NOVA | **Northern Virginia Community College**

NOVA Institutional Effectiveness Audit of Educational Programs: 2013-14 to 2017-18

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success 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.

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

Table of Contents

List of Tables

List of Figures

Institutional Effectiveness Audit of Educational Programs
2013-14 to 2017-18

Introduction

Assessment is a continuous, faculty-led process aimed at improving student learning. Over the past ten years, the Office of Academic Assessment at Northern Virginia Community College (NOVA), a unit within the College's Office of Institutional Effectiveness and Student Success, has offered extensive workshops and presentations to further develop and promote a culture of assessment at the College. The staff of the Office of Academic Assessment meet with faculty, staff, and administrators regularly to discuss the assessment process, implementing an assessment plan in their program/unit, annual assessment reports, and using assessment data and analysis to improve student learning and the student experience at NOVA.

This report analyzes the college-wide assessment of student learning as it is reported in the *Annual Planning and Evaluation Reports (APER) for Instructional Programs* completed by educational programs at NOVA. Both degree-granting programs and select stand-alone certificates are required to submit reports. The *Annual Planning and Evaluation Report for Instructional Programs* publicly records degree granting programs and select stand-alone certificates activity in assessing student learning outcomes (SLOs), core learning outcomes (CLOs), and program goals. Programs gather and analyze data each year for three SLOs, one core learning outcome (i.e., general education competencies), and two program goals (program-placement and graduation totals). Programs choose the SLOs that they assess each year while the College has a three-year rotation schedule for assessing the six core learning outcomes (see the Core Learning Outcome Assessment Cycle included in Table K of the Appendix). All programs must report on two program goals each year (program-placement and graduation) with the option of reporting on additional goals.

Programs report on four areas in their annual assessment report as displayed in Table 1 below:

Table 1. Reporting Areas for Annual Planning and Evaluation Report

SLOs, CLO, and Program Goals	Assessment Methods	Assessment Results	Use of Results
What did we assess?	*How did we assess? Who was assessed?*	*When did we assess? What were the results? Have results improved over time? What areas need improvement?*	*What have we been doing to improve student learning? What are we doing (or will do) to improve student learning based on the results of the assessments?*

This *Institutional Effectiveness Audit of Educational Programs* provides data on the past five years of assessment reports: academic years 2013-14 through 2017-18. The report begins with a summary of the improvements that have been made in the reporting and analysis of assessment reports over the past decade (Section I). Then, changes in program participation in assessment reporting is analyzed (Section II) along with the quality of reporting (Section III) and educational and institutional changes made with the purpose of improving student learning (Sections IV through VI). The Appendix contains tables of raw data that was used to make the figures in this report.

Section 1. Process Improvements in Analyzing Assessments at NOVA

NOVA has improved its analysis of the *Annual Planning and Evaluation Reports (APERs) for Instructional Programs* over the past decade. In 2013-14, the office implemented a new, more rigorous rubric to assess APERs. The rubric offered specific, structured feedback to programs on the assessment and reporting process. Since 2015-16, we have refined our Use of Results category to include subcategories (see Section VI). The changes made since 2015-16 have increased the accuracy of the classifications as well as the reliability of the total number of actions.

For the 2017-18 reports, the Office of Academic Assessment further refined one Use of Results category, Assessment Process, by creating subcategories (see Section VI-D). In previous years, all changes to the assessment process were grouped together under the subcategory Assessment Methodology, so in previous years there was no detail or analysis about the kinds of changes programs were making in this area. The new subcategories allow for a more specific understanding of what programs are doing in terms of improving their own assessment processes and methods. This refined coding of the Assessment Process category allows the office to better assist programs in implementing new assessment activities, represents a process improvement for the Office of Academic Assessment and NOVA, and demonstrates the College's commitment to continuous improvement.

The changes over the past decade have encouraged programs to look carefully at their data and results, and seek improvements in the areas where students are not meeting outcomes. This shift has improved programs' understanding of the value and logic of assessment. It has also broadened program awareness of the assessment process. As a result, faculty and staffs' recognition and understanding of the process of assessment have increased, and the College is better able to document student learning and the changes made to improve it.

Section 2. Submission of *Annual Planning and Evaluation Reports for Instructional Programs*

Figure 1 below presents the percentage of programs submitting *Annual Planning and Evaluation Reports for Instructional Programs* from 2013-14 through 2017-18. In 2017-18, 58 out of 59 required reports were submitted. The one program that did not submit a report is in the process of being discontinued.

Figure 1. Submission Rate of *Annual Planning and Evaluation Reports for Instructional Programs* by Educational Programs: 2013-14 through 2017-18
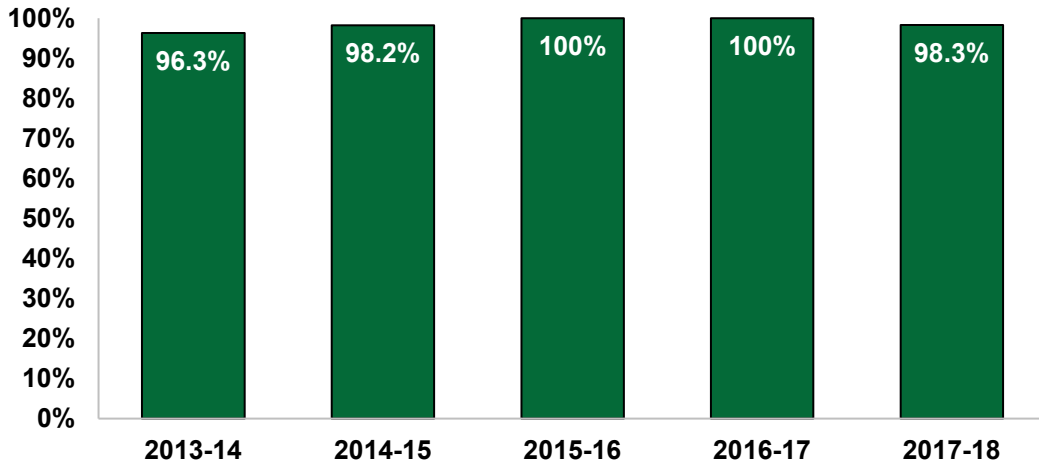
Section 3. Quality of Reporting

