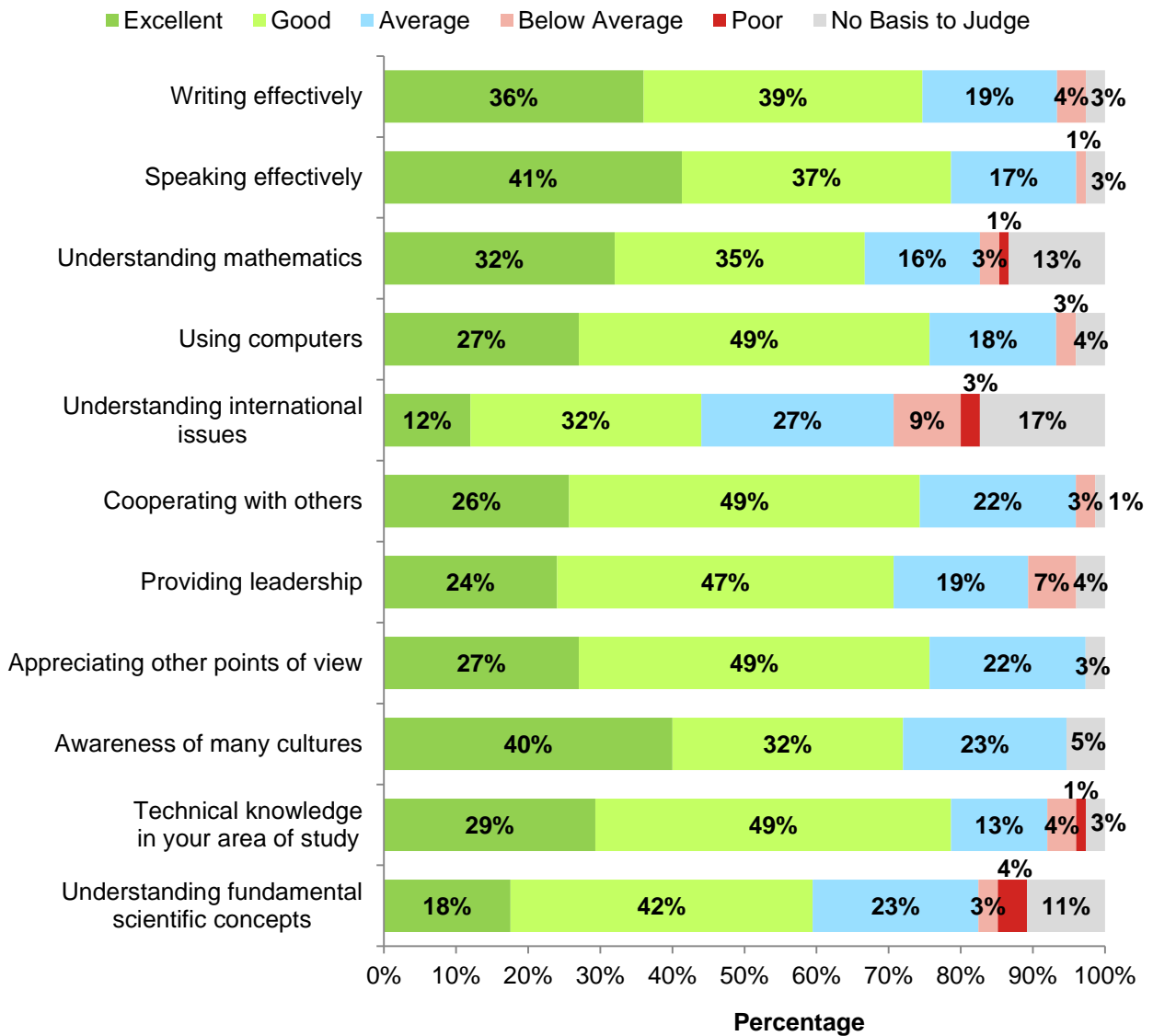
Note: Excellent = 4, Good = 3, Average = 2, Below Average = 1, Poor = 0

Section II. Evaluation of NOVA Instruction, Services, and Facilities: Alexandria Campus

Assessment of College Instruction

As shown in Figure 4, regarding Alexandria Campus respondents, technical knowledge in your area of study and speaking effectively received the largest percentage of excellent or good ratings (78 percent). Understanding international issues received the highest percentage of average ratings (27 percent) as well as the highest level of dissatisfaction (12 percent rated it below average or poor). Understanding fundamental scientific concepts and providing leadership also received among the highest rates of dissatisfaction (7 percent each).

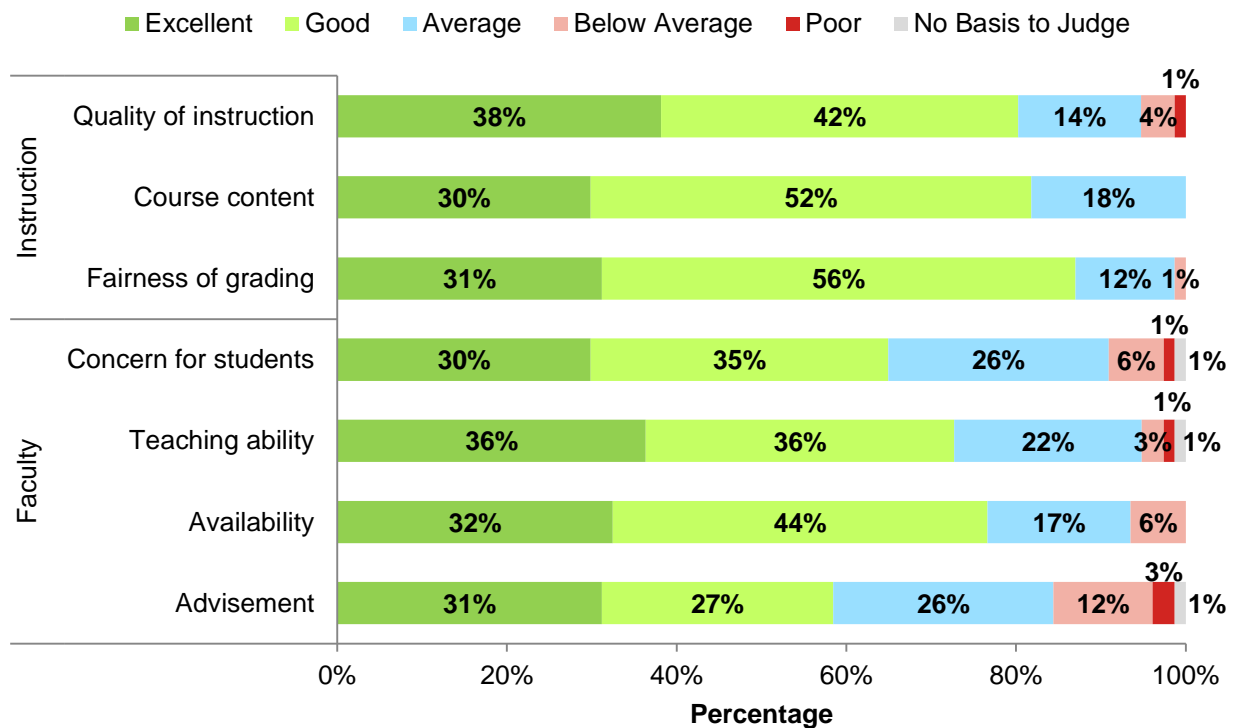
Figure 4. Rating of NOVA Education: Alexandria Campus



Note: Bars may not sum to 100 percent due to rounding.

Regarding instruction, 87 percent of respondents from the Alexandria Campus rated fairness of grading as either excellent or good. Course content and quality of instruction were rated as either excellent or good by 82 percent and 80 percent, respectively. Faculty received the highest rating of satisfaction for availability (76 percent excellent or good) and lowest rate of satisfaction for advisement with 58 percent of respondents ranking advisement as either excellent or good. Fifteen percent of respondents rated advisement as below average or poor.

