

# NOVA STRATEGIC PLAN 2017 – 2023

## Pathway to the American Dream



**Every** Student Succeeds    **Every** Program Achieves    **Every** Community Prospers

**NOVA** | Northern Virginia  
Community College

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

### INTRODUCTION

During the 2016-2017 academic year, Northern Virginia Community College (NOVA) engaged in a process of identifying and articulating primary strategic priorities for the College's sixth decade of service to Northern Virginia and the Commonwealth. Building upon the creativity, good will, seriousness, and perseverance of the NOVA community and engaging more than 250 members of the NOVA community both inside and outside the College, NOVA used this planning effort to design a strong and sustainable future for the College that rests upon three pillars—every student succeeds, every program achieves, every community prospers. Most importantly, these pillars ensure that our college has its greatest impact on the socio-economic mobility of our students and the prosperity of our region.

This document describes the strategic planning process and its context and purposes. It then outlines the priorities on which NOVA will focus and describes the goals, objectives, and activities through which the College will achieve those priorities.

### AN EDUCATED CITIZENRY AS A VIRGINIA VALUE

*"If the condition of man is to be progressively ameliorated, as we fondly hope and believe, education is to be the chief instrument in effecting it."* **Thomas Jefferson**

### THE MISSION OF THE VIRGINIA COMMUNITY COLLEGE SYSTEM

*"We give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened."*

### THE NOVA MISSION AND VISION

*"This is the College of Necessity, the Academy of Opportunity, and here and now, a child of the times in this fastest growing metropolitan area of the nation."* **Governor Albertis Harrison, NOVA Dedication, 1965**



NOVA, the largest public educational institution in Virginia and among the largest community colleges in the country, serves a region in which 29% of the Commonwealth of Virginia's population resides. NOVA enrolls nearly 100,000 credit and non-credit students—from more than 160 countries—across six campuses. Its mission *"...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"* supports its vision to *"...promote student success."*

While serving one of the wealthiest areas in the country, the geographic region served by NOVA also contains 20% of the Virginia households that fall below the poverty line or the basic cost of living (ALICE) threshold. Facilitating the opportunity of residents of these families and other citizens in our region

to participate in one of the most dynamic economies in the Commonwealth and the nation, and attain middle class status or greater, is a core purpose of NOVA and a primary goal of this strategic plan.

## PLANNING CONTEXT

NOVA's 2005-15 strategic plan, **NOVA 2015: Gateway to the American Dream**, aligned NOVA's future priorities with the strategic plan of the Virginia Community College System (VCCS), **Achieve 2015**. Both plans spoke to Access, Affordability, Student Success, Workforce, and Resources. During that decade, NOVA increased student enrollment in its programs by 32%, financial aid recipients quadrupled to 23,000, and graduates more than doubled.

In 2015-16, the VCCS fashioned a new six-year plan, **Complete 2021**. Its primary strategies include **Creating a Culture of Completion and Addressing Virginia's Hiring Challenge**, through structured pathways, credential stacking, and enterprise technology student support systems—Integrated Planning and Advising for Student Success (**IPASS**). Another VCCS strategy is increasing the designation of more of its member colleges as Cybersecurity Institutions of Excellence—specifically highlighting NOVA's distinction as a designated NSA Center of Academic Excellence in Information Assurance. The VCCS plan further outlines ways to meet demand in the Commonwealth for skilled workers, particularly those with more than a high school diploma and less than a bachelor's degree. Celebrating its 50<sup>th</sup> anniversary, the VCCS declared boldly that within its next 50 years the Commonwealth would see a college graduate in every Virginia household.

The State Council of Higher Education for Virginia's **2014 Virginia Plan for Higher Education** offers an equally ambitious goal—to make Virginia the “*best educated state by 2030*.” Its priorities include affordable access, student success, innovation and investment, and economic and cultural prosperity. Its specific initiatives include—most relevant to NOVA's strategic planning work— “*...support[ing] pathways to postsecondary education and completion*.” NOVA's present strategic plan charts a course that continues to build on its previous successes in access, affordability, and student success by focusing on strategic priorities and specific initiatives that align with trends across the nation and Commonwealth.