Over the past decade, NOVA's culture of assessment has become more established; thus, standards for assessing student learning and the quality of the reports have increased. When the analytic rubric was implemented for 2013-14 reports, it yielded percentile scores for each section of the report (see Tables 2 and 3 below). The rubric has four criteria, one for each section of the report (see Table 1 above): (1) SLOs, CLOs, Program Goals; (2) Assessment Methods; (3) Assessment Results; and (4) Use of Results. Points are awarded for addressing each of the components in each section of the report: two points for meeting the requirement, one point for partially meeting it, and zero points for not meeting the requirement. Based on the total points and resulting percentage score, there are four levels of performance indicated in Table 2 below: meeting expectations, mostly meeting expectations, partially meeting expectations, and not meeting expectations.

Table 2. Quality of Reporting in *Annual Planning and Evaluation Reports for Instructional Programs*: Rubric Score Scale

Score on Rubric	Color	Performance Level
90%-100%	Dark Green	Meeting expectations
80-89%	Light Green	Mostly meeting expectations
70%-79%	Yellow	Partially meeting expectations
Below 70%	Red	Not meeting expectations

The scores for 2013-14 through 2017-18 reports are provided in Table 3. College-wide assessment in 2017-18 improved in two categories: Assessment Results and Use of Results. There was a dramatic increase in programs meeting expectations in the Use of Results category (over 8 percent), while there were slight drops in rubric scores for reporting on SLO, CLO, and Program Goals and Assessment Methods. Overall, rubric scores rose 1% from the previous year, and all categories of the reports are now meeting expectations.

Table 3. College-Wide Rubric Results: 2013-14 through 2017-18

Annual Planning and Evaluation Reports	2013-14	2014-15	2015-16	2016-17	2017-18	% Change from 2016-17 to 2017-18
SLOs, CLO, Program Goals	86.5%	93.6%	97.2%	98.2%	95.3%	-2.9%
Assessment Methods	91.4%	92.4%	96.7%	97.2%	96.7%	-0.5%
Assessment Results	85.8%	87.7%	89.7%	91.9%	93.9%	2.0%
Use of Results	80.6%	88.1%	86.0%	82.2%	90.4%	8.2%
TOTAL	86.1%	90.4%	92.4%	92.4%	93.4%	1.0%

Section 4. Use of Results to Improve Student Learning

An important component of assessing student learning is "closing the loop," which is a process that involves using the results from assessments to make changes that lead to student learning outcome improvements. As shown in Figure 2, the number of improvements that programs are making as a result of assessments has been climbing each year as programs implement more actions for change and then report these actions in their APERs. In 2017-18, the average number of changes made per program was 35.4. This represents a 12 percent increase in the number of changes reported over the previous year.

Figure 2. Average Number of Use of Results Per Program: 2013-14 through 2017-18
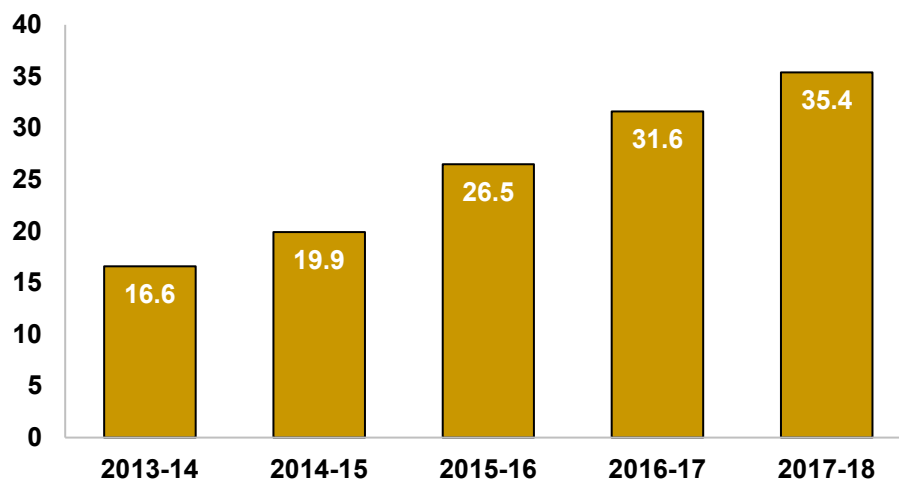
Section 5. Use of Results by Major Category

In addition to counting the number of actions reported in the Use of Results section, program APERs are analyzed to determine the kinds of actions that programs undertake to improve student learning and assessment. Reported actions/changes in the Use of Results section are coded into five major categories: Curriculum-Specific; Program Resources; Co-Curricular Resources; SLO Assessment Process; and College-Level.

Figure 3 includes the five major categories of reported program actions. In 2017-18, as in previous cycles, Curriculum-Specific actions (43.2 percent) and changes to the SLO Assessment Process (21.7 percent) are the two areas most frequently used by programs. This trend coincides with the implementation of more rigorous coding and reporting protocols described in Section I. Three categories increased from 2016-17 to 2017-18 (Curriculum-Specific, Co-Curricular Resources, and College-Level) while two categories decreased in use (Program Resources and SLO Assessment Process).