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

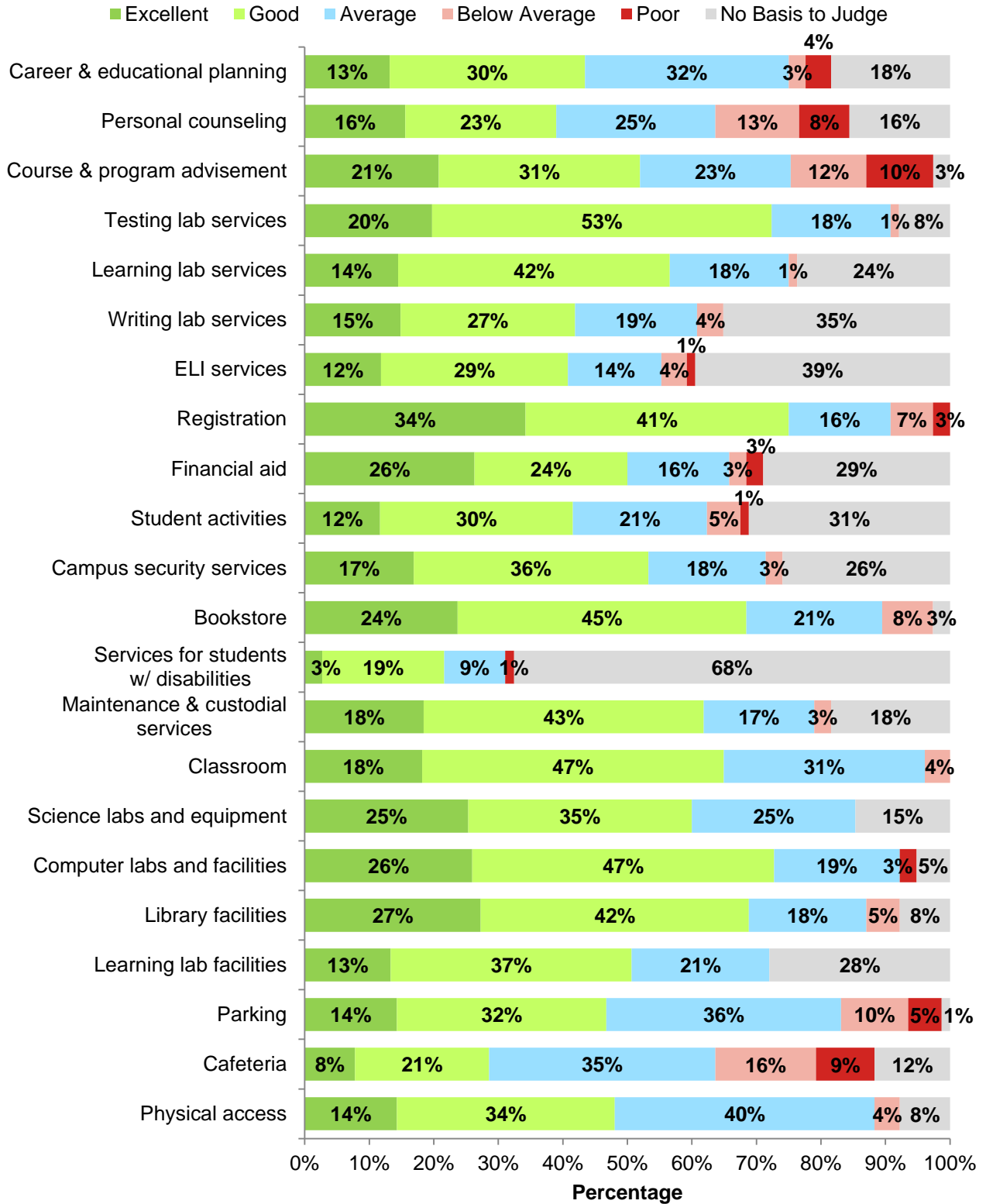


Note: Bars may not sum to 100 percent due to rounding.

Assessment of College Services and Facilities

As shown in Figure 6 on the following page, respondents from the Alexandria Campus rated various NOVA services and facilities. The categories that most often received a rating of excellent or good were registration (75 percent), computer labs and facilities and testing lab services (73 percent, each). The categories most often rated as average were physical access (40 percent), parking (36 percent), cafeteria (35 percent), and career and educational planning (32 percent). The cafeteria received the most below average or poor ratings (25 percent), followed by course and program advisement (22 percent), personal counseling (21 percent) and parking (15 percent).

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



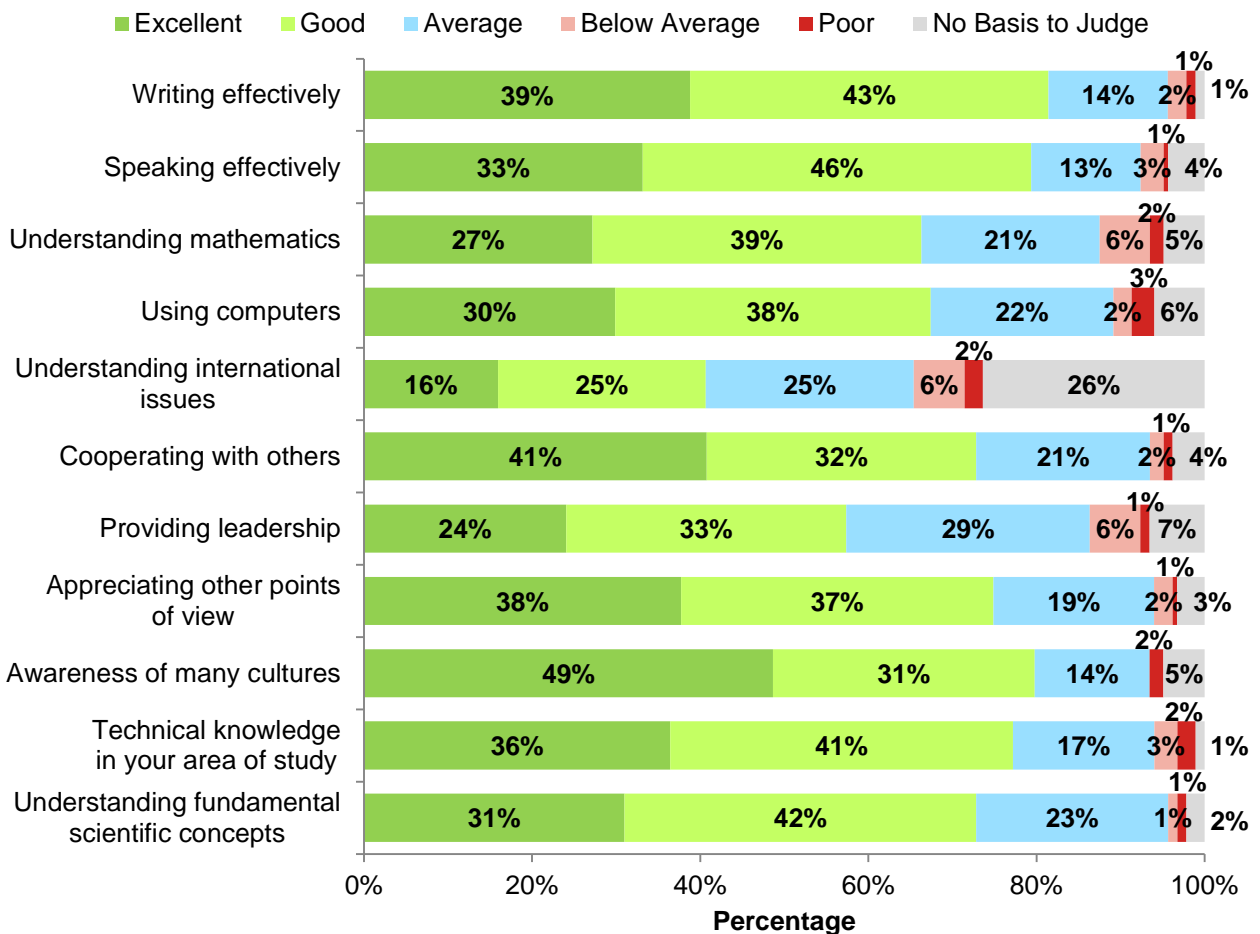
Note: Bars may not sum to 100 percent due to rounding.

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

Assessment of College Instruction

At the Annandale Campus, the areas that received the highest percentage of excellent or good ratings were writing effectively (82 percent), awareness of many cultures (80 percent), and speaking effectively (79 percent). Only 41 percent of respondents gave understanding international issues an above average rating; however 26 percent claimed they did not have a basis for ranking this area of their NOVA education. Providing leadership also had a relatively low rating with 57 percent rating it good or excellent, 29 percent rating it average and 7 percent rating it below average or poor. Understanding mathematics, using computers, understanding fundamental scientific concepts, and cooperating with others all earned an average rating from between 21 and 23 percent of respondents.

Figure 7. Rating of NOVA Education: Annandale Campus

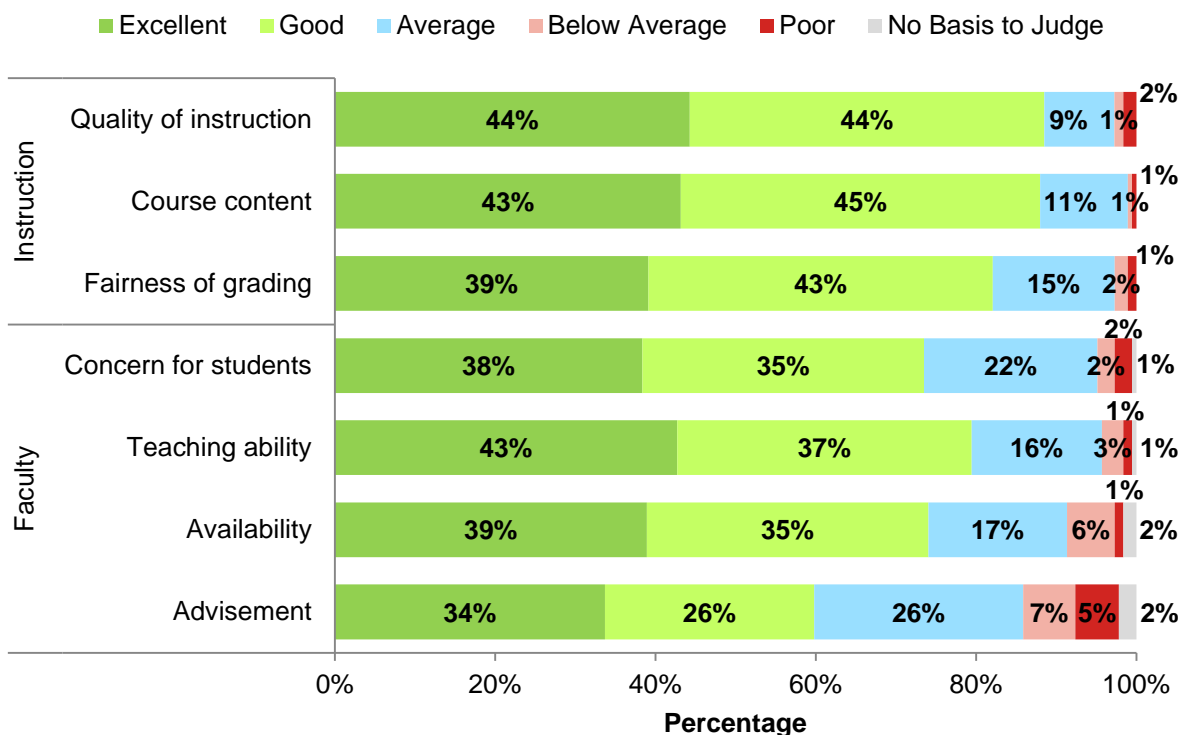


Note: Bars may not sum to 100 percent due to rounding.