## THE NATIONAL COMPLETION AGENDA AT NOVA

Community colleges like NOVA serve an essential function in our nation's system of higher education. More than 40% of undergraduates begin their higher education experience at a community college. These institutions provide lower tuition and greater access to a broader group of students than do four-year institutions; as noted by the American Association of Community Colleges (AACC), “[community college] offers a critical avenue for upward mobility for many underserved students, including low-income, first-generation, and racial/ethnic minority students, all of whom are disproportionately represented at community colleges.”

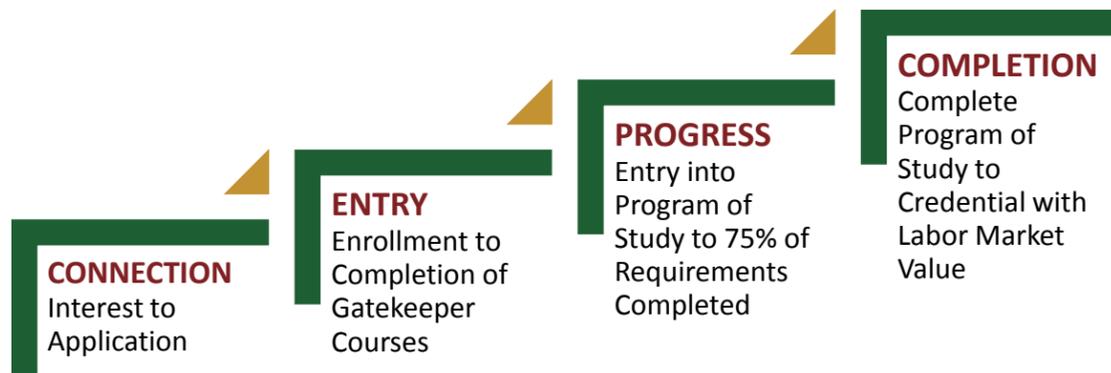
But access is not enough. In recent years, advocates, scholars, commissions, and institutions, reviewing the experience and outcomes of students in community colleges have shown that “*Access without support for student success is an empty promise (AACC)*.” Research shows that, although most of the students who enroll in two-year colleges do so with the aspiration eventually to earn a bachelor's degree, only about 14% achieve that goal within six years. Community colleges, responding to that challenge, have begun to invest resources, reshape programs, and strengthen support services to advance student success.

The student experience in community colleges is often described as a series of several “points” along a path toward completion of a credential. Points that offer opportunity for acceleration, but too often points of loss where students are stalled in their success goals and stop out or drop out. Overcoming these significant success challenges is the reason why the 21st Century Commission on the Future of Community Colleges published a national report in 2012, *Reclaiming the American Dream*, that calls for community college redesign:

*“Despite these historic successes, and amidst serious contemporary challenges, community colleges need to be redesigned for new times. What we find today are student success rates that are unacceptably low, employment preparation that is inadequately connected to job market needs, and disconnects in transitions between high schools, community colleges, and baccalaureate institutions.”*

Notably, these calls for change came not from external critics, but leaders throughout the community college sector who recognized that a focus on access alone falls short in helping community college students progress to their academic and economic goals.

At the institutional level, an articulation of the student challenges and opportunities in community college student progression is the Loss/Momentum Framework described by *Completion by Design (Bill and Melinda Gates Foundation)*, which envisions a student's pathway as a continuum.



Historically, NOVA has excelled in both the **CONNECTION** and **ENTRY** phases as a result of the strategic choices by the college to provide a gateway to the American Dream. Few, if any, community colleges in the nation deliberately attempt to connect to underserved low-income, first generation high school students as NOVA does through its Pathway to the Baccalaureate program. Further, the college's Start Strong policies and practices pioneered effective student entry.

Now, like many of its peers, NOVA has an opportunity—in fact, an obligation—to do more to support its students in the **PROGRESS** and **COMPLETION** phases. Too many of NOVA's students do not know whom to approach with questions about how to make progress toward goals, or what questions to ask. NOVA's current advising program is not structured to provide students with clear direction or indication of progress. Students do not have enough information to negotiate the complexities of transfer to Virginia senior institutions or proceed directly to the workforce other than through traditional academic paths. Furthermore, for open-access colleges like NOVA, progress toward completion is particularly important for students striving to attain greater economic opportunity for themselves and their families. Non-completers from open access institutions often find that their job applications are given equivalent consideration to that of a high school graduate, greatly limiting their employment opportunities much less their career progression.