Figure 3. Use of Results by Major Category: 2013-14 through 2017-18

	2013-14	2014-15	2015-16	2016-17	2017-18
College-Level	5.9%	6.5%	6.9%	7.3%	9.2%
Assessment Process	27.3%	30.2%	30.0%	27.6%	21.7%
Co-Curricular Resources	15.6%	18.4%	16.0%	18.0%	19.3%
Program Resources	6.7%	4.3%	4.9%	7.4%	6.5%
Curriculum-Specific	44.3%	40.7%	42.2%	39.7%	43.2%
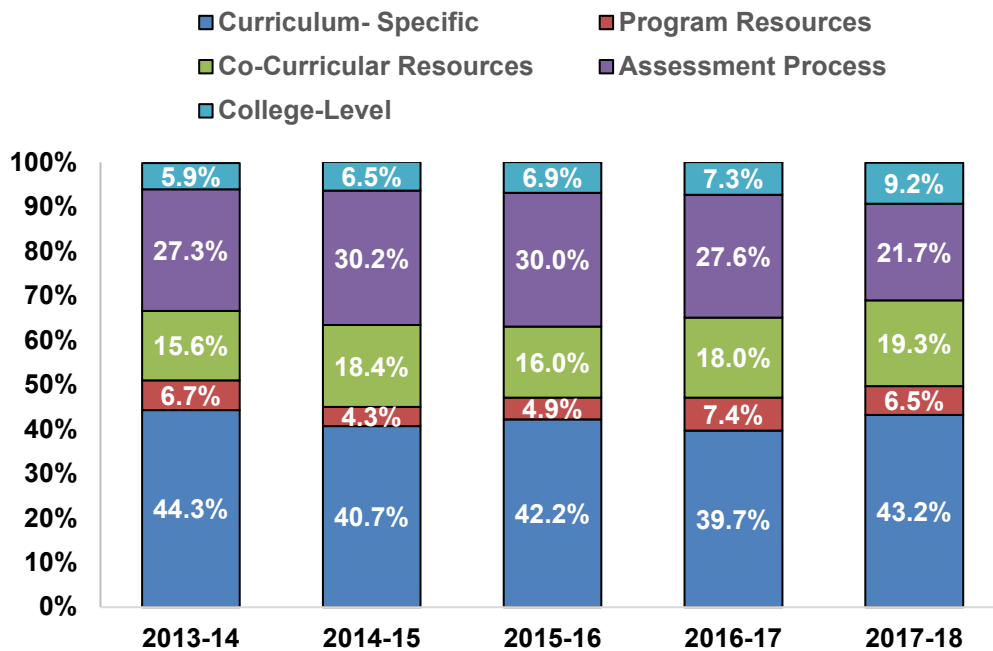
Section 6. Use of Results by Subcategories

The five major categories break down into a total of 20 subcategories. Table 4 presents the subcategories of each major category. (See Table J in the Appendix for a complete description of each subcategory with examples.)

As mentioned in Section I, in 2017-18 the SLO Assessment Process category was broken down into subcategories for the first time. Prior to this year, all assessment process changes were captured under one subcategory, Assessment Methodology, which was eliminated as a subcategory.

Table 4. Use of Results Codes: Major Categories and Subcategories

Major Category	Subcategories
Curriculum-Specific	Curricular Change
	Course Revision
	Pedagogy
	Subject-Matter Expert Feedback
Program Resources	Financial
	Human Resources
	General Resources
Co-Curricular Resources	Co-Curricular Opportunities
	Academic Support/Advising
SLO Assessment Process	SLO Assessment Change
	Data Analysis Method Change
	Student Learning Outcome Change
	Target Increased
	Target Decreased
	Target Clarified
	Sample Size
	Communication on the Assessment Process
College-Level	Dual Enrollment
	Articulation Agreement
	Recruitment/Marketing

Figure 4 below illustrates the subcategories in order of most frequently utilized to least frequently used in 2017-18. Course Revision continues to be the change most frequently implemented by programs, with one-quarter of all changes falling into this subcategory. Academic Support/Advising is the second most frequently cited change (17 percent), while all other changes make up less than 10 percent of total changes each.

Figure 4. Use of Results by Subcategory in Descending Order: 2017-18
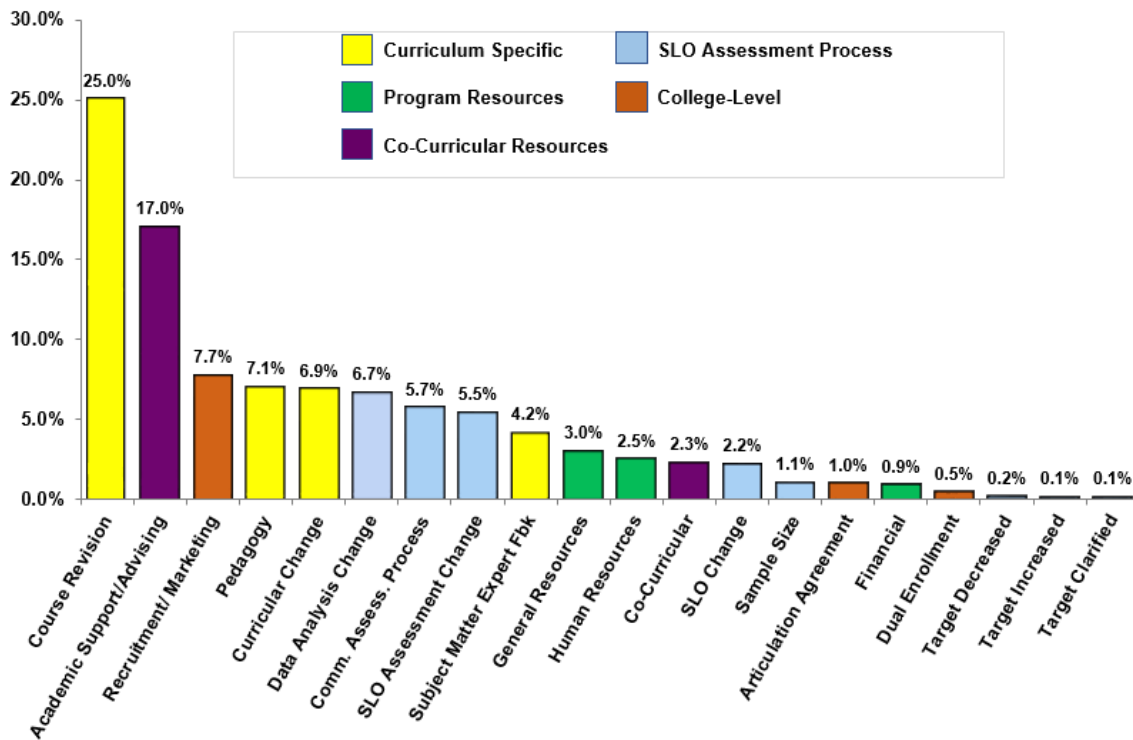
A. Curriculum-Specific

Curriculum-specific changes divide into four subcategories: Curricular Change, Course Revision, Pedagogy, and Subject-Matter Expert Feedback. Curriculum-Specific actions represent the largest number of changes that programs implement as a result of the assessment process (43.2 percent of all changes made). The subcategory Course Revision is the most frequently cited change of all 20 subcategories (25.0 percent of all changes made). Figure 5 below illustrates the trends in this category.