The results from questions pertaining to instruction and faculty are presented in Figure 8 on the following page. The quality of instruction and course content were rated as either excellent or good by 88 percent of respondents from the Annandale Campus. Eighty-two percent of respondents gave fairness of grading an above average rating, 15 percent gave it an average

rating and 3 percent gave it a below average or poor rating. Concerning faculty, respondents were least satisfied with the advisement provided by faculty. Around 60 percent of respondents gave faculty advisement a rating of excellent or good, 26 percent gave it an average rating, 12 percent felt faculty advisement was either below average or poor. Teaching ability received the most excellent or good ratings (80 percent), while 16 percent put teaching ability at average and 4 percent believed it to be below average or poor. About three-quarters of respondents at the Annandale Campus rated faculty availability (74 percent) and concern for students (73 percent) as either excellent or good.

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

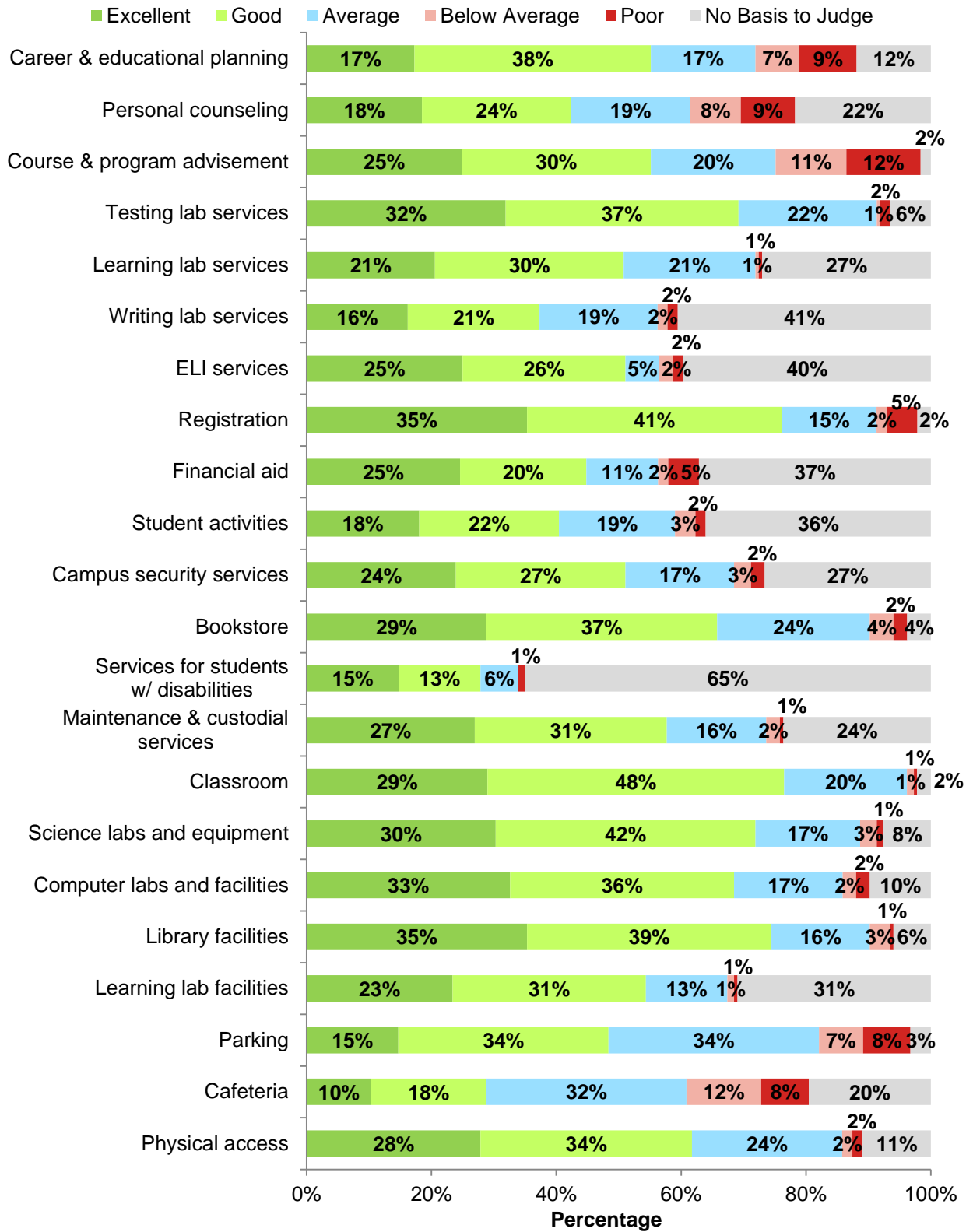


Note: Bars may not sum to 100 percent due to rounding.

Assessment of College Services and Facilities

The services and facilities at the Annandale Campus that received the highest percentage of good or excellent ratings were classrooms (77 percent), registration (76 percent), library facilities (74 percent) and science labs and equipment (72 percent). Respondents from the Annandale Campus were most often dissatisfied with course and program advisement which was rated below average or poor by 23 percent of respondents. The cafeteria received the next highest percentage of below average or poor ratings (20 percent), followed by personal counseling (17 percent), career and educational planning (16 percent), and parking (15 percent). The complete list of results is shown in Figure 9 on the following page.

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



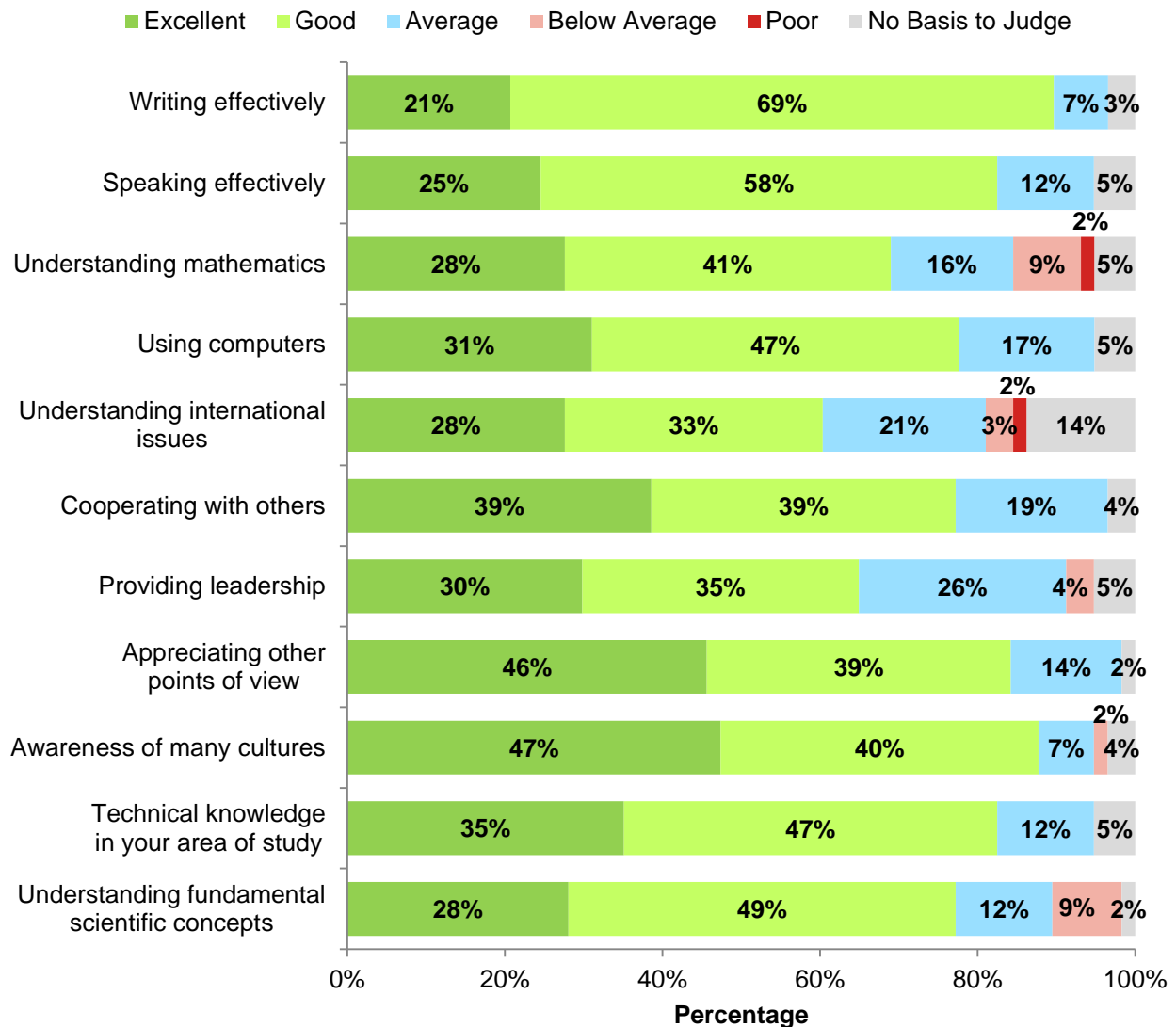
Note: Bars may not sum to 100 percent due to rounding.

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

Assessment of College Instruction

The areas receiving the highest percentage of above average ratings (either good or excellent) from Loudoun Campus respondents were writing effectively (90 percent), awareness of many cultures (87 percent), appreciating other points of view (85 percent), speaking effectively (83 percent), and technical knowledge in your area of study (82 percent). Understanding mathematics received the highest percentage of below average or poor ratings (11 percent) and understanding fundamental scientific concepts was rated below average by 9 percent of respondents. Providing leadership was rated as average by 26 percent of respondents and understanding international issues was rated average by 21 percent.