In addressing this challenge to ensure that every NOVA student progresses toward completion, the NOVA community in this strategic planning process has evaluated our weaknesses and through Pathway to the American Dream, attempts to identify specifically identified institutional shortcomings:

- While approximately 80% of NOVA students enroll in programs designed to lead to transfer to a university to achieve a bachelor's degree, little more than 20% of NOVA students have achieved that goal six years after enrolling. While the NOVA students on a percentage basis perform better than the national average for community colleges, this success outcome is still woefully low. Research suggests that a key to helping transfer students achieve their Bachelor's degree goals is to help ensure that a majority of their credits transfer with them and count toward both general education and degree requirement credit at their transfer destination college.

National research indicates that students who successfully transfer a majority (80%) of their credits to their transfer destination have a 2 ½ times greater chance of completing a Bachelor's degree. For too many students, however, this threshold of transfer success is uncommon, with the average transfer student losing 13 earned and paid-for credits.

- To make informed choices that maximize goal attainment, students need access to appropriate information and engaged advisors. The NOVA community was confronted by our own challenges in this area on January 17, 2016 when an article in *The Washington Post* ("Community College Students Deserve Better than They Are Getting") used a NOVA student example to suggest shortcomings across the community college sector in providing adequate student advising. While the disappointing case of a single student example does not reflect the experience of all NOVA students, it is unfortunately the challenge faced by far too many of our students.

Recent data suggest that a majority (56%) of the students who initially enroll at NOVA are lost after only three years, meaning that they have neither graduated nor transferred, and they are no longer enrolled. For those who successfully graduate from NOVA, a very significant percentage (27%) pointed to advising when asked an open-ended question: What were the major problems, if any, in your NOVA experience? More than half of the graduates who had problems with advising suggested that their advisors were not knowledgeable (37%), not available (9%), and/or not helpful (8%).

- For many students and prospective students, their goals upon completion may be to enter the workforce directly rather than to transfer to a university. While the Northern Virginia region provides significant work opportunities compared to most other regional economies in the United States, NOVA's programs offering the opportunity to progress directly to the workforce are small relative to other community colleges in areas with less robust economies and may not reflect employer needs in Northern Virginia. Comparative data from national studies such as the Brookings Institute's (2015) *Value Added Colleges* and state data from State Council of Higher Education of Virginia, has indicated that NOVA lags in comparison to benchmark national and state community colleges in the production of STEM graduates, particularly those attaining degrees and/or certificates in non-transfer programs that allow them to enter the workforce directly. Similarly, statewide comparisons of NOVA's workforce development efforts have indicated that in comparison to other community colleges in the Commonwealth, NOVA's past efforts resulted in more limited engagement with employers and more limited opportunities for both students and employers from non-degree training and other workforce development support.

To address concerns about students' progress and completion, many two-year colleges have embraced innovations—in particular, a “pathways model” for academic programs (sometimes called Guided or Informed Pathways or described as Meta Majors), and technology-mediated advising.

- The **INFORMED PATHWAYS** (the term chosen by NOVA) approach responds to national evidence showing that the traditional “cafeteria” style presentation and structure of programs of study—in which students are offered a dizzying array of courses not organized in any meaningful way—leads to anxiety, poor choices, and bad outcomes. Not infrequently, students become overwhelmed, choose courses that do not transfer well, or at all, to their chosen schools, and waste valuable financial aid dollars. This ultimately—and dramatically—not only undermines community college completion rates but also reduces baccalaureate completion rates for those students who do complete a community college credential. **INFORMED PATHWAYS** present courses in the framework of structured, educationally coherent program maps aligned with students' goals for careers and further education or workforce entry. Schools that have adopted the Pathways Model note a sharp increase in the percentage of students meeting milestones toward completion of a credential. Indeed, the Community College Research Center notes, *“College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.”*
- Similarly, advising reform that embodies both the Pathways model and technology-mediated advising—**IPASS (Integrated Planning and Advising for Student Success** or **VIP-PASS (Virginia Integrated Program of Planning and Advising for Student Success)** as denominated by the Virginia Community College System)—is designed to improve student success and support completion. In the current climate of decreasing resources for higher education, colleges cannot meet the advising needs of all students using traditional face-to-face methods. In fact, NOVA estimates that it can reach only about a third of its students through its current model of in-person advising, most of which occurs during the “onboarding” or registration process. **VIP-PASS**, if integrated well, not only allows community colleges to provide good advising to more students by shifting some in-person advising to technology-mediated advising, but also provides tools to help students choose a course of study or career path, seek out needed assistance, and track their own progress along an **INFORMED PATHWAY**. It allows colleges to monitor students' progress and provide proactive “intrusive” advising, when needed, to keep students on track to earn a credential. Like **INFORMED PATHWAYS**, **VIP-PASS** is evidence of a commitment to student success.