The Course Revision subcategory is used to capture changes made to "what" students learn, i.e., the content of the course. Nearly 100 additional course revisions (514) were reported in 2017-18 over 2016-17 (421).

Curricular Changes relate to broader changes to the degree program itself, for example adding a course or other requirement (including a new prerequisite), changing the sequence of courses or the program focus, or how or when a program offers classes. Curricular changes increased slightly over the past year to 6.9 percent of overall changes.

Pedagogy refers to changes in "how" students learn and consequently how teachers structure the learning environment. This could mean fewer lectures, more student involvement (e.g., class discussion or small group work), or more interactive or experiential activities, such as labs, role-playing, hands-on learning, or even gaming. Actions classified as Pedagogy were 7.1 percent of all changes in 2017-18, comparable to the previous year.

Subject-Matter Expert Feedback involves seeking recommendations from internal or external stakeholders, such as Pathway Councils, employers, on-site clinical supervisors, the program advisory board, or an accreditation body. Subject-matter expert feedback nearly doubled in percentage points in 2017-18 (4.2 percent) over the previous year (2.3 percent).

Figure 5. Curriculum-Specific Changes: 2013-14 through 2017-18
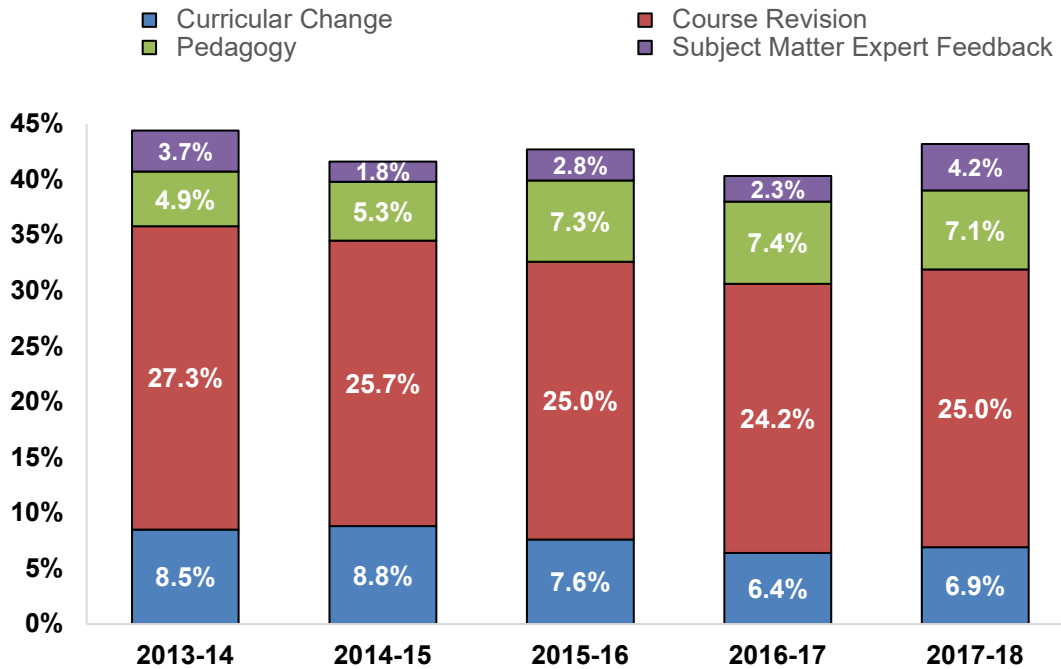
B. Program Resources

The Program Resources category comprised 6.5 percent of total Use of Results for 2017-18, the smallest of the five major categories used by programs. Program Resources includes three subcategories: Financial, Human Resources, and General Resources. Financial resources entail requesting or allocating additional funds to achieve student learning outcomes or program goals. Human Resources include professional development for faculty/staff or hiring new personnel, including faculty or lab instructors. General Resources consist of increasing/improving physical resources, such as new software or computers, expansion of physical space, or utilizing external partners as guest speakers.

Figure 6 shows that Financial and Human Resources had gains in 2017-18, while General Resources declined by more than two percentage points. The entire Program Resources category shrank from 7.4 percent in 2016-17 to 6.5 percent in 2017-18.