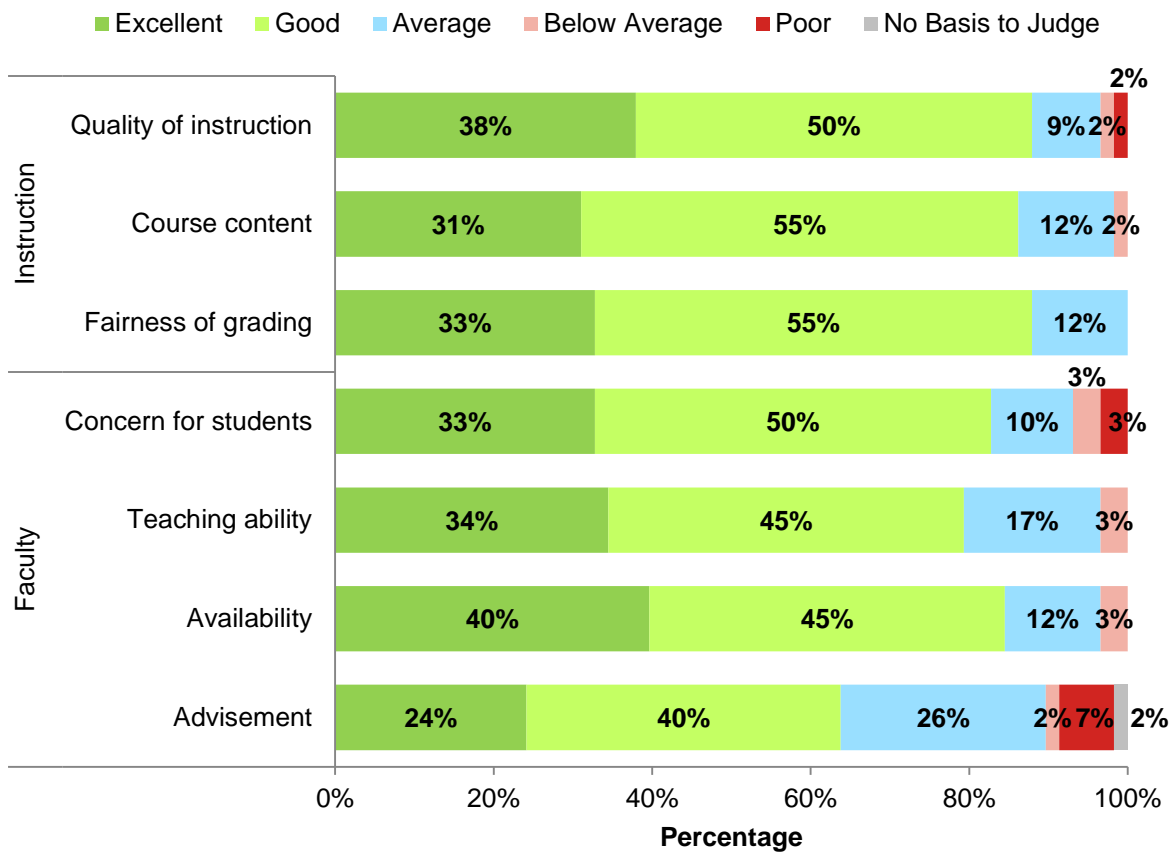
Figure 10. Rating of NOVA Education: Loudoun Campus



Note: Bars may not sum to 100 percent due to rounding.

NOVA instruction received above average ratings from a large majority of respondents from the Loudoun Campus: 88 percent for quality of instruction, 86 percent for course content, and 88 percent for fairness of grading. No respondents indicated that fairness of grading at NOVA was below average. Concerning faculty, respondents from the Loudoun Campus were least satisfied with faculty advisement: rated excellent or good by 64 percent, average by 26 percent and below average or poor by 9 percent. Faculty concern for students was rated below average or poor by 6 percent of respondents.

Figure 11. Rating of NOVA Instruction and Faculty: Loudoun Campus

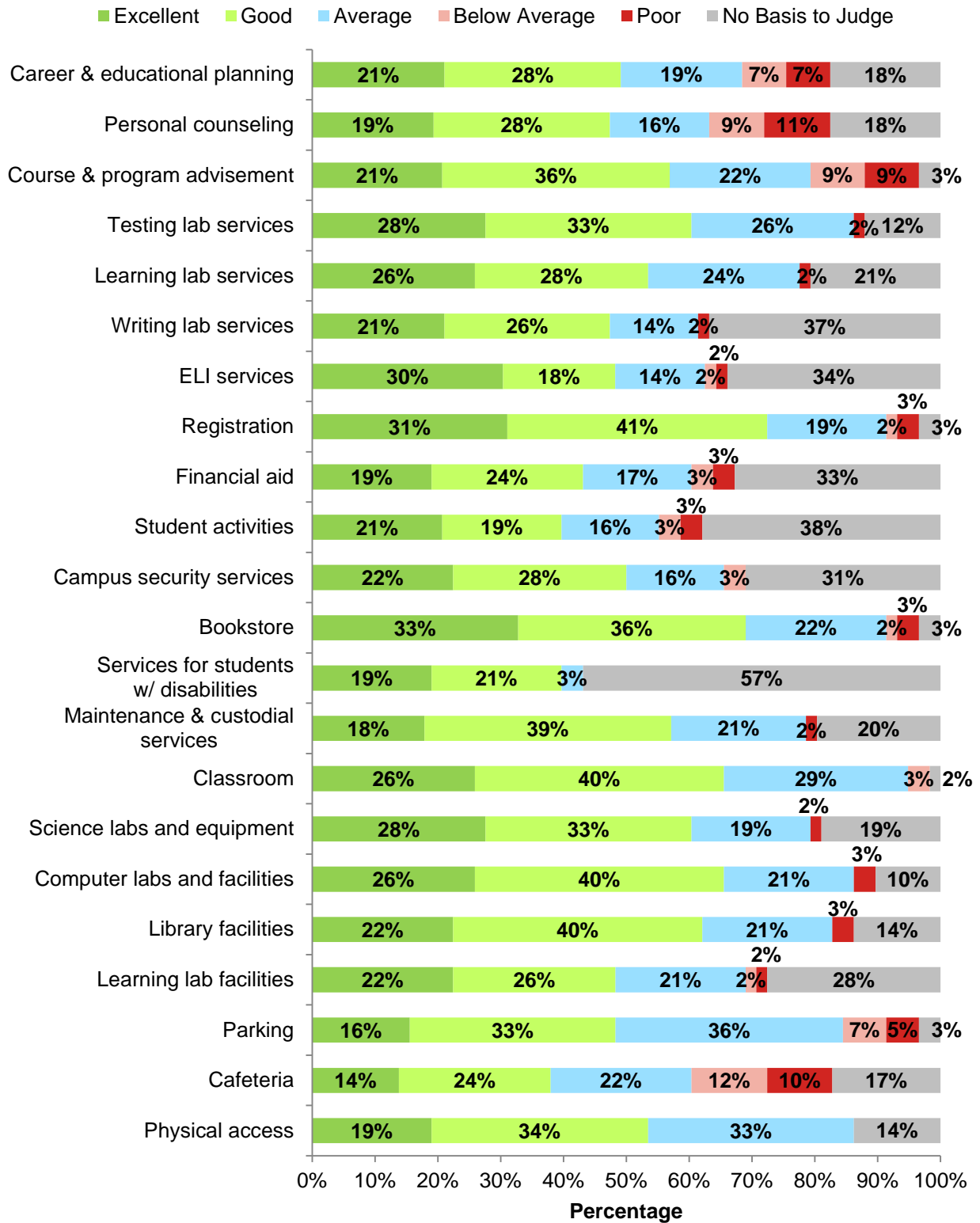


Note: Bars may not sum to 100 percent due to rounding.

Assessment of College Services and Facilities

On the following page in Figure 12, the ratings of services and facilities at the Loudoun Campus are presented. Registration and the bookstore received the highest percentage of above average ratings, 72 percent and 69 percent, respectively. The cafeteria received the most below average or poor ratings (22 percent), followed by personal counseling (20 percent), and course and program advisement (18 percent). Services for students with disabilities was rated average or above average by all respondents who were able to provide feedback.

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



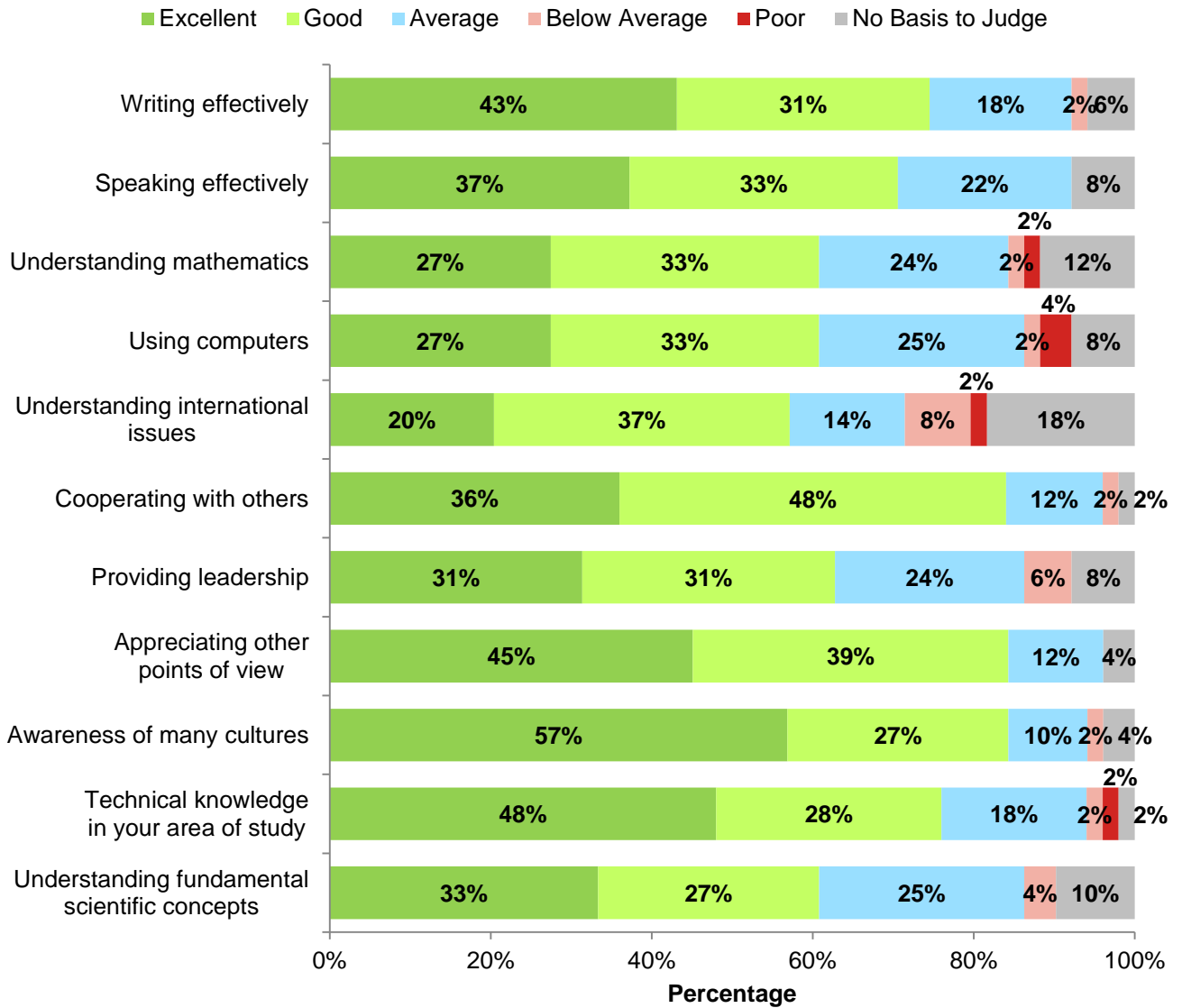
Note: Bars may not sum to 100 percent due to rounding.