Student success and, ultimately completion, matters not only in the short term, as an indicator of persistence, but also as the foundation for **INDIVIDUAL AND COMMUNITY PROSPERITY**. Though the magnitude of the effect varies from college to college, students who complete credentials enjoy greater upward **SOCIAL AND ECONOMIC MOBILITY** (i.e., moving from one income bracket to a higher one). By focusing its energy and effort, its creativity and talent, and its resources and persistence on a **COMPLETION AGENDA**, NOVA is well-positioned to influence social mobility on a large scale. As Raj Chetty at Stanford University and his colleagues have shown, differences in mobility rates suggest that increasing low-income access to **colleges with good student outcomes** can increase the overall contribution of higher education to upward mobility. The Chetty study reports that 1 in 5 NOVA students move up 2 or more income quintiles against their parents' income level within 10 years of earning a credential. More credentials earned will translate into broader economic opportunity for thousands of NOVA students.

To maximize this opportunity, NOVA must also more adequately connect job preparation to regional employment needs as suggested by the 21<sup>st</sup> Century Commission on the Future of Community Colleges. This will entail moving from a focus on workforce development as a division of the college to a core purpose of our institution, offering programs that provide a gateway to regional employment opportunities, and intensive partnering with employers and organizations to strengthen career development, work-based learning, job placement and other supports that will both enhance the opportunities of our students to participate in a dynamic regional economy and the overall prosperity of the communities that encompass our region.

Embracing the recommendations of national studies, the strategies of statewide plans for the Commonwealth and the unique opportunities offered by our region, NOVA's strategic plan, **PATHWAY TO THE AMERICAN DREAM** offers a promise, defines three priorities to guide NOVA's course over the next six years, and provides a plan to enhance its commitment to its students and the communities NOVA serves.

## **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 21<sup>st</sup> 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.**

The NOVA community articulated nine **Objectives** designed to deliver on three **Strategic Plan Goals** during the strategic planning process. The **Objectives** supporting these goals form the framework of an implementation plan described in subsequent sections of this document as approved by the College Board on May 15, 2017.

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 21<sup>st</sup> 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

## MEASURING IMPACT

To measure the impact of our efforts, NOVA’s strategic planning included a survey and selection of leading student performance indicators that effectively measure important milestones in student progress, and metrics of academic goal completion. With the emphasis on enhancing our students’ socio-economic opportunities, NOVA also created an economic mobility index. The impact of our strategic plan will be measured by tracking the results of student success against these metrics, based against 2016 baseline measures.

### **Mobility**

- **Economic Mobility Index:** The number and percentage of students in a Fall cohort who have completed 31 hours or more, who within six years of enrollment have completed a bachelor’s degree or earned another NOVA credential (A.A.S., Certificate, Career Studies Certificate, or Workforce Credentials Certificate), and who live in the D.C. region earning above the lower middle-class threshold (67 percent of median income for a family of four or \$62,506).

### **Overall Success**

- **Completion of Bachelor’s Degree Within Six Years:** Number and percent of transfer degree students who complete a bachelor’s degree within 6 years of enrollment.
- **Completion of Associate Degree or Certificate Within Three Years:** Number and percent of non-transfer degree students who complete an Associate Degree, Certificate, Career Studies Certificate, or Workforce Credential Certification within 3 years of enrollment.

### **Progress**

- **College (Gateway) Level Math and English Composition:** Percentage of degree students (other than certificate) completing a college (Gateway) level math and English composition within first year of enrollment.
- **Completing Nine or More Core Credits:** Percentage of degree students completing at least 9 semester credits (3 core courses) in the student’s field of study in the first academic year.
- **Fall-to-Spring Retention:** Percentage of degree students (other than Career Studies Certificate) persisting in enrollment from Fall to Spring semester of first year.
- **Fall-to-Fall Retention:** Percentage of degree students (other than Certificate or Career Studies Certificate) persisting in enrollment from Fall semester of first year to Fall semester of second year.
- **Transferring with More Than 31 Credit Hours:** Percentage of transfer students successfully transferring with more than 31 credit hours.
- **Ratio of Average Credits Earned at Graduation to Total Credits Required:** Ratio of average credits earned at graduation to total credits required for graduation by degree program and major.