Figure 6. Program Resources Changes: 2013-14 through 2017-18

Year	General Resources	Human Resources	Financial
2013-14	3.7%	2.6%	0.3%
2014-15	2.2%	2.0%	0.0%
2015-16	2.9%	1.3%	0.6%
2016-17	5.2%	1.6%	0.5%
2017-18	3.0%	2.5%	0.9%
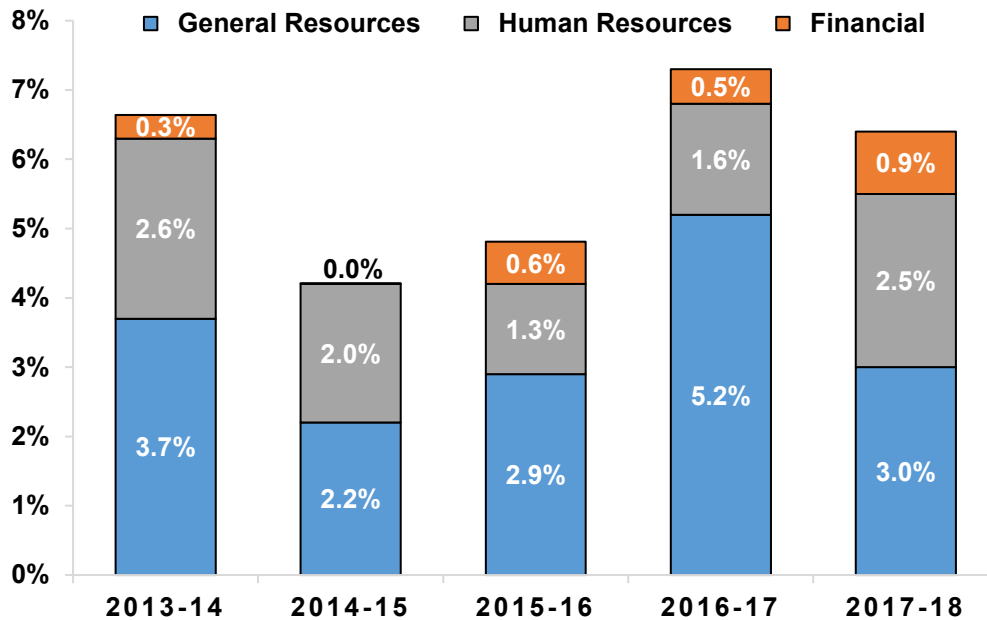
C. Co-Curricular Resources

The Co-Curricular resources category comprised 19.3 percent of total Use of Results for 2017-18. This category includes two subcategories, Co-Curricular Opportunities and Academic Support/Advising. Co-Curricular Opportunities are coordinated activities for students to engage in outside of the classroom and which are not a required part of a course. These activities include field trips, internships, social gatherings, career fairs, study sessions, and participation in professional or student organizations. The Co-Curricular Opportunities subcategory decreased by 0.2 percent in 2017-18.

Academic Support/Advising actions refer students to academic support resources like the Writing Center, Science Lab, Math Lab, or peer tutoring. Reported actions classified as Academic Support/Advising have been increasing since 2015-16, and in 2017-18 this subcategory grew to 17 percent of the total, as displayed in Figure 7. As mentioned previously, Academic Support/Advising is the second most-frequently cited change (after Course Revisions).

Figure 7. Co-Curricular Resources Changes: 2013-14 through 2017-18
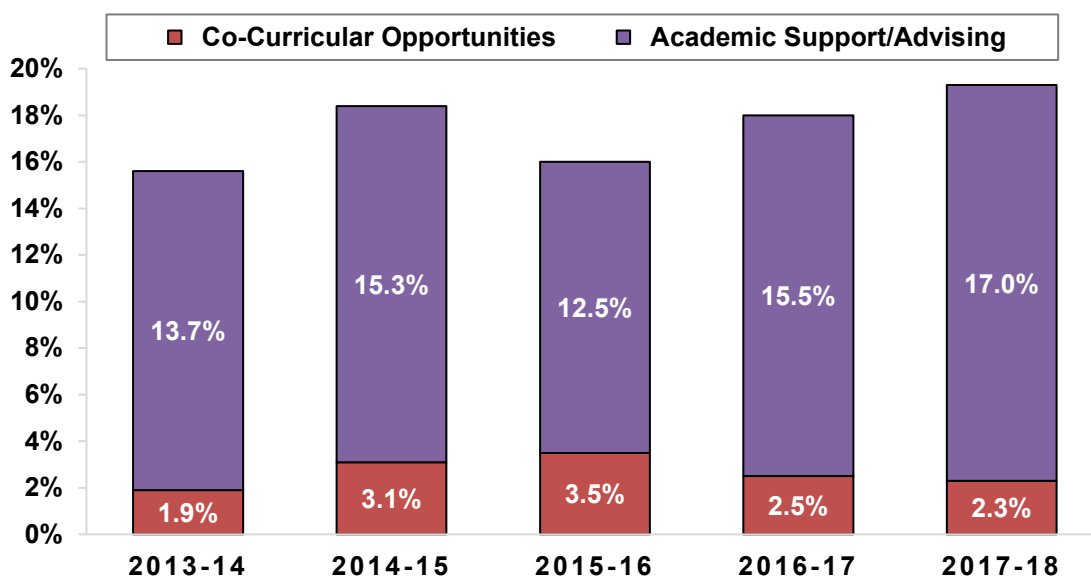
D. Assessment Process

As discussed previously, the Assessment Process category was refined in 2017-18. Prior to 2017-18, this category only contained one subcategory, Assessment Methodology, under which all assessment process changes were captured (such as modifying an assessment, changing a method of data analysis, adding another assessment method, revising an achievement target, and changing a system of gathering data or providing feedback). For 2013-14 through 2016-17, data can only be reported on the percentage of assessment process changes that were made (see Figure 8 below).

In 2017-18, eight subcategories were added to this major category to more accurately capture and better classify the kinds of changes that programs are making to their assessment process. The eight subcategories are: SLO Assessment Change, Data Analysis Method Change, Student Learning Outcome Change, Target Increased, Target Decreased, Target Clarified, Sample Size, and Communication on the Assessment Process. (A description along with examples of each subcategory can be found in Table J of the Appendix.)

In 2017-18, the Assessment Process category as a whole decreased nearly six percentage points, from 27.6 percent in 2016-17 to 21.7 percent in 2017-18. Data on each subcategory of Assessment Process changes is displayed in Figure 8.

The subcategory that programs are employing the most is Data Analysis Method Change, which represents 6.7 percent of the total Use of Results in 2017-18. This subcategory involves changes to how the data is collected or analyzed, and it also includes development and implementation of a new rubric for scoring assessments. Better Communication on the Assessment Process to faculty and other internal constituents is another frequently cited change in this category (5.7 percent), and programs are also making changes to the SLO Assessments that they are using (5.5 percent), which can involve implementing a completely

new assessment for the SLO or revising/updating current assessments and/or individual questions. The other five subcategories (Student Learning Outcome Change, Target Increased, Target Decreased, Target Clarified, and Sample Size) were all utilized two percent of the time or less.