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

Assessment of College Instruction

When asked to rate aspects of their NOVA education, Manassas Campus respondents most often gave high ratings to awareness of many cultures, appreciating other points of view, and cooperating with others (each was rated excellent or good by 84 percent of respondents). Around one-quarter of respondents found their education regarding understanding mathematics, using computers, providing leadership, and understanding fundamental scientific concepts was average. Understanding of international issues received the highest percentage of below average or poor ratings (10 percent) and was also the area in which the most respondents felt they had no basis to judge (18 percent).

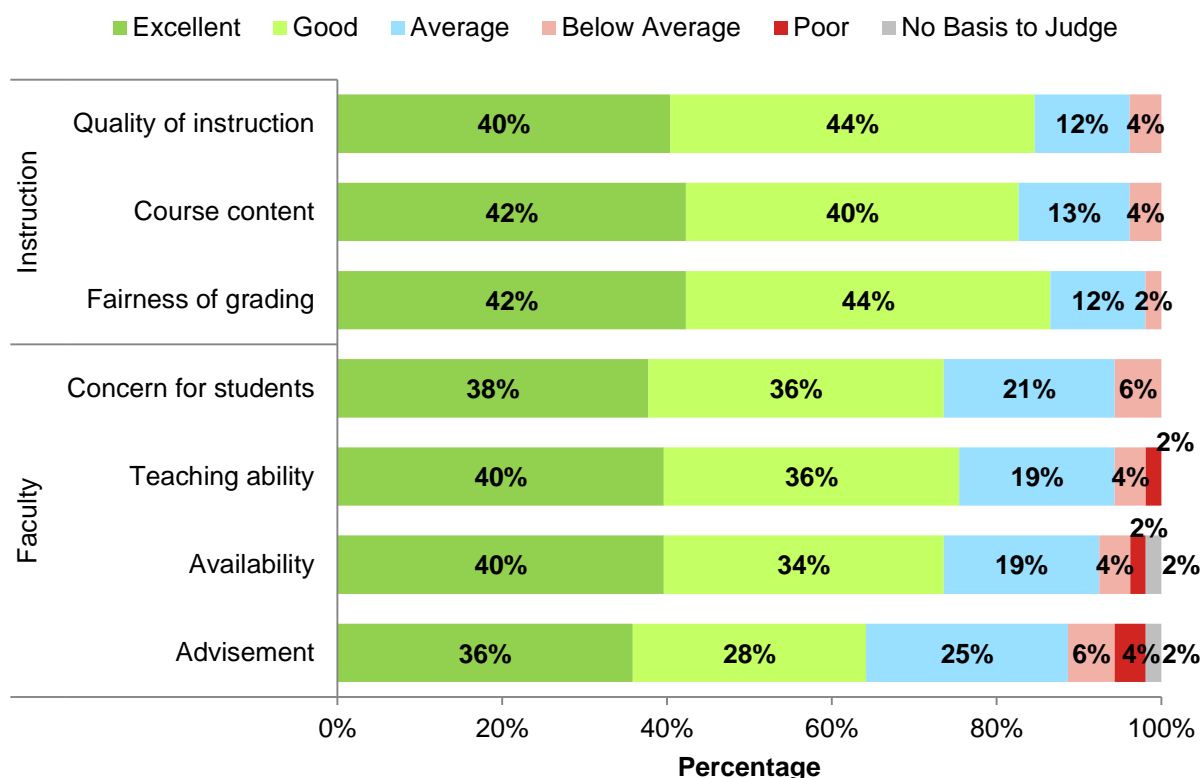
Figure 13. Rating of NOVA Education: Manassas Campus



Note: Bars may not sum to 100 percent due to rounding.

Shown in Figure 14, under instruction categories, the area receiving the highest percentage of excellent or good ratings was fairness of grading (86 percent), followed by quality of instruction (84 percent), then course content (82 percent). Around 12 percent of respondents gave areas of NOVA instruction an average rating and less than 5 percent indicated a rating of below average or poor. Faculty received above average ratings for teaching ability, availability, and concern for students from approximately three-quarters of respondents, and average by around 20 percent. Faculty advisement received excellent or good ratings from 64 percent of respondents, a rating of average from 25 percent, and a rating of below average or poor from 10 percent.

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

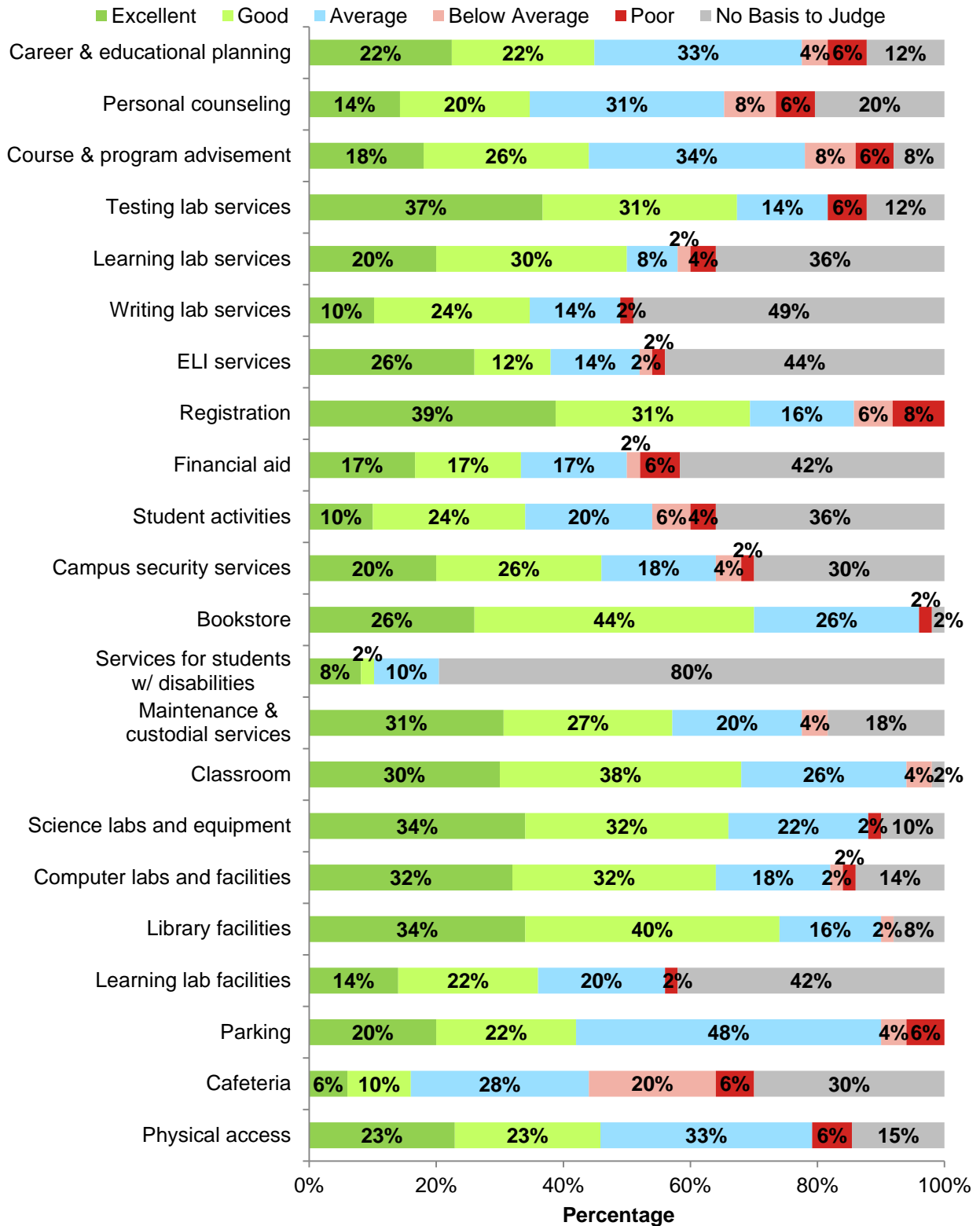


Note: Bars may not sum to 100 percent due to rounding.

Assessment of College Services and Facilities

In Figure 15 on the following page, ratings of NOVA services and facilities by Manassas Campus respondents are presented. The library and the bookstore received the largest percentage of above average ratings, 74 percent and 70 percent, respectively. The cafeteria received the most below average or poor ratings (26 percent), followed by registration, course and program advisement, and personal counseling (14 percent each). Eighty percent indicated no basis to judge services for students with disabilities and around half of respondents felt they had no basis to judge the writing lab services.