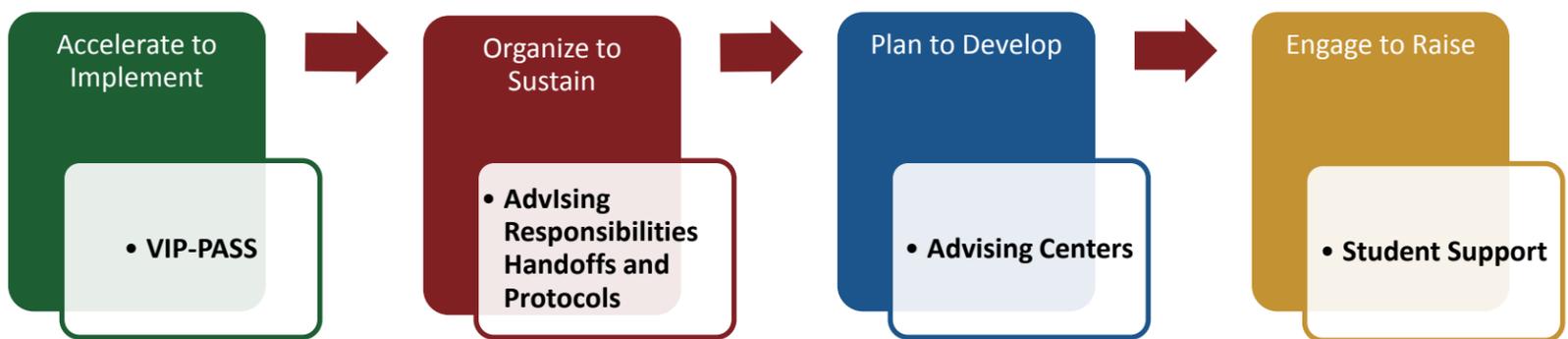
## EXECUTING PROGRESS

As a practical matter, all these goals and objectives cannot be accomplished immediately, or at the same time, since some depend upon others being accomplished sequentially. Every objective is supported by an action plan—each associated with benchmark accomplishments—to support and measure NOVA’s progress in implementing its Strategic Plan.

Consequently, four timeline-related implementation periods for NOVA’s Strategic Goals and Objectives are shown in the following diagrams and tables:

- **Accelerate to Implement:** These objectives are those that have already been started in some way, are fundamental to other, related strategic planning efforts (such as those for SCHEV and/or VCCS), and can be completed in a relatively short time frame.
- **Organize to Sustain:** These objectives involve “knottier” organizational issues, which require a “rethinking” of the way in which the College operates.
- **Plan to Develop:** These objectives are longer-term “big ideas” the College might choose to address. Because they will require substantial planning and/or allocation of resources, this plan not only identifies what these “big ideas” should be for each of the identified areas (e.g., “Every Student Succeeds”), but also describes what planning will need to be done and resources allocated to accomplish those ideas in the long term.
- **Engage to Raise:** These objectives are externally focused and involve adjusting how NOVA tells its story—