Figure 8. Assessment Process Changes: 2013-14 through 2017-18

Legend:
- Assessment Change
- Student Learning Outcome Change
- Target Decreased
- Sample Size
- Data Analysis Method Change
- Target Increased
- Target Clarified
- Communication on Assessment Process

Year	Value
2013-14	27.3%
2014-15	29.8%
2015-16	29.9%
2016-17	27.6%
2017-18	21.7%

2017-18 breakdown (bottom to top):
- 5.5%
- 6.7%
- 0.1%
- 0.2%
- 0.1%
- 2.2%
- 1.1%
- 5.7%
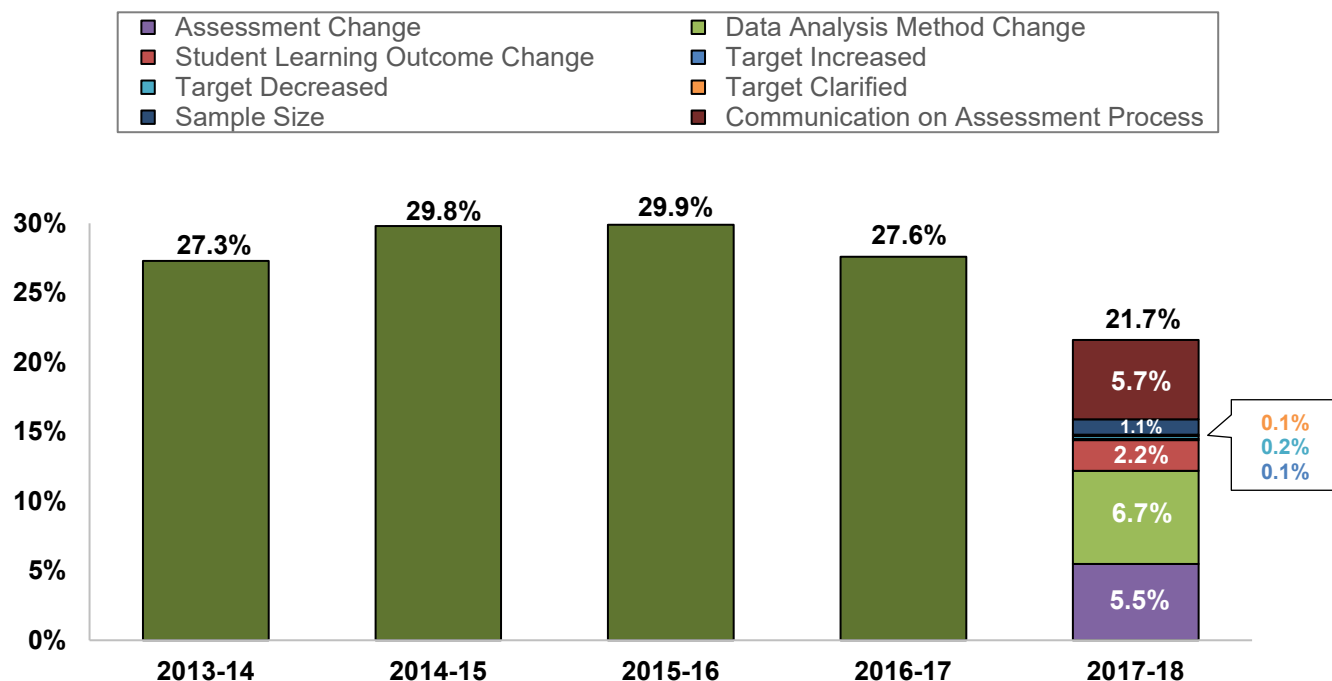
E. College-Level

The College-Level category includes three subcategories: Dual Enrollment, Articulation Agreement, and Recruitment/Marketing. Dual Enrollment actions involve off-site, dual enrollment programs/courses that take place at local high schools. Articulation Agreements include agreements for pathways from NOVA to 4-year institutions, including the Advance NOVA/Mason Partnership, as well as increasing the number of transferrable credits to specific 4-year institutions. Recruitment/Marketing actions are outreach efforts that programs utilize for various potential populations of students, including local high school students, non-traditional students, and non-declared students.

Recruitment/Marketing actions have increased to 7.7 percent of total Use of Results, the third most frequently cited subcategory, while Dual Enrollment agreements have decreased and Articulation Agreements have held steady around the one percent mark, as displayed in Figure 9. Overall, the College-Level category grew from 7.3 percent in 2016-17 to 9.2 percent in 2017-18.