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



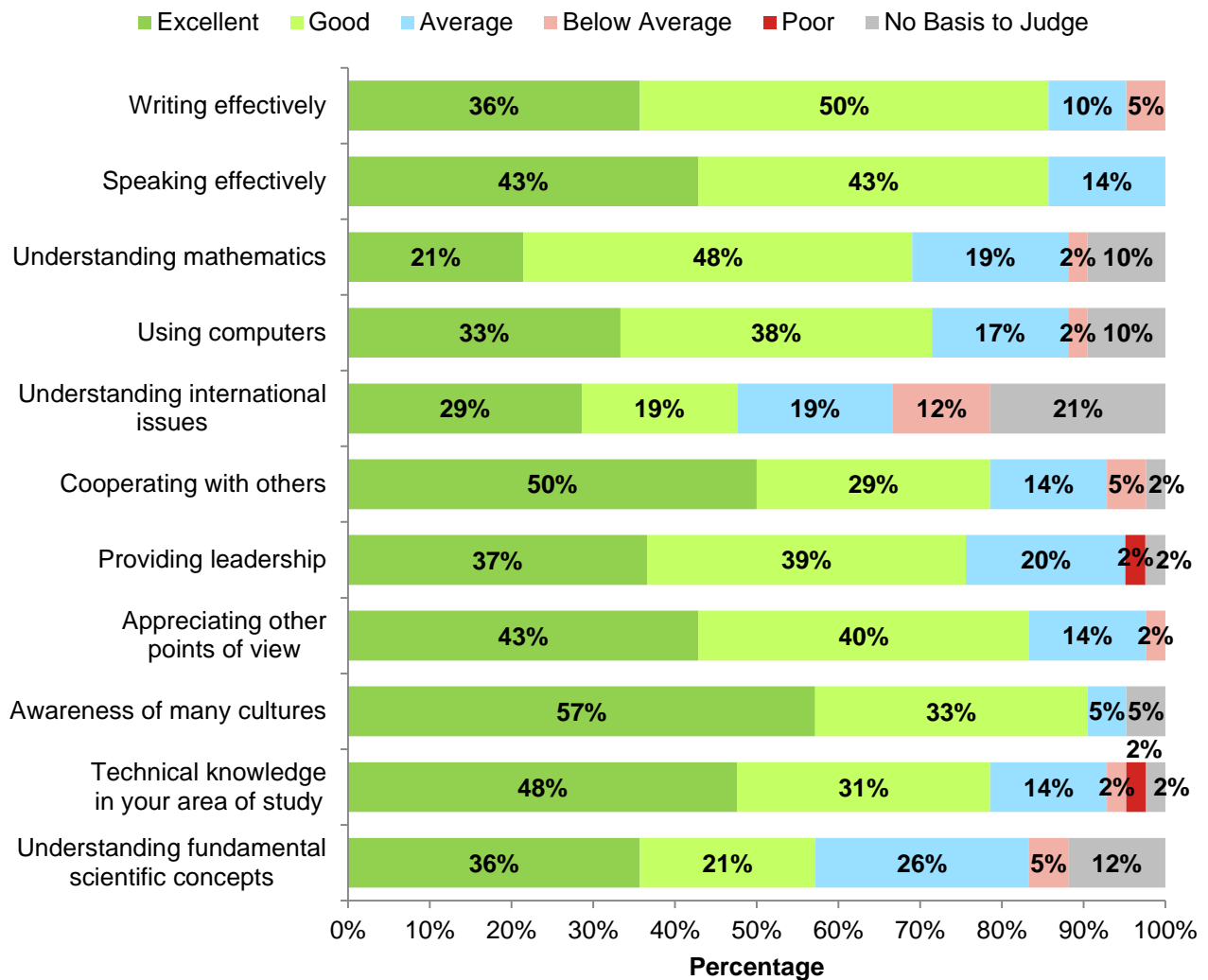
Note: Bars may not sum to 100 percent due to rounding.

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

Assessment of College Instruction

Medical Education Campus respondents most often gave above average ratings to awareness of many cultures (90 percent), writing effectively (86 percent), speaking effectively (86 percent), and appreciating other points of view (83 percent). Respondents most often gave an average rating to understanding fundamental scientific concepts (26 percent), providing leadership (20 percent), understanding mathematics (19 percent), and understanding international issues (19 percent). Understanding international issues received the most below average ratings (12 percent) and was the education category respondents most often felt they had no basis to judge (21 percent).

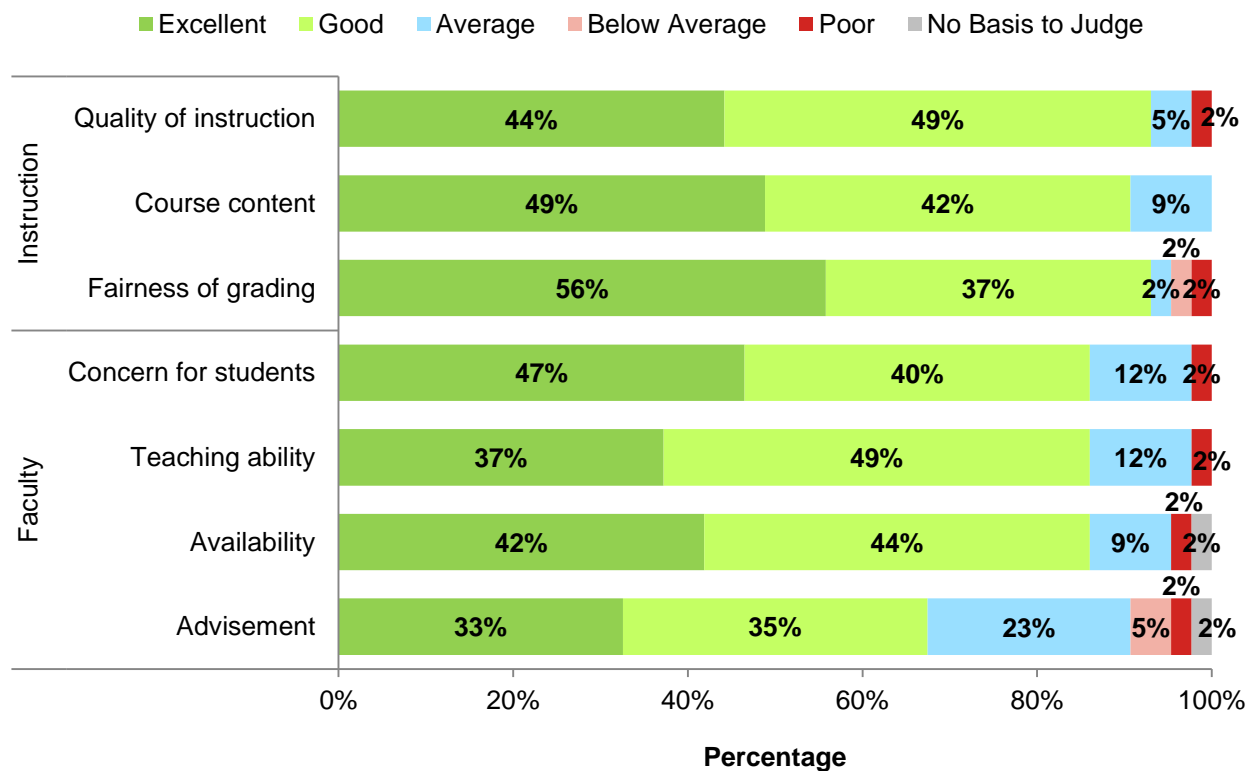
Figure 16. Rating of NOVA Education: Medical Education Campus



Note: Bars may not sum to 100 percent due to rounding.

Over 90 percent of Medical Education Campus respondents rated NOVA instruction categories above average. Course content was rated as average by 9 percent of respondents and received no below average ratings. Fairness of grading received below average or poor ratings from 4 percent of respondents and quality of instruction received a poor rating from 2 percent of respondents. Faculty availability, teaching ability, and concern for students were rated as above average by around 86 percent of respondents. Faculty advisement was the area that received the fewest above average ratings (68 percent), the most average ratings (23 percent), and the most below average or poor ratings (7 percent).