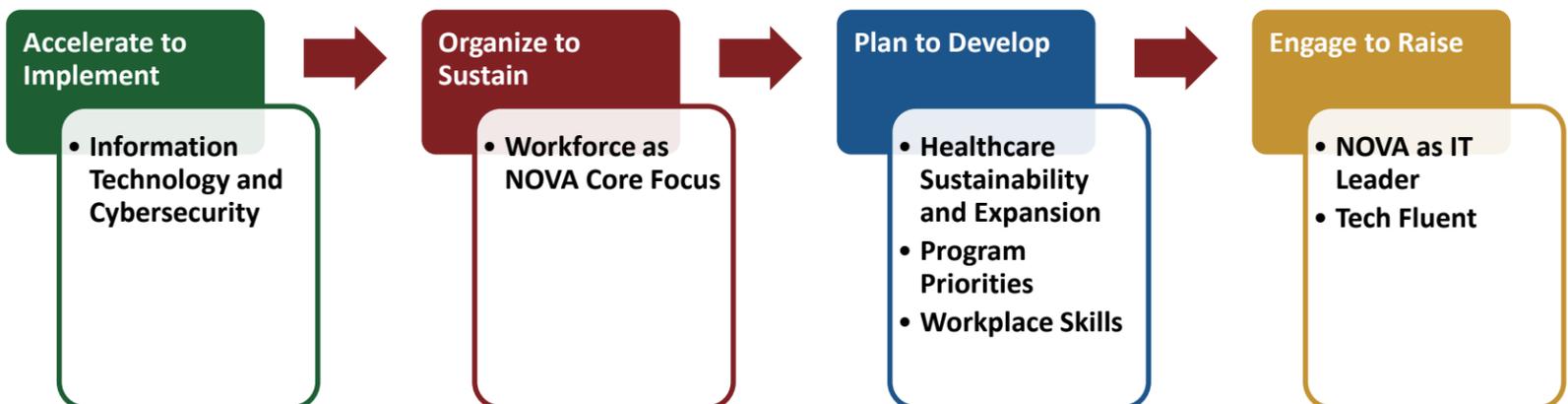
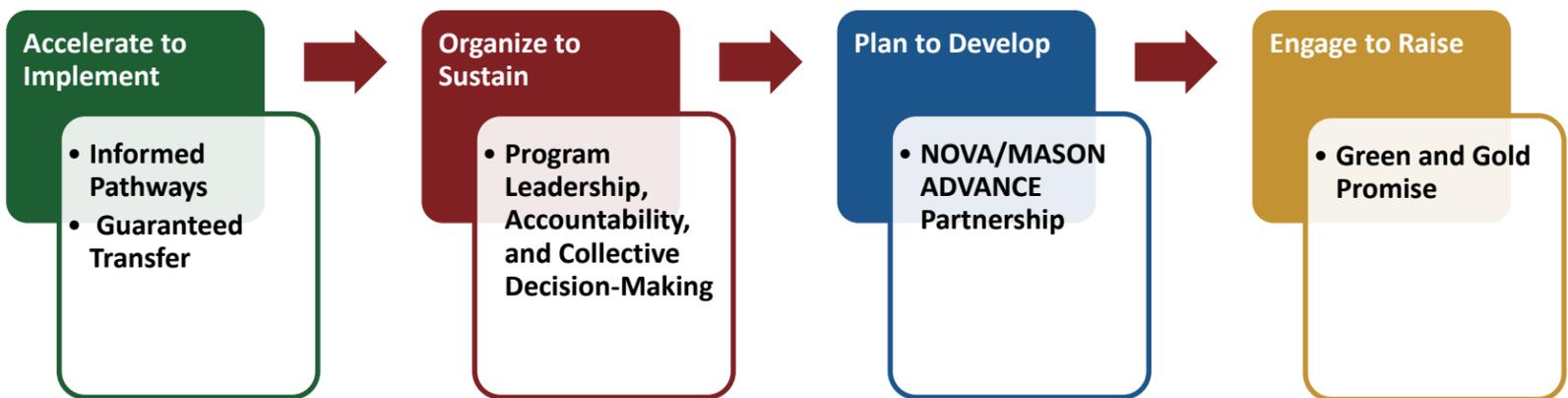
reframing how NOVA is perceived in ways that will allow it to generate new financial resources.



**EVERY STUDENT SUCCEEDS**

**EVERY PROGRAM ACHIEVES**

**EVERY COMMUNITY PROSPERS**



**NOVA GOAL 1: EVERY STUDENT SUCCEEDS—OBJECTIVES AND ACTION PLAN**

The first two priorities—*every student succeeds and every program achieves*—are essential and interdependent; taken together, they articulate NOVA’s commitment to fulfilling the promise of post-secondary education for all its students. At the heart of every student succeeds is expansion, strengthening, and diversification of advising—establishing new systems, technologies, structures, policies, competencies, and expectations to ensure not only that every student is advised, but also that advising is customized and tailored in approach, format, delivery, and content to align with every student’s needs over time, and that advisors are both well-prepared and effectively supported. Within two years to four years, new advising centers on each comprehensive campus will provide a practical hub for advising of all kinds—while emphasizing the centrality and value of advising every student.

- **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.