Figure 9. College-Level Changes: 2013-14 through 2017-18

Legend: Recruitment/Marketing, Articulation Agreement, Dual Enrollment

Year	Recruitment/Marketing	Articulation Agreement	Dual Enrollment
2013-14	5.3%	0.5%	0.1%
2014-15	5.7%	0.5%	0.3%
2015-16	5.7%	0.8%	0.4%
2016-17	5.9%	1.1%	0.3%
2017-18	7.7%	1.0%	0.5%
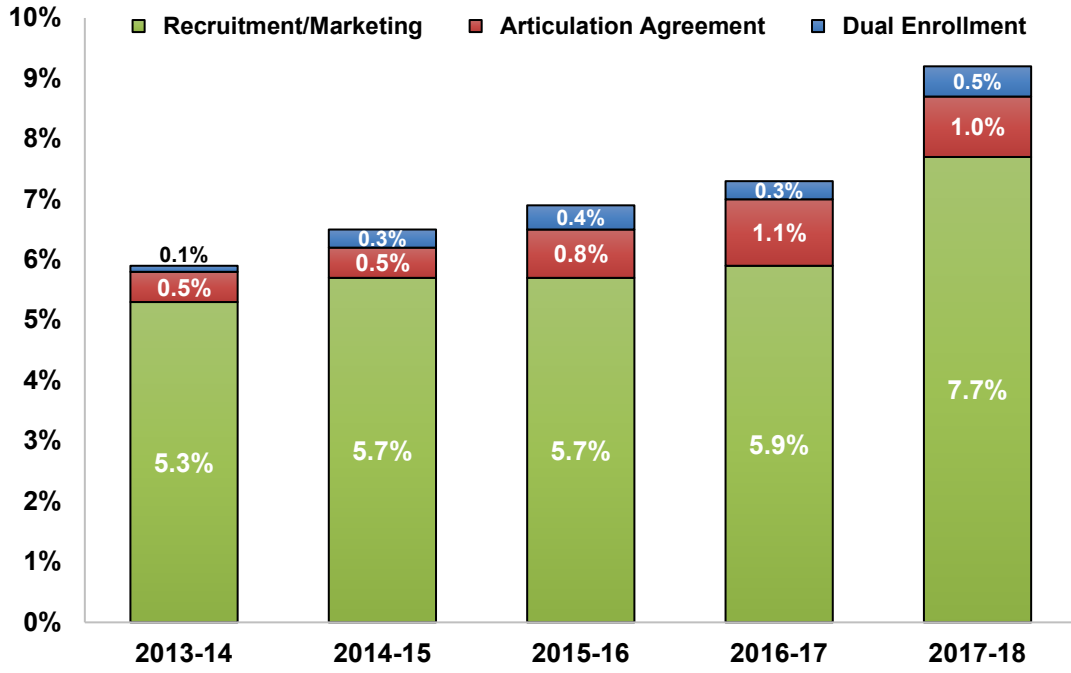
Conclusion

In sum, NOVA's educational programs continue to improve the quality of their assessments and efforts to improve student learning. The results of the 2017-18 *Institutional Effectiveness Audit of Educational Programs* demonstrate that at NOVA, programs are making a record number of changes as a result of the assessment process. Programs have made, in total, 2,053 changes across the College aimed at improving student learning; this equates to 35.4 changes made per program. Curriculum-Specific changes continue to be the most frequently implemented improvements, and changes in this category grew to 43.2 percent of all changes in 2017-18. Course Revisions, a subcategory of Curriculum-Specific changes, consisted of one-quarter of all changes made across the College. The average overall rubric score for all NOVA programs was 93.4 percent, a one percent increase from the previous year, which demonstrates that programs are meeting expectations and in many cases exceeding expectations for reporting on their assessment results. The culture of assessment at NOVA is well-established and grows stronger each year as faculty and staff more regularly participate in the process of assessment, and Provosts, Deans, Discipline Chairs, and SLO Leads spread a culture of assessment at the program level.

Appendix

Table A1. Submission Rate of Annual Planning and Evaluation Reports for Educational Programs: 2013-14 through 2017-18

Academic Year	# of Annual Reports to be Submitted	# of Annual Reports Submitted	% of Annual Reports Submitted
2017-18	59	58	98.3%
2016-17	55	55	100.0%
2015-16	56	56	100.0%
2014-15	55	54	98.2%
2013-14	55	53	96.3%

Table A2. Average Number of Use of Results per Program: 2013-14 through 2017-18

Academic Year	Annual Reports Submitted	Total # of Use of Results	Average # of Use of Results per Program
2017-18	58	2,053	35.4
2016-17	55	1,740	31.6
2015-16	56	1,484	26.5
2014-15	54	1,072	19.9
2013-14	53	882	16.6

Table A3. Use of Results by Major Category: 2013-14 through 2017-18

	Use of Results Major Categories										
Year	Curriculum-Specific		Program Resources		Co-Curricular Resources		Assessment Process		College-Level		Total
	#	%	#	%	#	%	#	%	#	%	#
2017-18	886	43.2	133	6.5	397	19.3	446	21.7	190	9.2	2,053*
2016-17	691	39.7	128	7.4	312	18.0	480	27.6	129	7.3	1,740
2015-16	626	42.2	72	4.9	238	16.0	445	30.0	103	6.9	1,484
2014-15	436	40.7	46	4.3	197	18.4	324	30.2	75	6.5	1,078
2013-14	391	44.3	59	6.7	138	15.6	241	27.3	53	5.9	882

*There was one action in 2017-18 that was coded into the "Other" category. This category has been omitted from this report because it represents a very small portion of the actions taken in 2017-18.

Table A4. Use of Results by Subcategory in Descending Order: 2017-18

Subcategory	Number of Changes	% of Total
Course Revision	514	25.0
Academic Support/Advising	350	17.0
Recruitment/Marketing	159	7.7
Pedagogy	145	7.1
Data Analysis Method Change	138	6.7
Curricular Change	119	5.8
Communication on the Assessment Process	118	5.7
SLO Assessment Change	112	5.5
Subject Matter Expert Feedback	86	4.2
General Resources	62	3.0
Human Resources	52	2.5
Co-Curricular	47	2.3
Student Learning Outcome Change	46	2.2
Pre-Requisites	22	1.1
Sample Size	22	1.1
Articulation Agreement	21	1.0
Financial	19	0.9
Dual Enrollment	10	0.5
Target Decreased	4	0.2
Target Increased	3	0.1
Target Clarified	3	0.1
Other	1	0.0
Total	**2,053**	**100**

Table A5. Curriculum-Specific Changes: 2013-14 through 2017-18

Curriculum-Specific	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Curricular Change	75	8.5	95	8.8	112	7.6	112	6.4	141	6.9
Course Revision	241	27.3	275	25.7	371	25.0	421	24.2	514	25.0
Pedagogy	44	4.9	57	5.3	108	7.3	129	7.4	145	7.1
Subject-Matter Expert Feedback	33	3.7	19	1.8	42	2.8	40	2.3	86	4.2
Total	**393**	**44.4**	**446**	**41.6**	**633**	**42.7**	**702**	**40.3**	**886**	**43.2**

Table A6. Program Resources Changes: 2013-14 through 2017-18

Program Resources	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Financial	3	0.3	1	.01	9	0.6	9	0.5	19	0.9
Human Resources	23	2.6	21	2.0	20	1.3	28	1.6	52	2.5
General Resources	33	3.7	24	2.2	43	2.9	91	5.2	62	3.0
Total	**59**	**6.6**	**46**	**4.3**	**72**	**4.8**	**128**	**7.3**	**133**	**6.5**