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

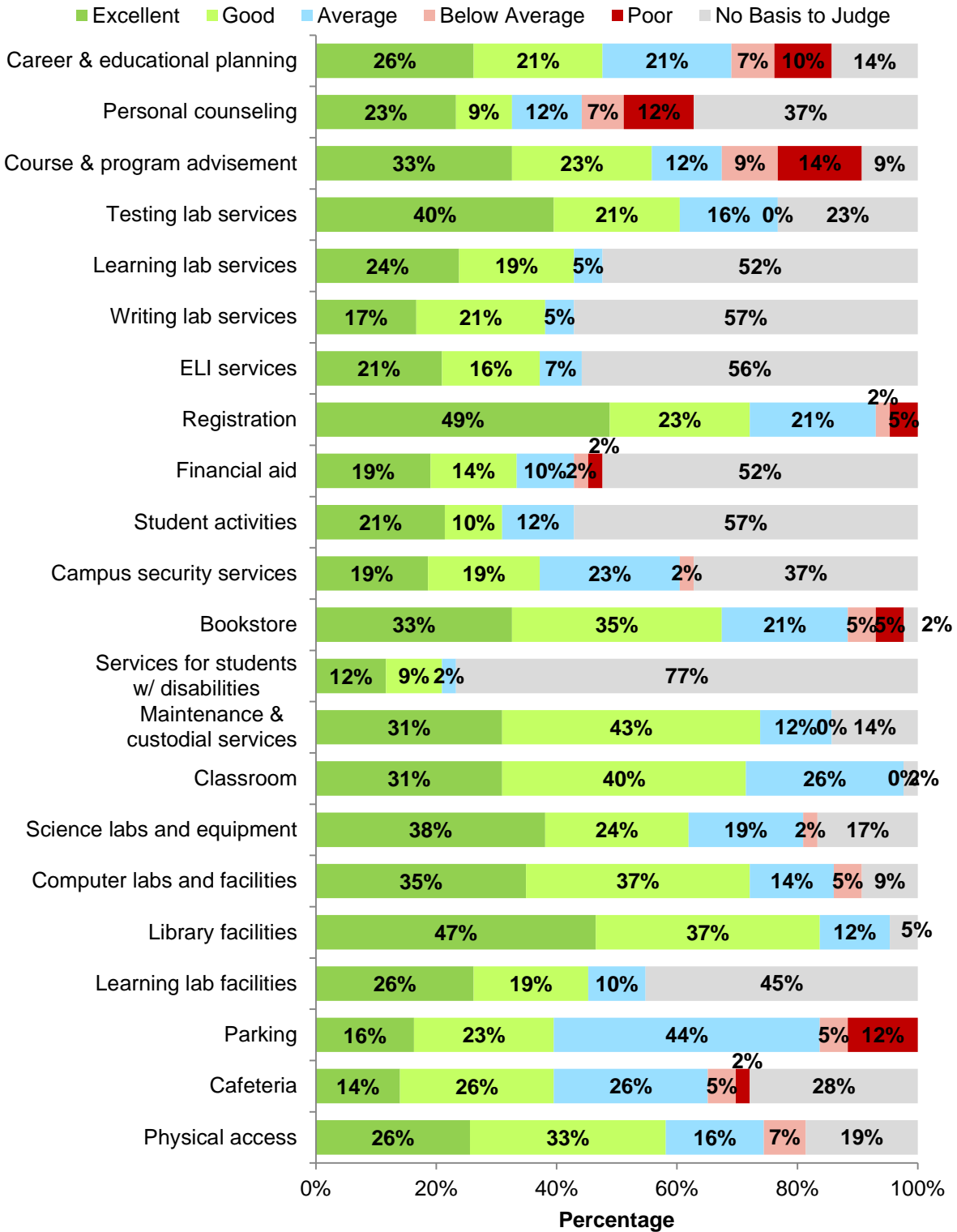


Note: Bars may not sum to 100 percent due to rounding.

Assessment of College Services and Facilities

At the Medical Education Campus, respondents most often gave the library facilities an above average rating (84 percent). Course and program advisement was rated below average or poor by 23 percent of respondents. Personal counseling, career and educational planning, and parking also received relatively high percentages of below average or poor ratings (between 17 and 19 percent). Perhaps due to the specialized programs at the MEC, several categories had relatively high percentages of respondents who had no basis to judge them: services for students with disabilities (77 percent), writing lab services and student activities (each 57 percent), ELI services (56 percent), and learning lab services and financial aid (each 52 percent). See Figure 18 on the following page for a complete list of services and facility ratings.

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



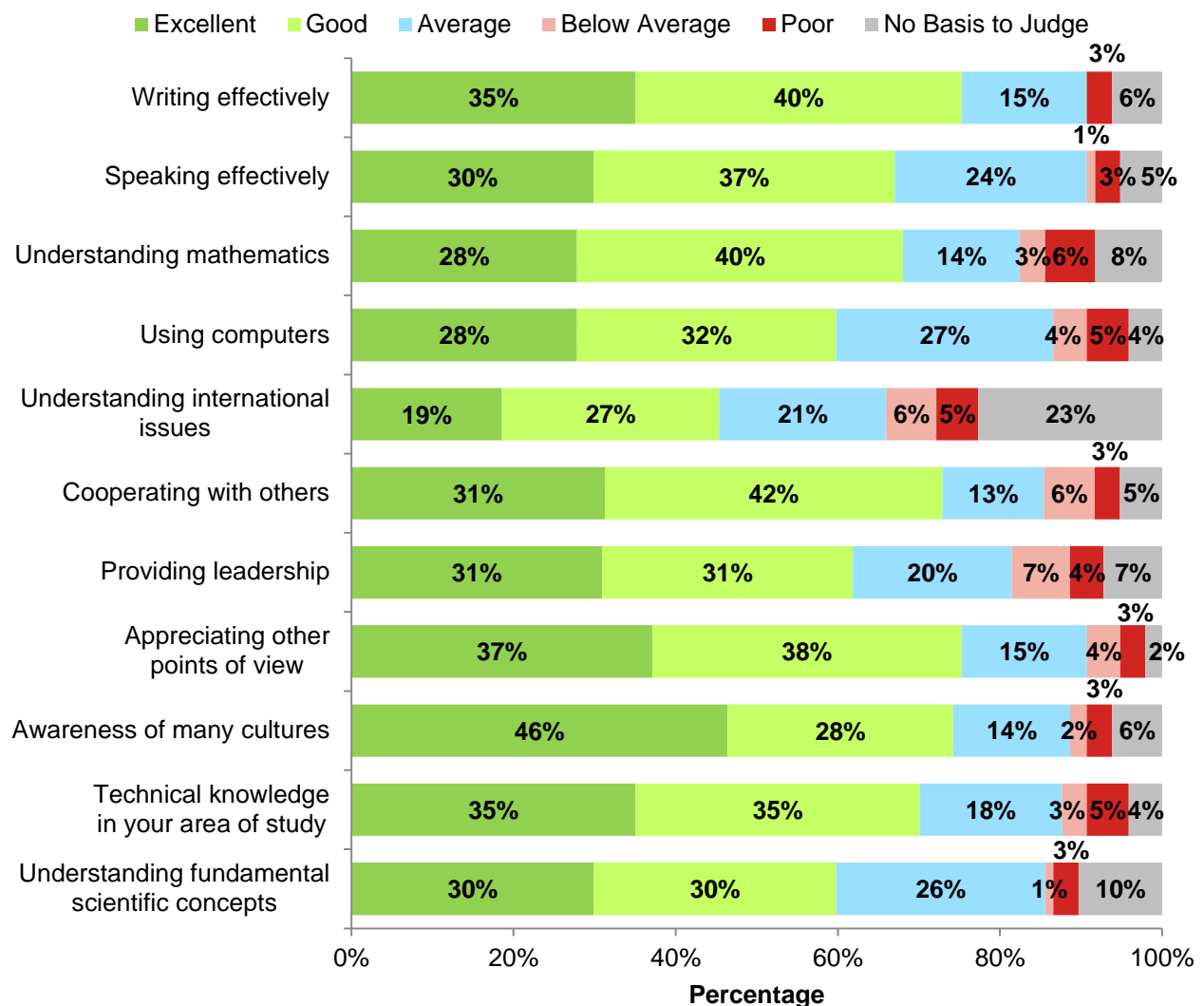
Note: Bars may not sum to 100 percent due to rounding.

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

Assessment of College Instruction

Figure 19 presents ratings of a NOVA education by Woodbridge Campus respondents. The categories that most often received an above average rating were writing effectively (75 percent), appreciating other points of view (75 percent), awareness of many cultures (74 percent), and cooperating with others (73 percent). The categories that received the highest number of average ratings were using computers (27 percent), understanding fundamental scientific concepts (26 percent), and speaking effectively (24 percent). Providing leadership and understanding international issues received the highest amount of below average or poor ratings (11 percent each).

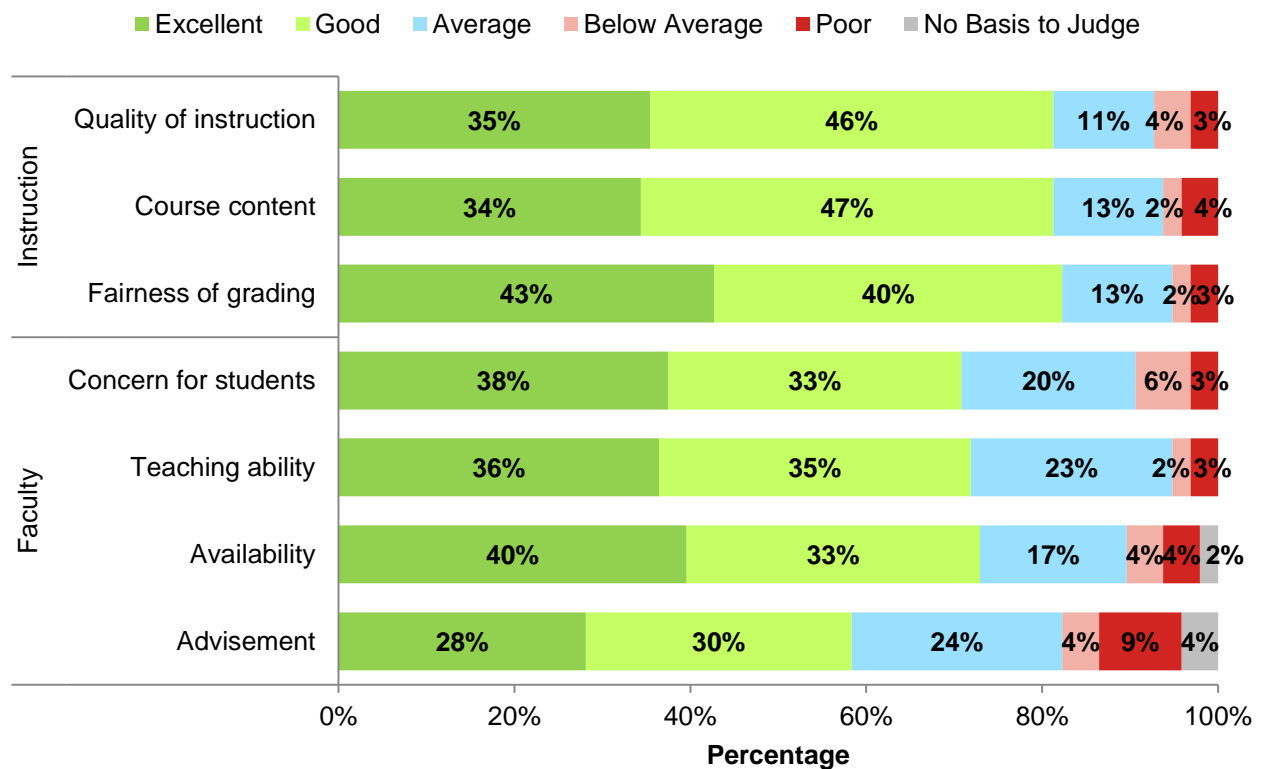
Figure 19. Rating of NOVA Education: Woodbridge Campus



Note: Bars may not sum to 100 percent due to rounding.