	Action Plan
<b>Accelerate to Implement</b>  <i>VIP-PASS</i>	Appoint college-wide cross-functional team to lead NOVA into Wave 1 of VIP-PASS and successfully lead configuration and implementation efforts
	Integrate NOVA Informed Pathways into functionality of VIP-PASS
	Provide College-wide VIP-PASS awareness and professional development
	Plan full implementation for Fall 2018 registration
<b>Organize to Sustain</b>  <i>Advising Responsibility Handoffs Protocols</i>	Define clear roles, responsibilities, and expectations for all those involved in advising, including faculty, professional advisors and other student support staff
	Develop ongoing training and professional development systems to prepare and support advisors
	Develop a system of predictive analytics for categorizing, providing, and assessing the value, outcomes, and effectiveness of advising and related services to students based on (1) level of need (“self-service,” “low touch services,” “medium touch services,” and “high touch services”); (2) stage in student life cycle (connection, entry, progress, completion); (3) Informed Pathway; (4) structured group (GPS, Pathway to the Baccalaureate); and special groups (veterans, international, students with disabilities)
	Develop advising protocols and procedures for each Informed Pathway, including an “early alert” system and/or “intrusive advising” points, integrated with VIP-PASS, to ensure students stay on their pathway and receive assistance when most needed
	Develop College-wide protocol for faculty to post course information electronically, including basic course information and grades, for easy and consistent student access
	Establish minimum technology competencies for all students, along with sufficient electronic and face-to-face resources to allow competencies to be met within first semester.
	Establish minimum technology competencies for members of the faculty and staff, and provide support, including face-to-face training, as required to enable them to achieve those competencies.
<b>Plan to Develop</b>  <i>Advising Centers</i>	Establish Advising Centers on each comprehensive campus to serve as an “advising hub” for all types of advising functions (College processes, career planning, transfer advice, and life/transitional issues)
	Plan a functional and appealing physical layout and build into campus renovation plans
	Determine appropriate resources, staffing plans, advising protocols and professional development
	Develop a robust virtual advising center, including virtual access to all College services, to replicate physical resources with off-hour availability
<b>Engage to Raise</b>  <i>Student Support</i>	Raise funds and develop a new system to provide emergency aid to students facing drop out/stop out due to financial emergencies.
	Raise funds and develop a system to provide retention grants to students with outstanding tuition/fee accounts but progressing toward graduation.

**NOVA GOAL 2: EVERY PROGRAM ACHIEVES— OBJECTIVES AND ACTION PLAN**

Accountable academic programs, especially when represented in carefully designed Informed Pathways and linked with excellent advising, will ensure that every student gets the greatest value possible from their NOVA experience. It is NOVA’s obligation to provide academic programs and courses that advance students’ progress toward desired credentials and enable them to achieve their goals. To discharge that responsibility, NOVA must not only create comprehensive, integrated Informed Pathways for every program, but also ensure that every program provides excellent courses, delivers intended learning outcomes, and makes the best and most effective use of students’ resources—time, bandwidth, and money—on every campus where the program is offered. Consistency, quality, and accountability argue for a “One NOVA” philosophy and approach in which the College’s academic organization gives priority to programs and results.

- **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.

	Action Plan
<b>Accelerate to Implement</b>  <i>Informed Pathways Guaranteed Transfer</i>	Finalize and implement Informed Pathways for all programs and catalog years
	Develop protocol and template for Guaranteed Transfer Partnerships (transfer with full academic junior status); identify and recruit four-year partners
	Identify and map common electives to ensure maximum flexibility between programs at NOVA and full transferability to NOVA's partner institutions
	Develop student learning outcomes that map existing SLOs to recommended course sequences
	Re-institute regular and diligent College-wide program reviews
<b>Organize to Sustain</b>  <i>Leadership, Accountability, and Collective Decision Making</i>	Develop a statement of aspirations, goals and benchmarks for every program
	Establish an active and appropriate advisory committee for every program (i.e., transfer programs have advisors from Guaranteed Transfer Partners; AAS degrees with advisors from major regional employers)
	Articulate the process and protocols for college-wide decision making across programs and disciplines
	Review and, if necessary, realign NOVA's organizational structure in ways that foster leadership and accountability respecting the culture and nuances of individual campuses while establishing clear, consistent position descriptions and expectations for all levels of the NOVA organization
	Foster a culture of accountability in which every NOVA employee is expected to follow, enforce and support College-wide policies, procedures, and decisions
	Foster a College-wide commitment to purposeful evidence-based review and improvement of academic and student support programs as well as a culture in which decisions are intentional and driven by evidence of alignment with student learning, retention, and success
<b>Plan to Develop</b>  <i>NOVA/Mason Advance Partnership</i>	Establish planning and advisory committees to develop initial protocols for guaranteed transfer across programs
	Develop programs and processes for joint admissions, and cohort-based programs proving a fast lane to baccalaureate completion
	Develop seamless student experience to support joint admissions students that includes a single point of contact for advising and financial aid
	Jointly develop programs to support the economic and workforce demands of the region
<b>Engage to Raise</b>  <i>Green and Gold Promise</i>	Foster awareness of the NOVA/Mason partnership as a direct path to bachelor's completion
	Develop collaborative fundraising strategy to support deserving students through NOVA and Mason