Table A7. Co-Curricular Resources Changes: 2013-14 through 2017-18

Co-Curricular	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Co-Curricular Opportunities	17	1.9	33	3.1	52	3.5	43	2.5	47	2.3
Academic Support/ Advising	121	13.7	164	15.3	186	12.5	269	15.5	350	17.0
Total	**138**	**15.6**	**197**	**18.4**	**238**	**16.0**	**312**	**18.0**	**397**	**19.3**

Table A8. Assessment Process Changes: 2013-14 through 2017-18

Assessment Process*	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Assessment Change	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	112	5.5
Data Analysis Method Change	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	138	6.7
Student Learning Outcome Change	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46	2.2
Target Increased	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	0.1
Target Decreased	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	0.2
Target Clarified	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	0.1
Sample Size	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22	1.1
Communication on Assessment Process	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	118	5.7
Total	**241**	**27.3**	**340**	**29.8**	**445**	**29.9**	**480**	**27.6**	**446**	**21.6**

*Assessment Process only had one subcategory before 2017-18, titled Assessment Methodology. In 2017-18, eight subcategories were added and Assessment Methodology was removed (see Section I). Thus, no data exists before 2017-18 for the current subcategories.

Table A9. College-Level Changes: 2013-14 through 2017-18

College-Level	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Dual Enrollment	1	0.1	4	0.3	6	0.4	6	0.3	10	0.5
Articulation Agreement	5	0.5	6	0.5	12	0.8	20	1.1	21	1.0
Recruitment/Marketing	47	5.3	65	5.7	85	5.7	103	5.9	159	7.7
Total	**53**	**5.9**	**75**	**6.5**	**103**	**6.9**	**129**	**7.3**	**190**	**9.2**

Table A10. Descriptions and Examples of Changes by Major Categories and Subcategories

Major Category	Subcategory	Description and Examples
Curriculum Specific	Curricular Change	Curricular change to degree program, e.g., added a course or other requirement; changed sequence of courses, paradigm shift—i.e., change in program focus based on industry standards and evolving technology; change in time schedule (when classes are offered); added courses on-line or in hybrid format; added/increased number of sections of a course to accommodate more students; coordinated course scheduling with other campuses, designing a common course syllabus, competitive admission, designing a common course curriculum; changed entrance requirements to program (e.g., require completion of MTH 151 or ENG 111 before entering program); changed GPA requirement; requirement of computer competency test before program placed
	Course Revision	Revised existing course or courses; added or revised assignment, tests, readings, projects; modified assignment; modified course content, changed textbook; added or modified study guides, checklists, or other course handouts; revisited course topics for greater comprehension; emphasized/improved content; posted material online; added rubric; added review session or practice test; revised time spent on topic, remediation
	Pedagogy	Revised methodology of delivering course material, e.g., less lecture, more student involvement, more interactive or experiential activities (lab) ; integrated learning technology (video, Blackboard), smaller class size, added or replaced some in person courses with on-line or hybrid courses (differs from offering entire degree program on-line); added peer learning methods
	Subject Matter Expert Feedback	Sought recommendations from external and internal stakeholders, e.g., employers, on-site clinical coordinator/supervisor, program advisory board/committee, accreditation body, faculty cluster
Program Resources	Financial	Requested additional fiscal resources; allocated funds from other budget area to focus on achieving SLO
	Human Resources	Provided faculty or adjuncts with development or training, e.g., faculty attend teaching workshops or conference to keep current with industry changes; hired new faculty
	General Resources	Utilized external partners as guest speakers or resources for students; physical resources, e.g., new software, computers, open lab time, expansion of physical space
Co-Curricular Resources	Co-Curricular Opportunities	Coordinated opportunities to engage in learning outside classroom: e.g., faculty and students interaction outside classroom; optional field trips; internships (if not a part of course) social gatherings, career fairs, speakers, study sessions, participation in professional or student organizations
	Academic Support/ Advising	Connected students with peer tutors; referred to NOVA Academic Support Resources like Writing Center, Science Lab, Math Lab; referred student to see academic advisor, counselor; improved or increased faculty advising and guiding students on degree related topics; program placement, transfer info sessions for 4 year colleges

Major Category	Subcategory	Description and Examples
SLO Assessment Process	SLO Assessment Change	Changed or added to the assessment method for the SLO; broke out SLO components and assessed those individually
	Data Analysis Method Change	Changed or modified data analysis method, e.g., developed a new rubric; added indirect measures such as surveys or student self-assessment
	Student Learning Outcome Change	Refined or modified student learning outcome(s)
	Target Increased	Increased target for success, e.g., increased the target number of students achieving a certain score on an assessment from 70% to 80%; increased the target assessment score from 60% to 70%
	Target Decreased	Decreased target, e.g., decreased the target number of students achieving a certain score on an assessment from 90% to 80%; decreased the target assessment score from 100% to 90%
	Target Clarified	Target was created/determined; target was revised or modified to be more clear or specific
	Sample Size	Improved/increased sample size, e.g., assessed more sections of a course; assessed more courses for the same SLO; increased faculty/campus participation in assessment
	Communication on Assessment Process	Communicated with faculty to clarify or revise the assessment process
College-Level	Dual Enrollment	Allowed students to take program courses during high school
	Articulation Agreement	Increased number of transferrable credits to specific 4 year institutions; Agreement with 4 year institution to accept NOVA graduates
	Recruitment/Marketing	Efforts to increase access, e.g., outreach to high schools, non-traditional students, non-declared students

Table A11. College-Wide Core Learning Outcome (CLO) Assessment Schedule: 2017-18 to 2022-23

CLO	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Civic Engagement		X			X	
Critical Thinking	X			X		
Professional Readiness			X			X
Quantitative Literacy	X			X		
Scientific Literacy			X			X
Written Communication		X			X	

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

NOVA

Northern Virginia Community College

703–323–3000 | *www.nvcc.edu*