Figure 20 presents ratings of NOVA instruction and faculty by Woodbridge Campus respondents. Regarding instruction, fairness of grading was rated above average by 83 percent of respondents, while course content and quality of instruction were rated above average by 81 percent of respondents. Below average or poor ratings did not exceed 7 percent for any of the instruction related categories. For availability, teaching ability, and concern for students, faculty received above average ratings from around 72 percent of respondents. Faculty advisement earned the lowest rating with 58 percent of respondents rating it above average, 24 percent average, and 13 percent below average or poor.

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

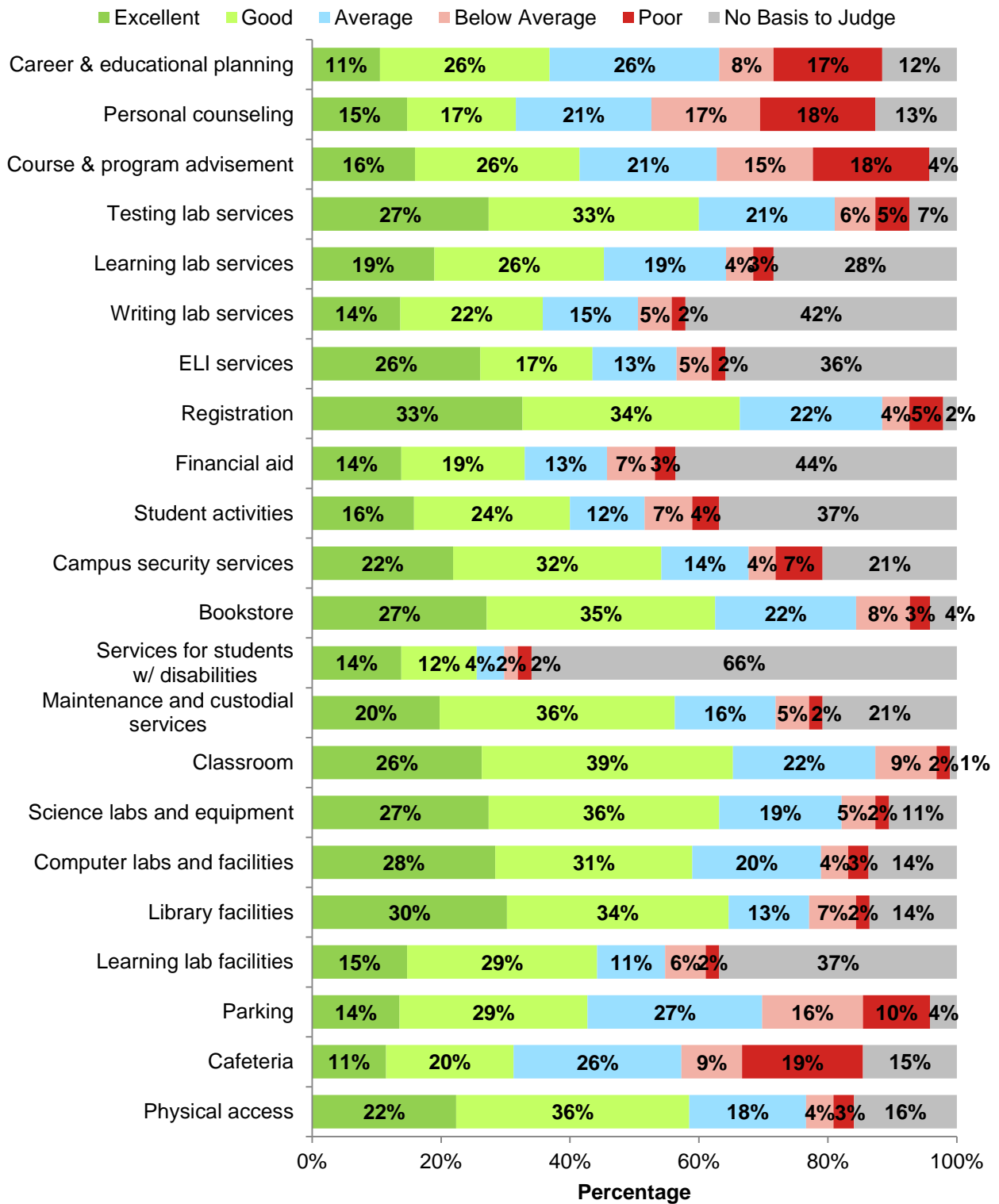


Note: Bars may not sum to 100 percent due to rounding.

Assessment of College Services and Facilities

Results for NOVA services and facilities rated by Woodbridge Campus respondents are presented in Figure 21 (following page). Registration received an above average rating from 67 percent of respondents, and classrooms and library facilities received an above average rating from 65 and 64 percent of respondents respectively. Five categories received a rating of below average or poor from over a quarter of respondents: personal counseling (35 percent), course and program advisement (33 percent), the cafeteria (28 percent), parking (26 percent), and career and educational planning (25 percent).

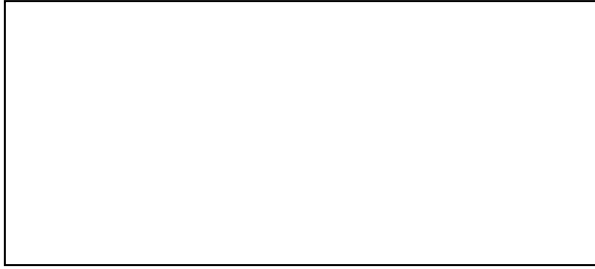
Figure 21. Rating of NOVA Services and Facilities: Woodbridge Campus



Note: Bars may not sum to 100 percent due to rounding.

Appendix A: Survey Instrument

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



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

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

Section A: Educational Goals

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

- | | |
|--|---|
| <p>1. When you were attending NOVA, what was your primary goal?</p> <ul style="list-style-type: none"> <input type="radio"/> Transfer to four year college/university <input type="radio"/> Career training to enter work force <input type="radio"/> Improvement of job skills <input type="radio"/> Personal enrichment | <p>4. What is the HIGHEST degree you plan to earn in the future?</p> <ul style="list-style-type: none"> <input type="radio"/> No degree <input type="radio"/> Associate's degree <input type="radio"/> Bachelor's degree <input type="radio"/> Master's degree <input type="radio"/> Doctorate or Professional degree |
| <p>2. Did your goal change while attending NOVA?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No | <p>5. What is your current occupational status?</p> <ul style="list-style-type: none"> <input type="radio"/> Full-time employment (35 or more hours/week) <input type="radio"/> Part-time employment (fewer than 35 hours/week) <input type="radio"/> Part-time employment but seeking full-time employment <input type="radio"/> Not employed but actively seeking employment <input type="radio"/> Not employed and not actively seeking employment |
| <p>3. Was your educational goal achieved?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No | |

Section B: Current Educational Status

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

- | | |
|--|--|
| <p>6. What is your current educational status?</p> <ul style="list-style-type: none"> <input type="radio"/> Full-time student (Taking 12 or more credits) <input type="radio"/> Part-time student (Taking fewer than 12 credits) <input type="radio"/> Not a student (Go to Section C, Skip Section B) | <p>10. Please rate your NOVA education as preparation for your present college studies:</p> <ul style="list-style-type: none"> <input type="radio"/> Excellent preparation <input type="radio"/> Adequate preparation <input type="radio"/> Inadequate preparation |
| <p>7. Name of the college/university you presently attend.</p> <p>-----</p> | <p>11. Did you have any difficulty transferring your NOVA credit hours to your transfer college?</p> <ul style="list-style-type: none"> <input type="radio"/> No (or not applicable) <input type="radio"/> Yes---What was the major reason for the difficulty? <ul style="list-style-type: none"> <input type="radio"/> Some credits were transferred as electives only <input type="radio"/> Entirely new field of study at transfer institution <input type="radio"/> Other |
| <p>8. What is your present major or field of study?</p> <p>-----</p> | |
| <p>9. Is your present major:</p> <ul style="list-style-type: none"> <input type="radio"/> Related to your NOVA major <input type="radio"/> Not related to your NOVA major | |

Section C: Current Employment Status

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

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

What is your job title? _____

Name of Employer _____ Street Address _____

City _____ State _____ Zip _____

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

- Yes - Related No - Not Related

14. When did you obtain your current job?

- Before attending NOVA
 While attending NOVA
 After graduating from NOVA

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

- Yes
 No

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

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

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

\$,		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	◀	◀	◀	◀	◀	◀
	▶	▶	▶	▶	▶	▶
	▲	▲	▲	▲	▲	▲
	▼	▼	▼	▼	▼	▼
	◀◀	◀◀	◀◀	◀◀	◀◀	◀◀
	▶▶	▶▶	▶▶	▶▶	▶▶	▶▶
	◀◀	◀◀	◀◀	◀◀	◀◀	◀◀

Section D: Assessment of College Instruction

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

	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Poor</i>	<i>No Basis to Judge</i>
Writing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding international issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperating with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating other points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of many cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical knowledge in your area of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding fundamental scientific concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

		<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Poor</i>	<i>No Basis to Judge</i>
INSTRUCTION:	Quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Fairness of grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FACULTY:	Faculty concern for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Faculty teaching ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Faculty availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Faculty advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section E: Assessment of College Services & Facilities

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

	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Poor</i>	<i>No Basis to Judge</i>
Career & educational planning services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course & program advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing lab services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning lab services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing lab services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended Learning Institute (ELI) services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus security services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services for students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintenance & custodial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science labs & equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs & facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning lab facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please write any comments on the next page.

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

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

What was best about your NOVA education?

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

How can NOVA improve in its instruction and services?

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

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

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

2. Are you currently employed?

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

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

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

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

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
-----------------------	-----------	-----------------------	----------	-----------------------	-------------	-----------------------	------------

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

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

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

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

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

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

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