**NOVA GOAL 3: EVERY COMMUNITY PROSPERS— OBJECTIVES AND ACTION PLAN**

NOVA’s first two priorities create the foundation for the third: student success, completion, and academic accountability make it possible for the College to provide well-prepared, focused, and ready graduates for the region’s workforce. Prosperity depends on talent, education, and jobs: Northern Virginia’s communities depend on NOVA to align its programs with the region’s needs—to be nimble, foresighted, and future-oriented in both anticipating and responding to those needs. NOVA will increase significantly its workforce development efforts, work closely with employers and governments in the region to link program design with job demand, and invest in new or enhanced programs—especially in information technology, cybersecurity, healthcare, and biotechnology—that will advance economic development and make strong and lasting contributions to community prosperity.

- **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

	Action Plan
<b>Accelerate to Implement</b>  <i>Information Technology and Cybersecurity</i>	Broaden IT and Cybersecurity degrees with certifications and Career Studies Certificates consistent with employer demands; create Technology and Cybersecurity Centers; deepen faculty resources
	Create new degree opportunities consistent with secure connectivity, e.g., Data Center Technology, Mission Critical Operations, Cloud Computing, Cyber Engineering, Mechatronics and Sensors (IoT) and Cyber Health/Health IT
	Strengthen partnerships with non-profits, military and educational partners to enhance NOVA's capabilities
	Enhance opportunities for IT/Cyber dual enrollment and competitions for regional high school and college students
<b>Organize to Sustain</b>  <i>Workforce as NOVA Core Focus</i>	Create a College/Community Workforce Development Strategic Planning Team to further develop and implement the College’s goals to better integrate NOVA workforce development into the College and community
	Develop labor market research capacity in concert with regional Workforce Boards to evaluate program needs, provide information to the employer community and create a Career Development platform
	Develop a regional workforce grants team (in partnership with George Mason, Workforce Development Boards, NVTC, and public schools) to identify and quickly develop coordinated RFPs consistent with regional and economic workforce priorities
	Further NOVA's leadership in providing Workforce Credentials by re-orienting the Career Pathways program to integrate with a workforce credential program that provides a "foothold" and "starting point" for a workplace-relevant degree/credential
	Expand work-based learning/apprenticeship/internship opportunities throughout NOVA programs by strengthening curriculum structures that allow college credit for work-based learning
	Develop new program opportunities to connect Veterans to the regional workforce
<b>Plan to Develop</b>  <i>Healthcare Sustainability and Expansion New Program Priorities Foundational Workplace Skills</i>	Work closely with regional hospitals, four-year programs, and HealthForce to plan and coordinate expansion of clinical opportunities to enable growth and expansion of nursing and health sciences
	Expand the breadth of NOVA degree and non-degree health sciences programs based on needs assessments coordinated through HealthForce
	Develop biotechnology and laboratory technician programs related and in support of the INOVA Center for Personalized Health
	Prioritize new or significantly expanded programs and facilities to support regional economic and workforce development (e.g., transportation, culinary/hospitality, public safety, etc.)
	Plan to address non-technical skills (communications and problem solving/analytical reasoning) called for by NOVA employers in the College's next Quality Enhancement Plan (QEP)
<b>Engage to Raise</b>  <i>Tech Fluent NOVA as IT Leader</i>	Solidify perspective of NOVA as "Tech Fluent—The Nation's Leading (Information) Technology Community College"
	Aggressively seek support for NOVA Cybersecurity Capital Campaign
	Develop fundraising goals through HealthForce employer partners to foster growth and sustainability of health science programs
	Cultivate business sector leaders to develop fundraising goals to support planning and implementation of next major workforce-related facility