

# Institutional Effectiveness Audit of Campus Units at NOVA: 2018-2019 through 2019-2020

Research Report No. 134-20

Office of Institutional Effectiveness and Student Success  
NOVEMBER 2020

**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.

When citing data from this report, the Northern Virginia  
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# Institutional Effectiveness Audit of Campus Units at NOVA: 2018-2019 through 2019-2020

## Introduction

College planning and evaluation are ongoing processes led by campus administration and staff aimed at improving institutional effectiveness and student achievement. In 2018-2019, in conjunction with NOVA's new Strategic Plan, the Office of Planning and Evaluation (OPE), a subunit within the College's Office of Institutional Effectiveness and Student Success, developed more systematic annual planning and evaluation processes for NOVA's administrative and campus units. OPE hosted workshops and meetings to guide units in writing actionable expected outcomes, mapping the outcomes to NOVA's Strategic Plan Objectives, measuring outcomes, collecting data to report results, and using results to create action plans to make improvements. OPE provided extensive feedback on reports for revisions, scored the final reports using a newly developed rubric, and sent each subunit feedback on the rubric scores and the report.

This report analyzes the 2018-2019 and 2019-2020 College-wide evaluation of expected outcomes for academic and student service units, which was reported in the *Annual Planning and Evaluation Report for Campus Units 2018-2019 and 2019-2020*. In 2019-2020, NOVA had four units at each campus (Provost's Office, Academic Divisions, Learning and Technology Resources, and Student Services) and 96 subunits that reported on their expected outcomes. The units are led by provosts at each campus. See Table A1 in the Appendix for a complete list of campus units and subunits.

The *Annual Planning and Evaluation Report for Campus Units* for 2018-2019 and 2019-2020 documents the planning and evaluation processes of campus academic and student service units. Expected outcomes are aligned with NOVA's Mission, Strategic Plan, and College Goals. Units gather and analyze data for expected outcomes and report on four areas in the *Annual Planning and Evaluation Report for Campus Units* for 2018-2019 and 2019-2020 as displayed in Table 1 below.

**Table 1. Reporting Categories in the Annual Planning and Evaluation Report for Campus Units: 2018-2019 through 2019-2020**

Expected Outcome	Measure with Target	Results	Use of Results
What was evaluated?	What measure was used? Who/What was evaluated? What were the target and acceptable threshold? What was the justification for the acceptable threshold?	When did the evaluation take place? What were the results? Have results improved over time? What areas need improvement?	What actions have been implemented to improve expected outcomes? What actions will be taken in the future to improve operational efficiencies based on the results?

The institutional effectiveness audit provides data and analysis of the *Annual Planning and Evaluation Report for Campus Units* for 2018-2019 and 2019-2020. This report begins with a summary of the changes made in the reporting process of expected outcomes (Section I).

Submission rates of the evaluation reports are presented (Section II) followed by expected outcomes (Section III) and quality of reporting (Section IV). Finally, acceptable thresholds, targets, and actions to improve results (Sections V and VI) are discussed. The Appendix contains data tables, which were used to create the figures in this report.

## **Section I. Process Improvements for Evaluating Expected Outcomes of Campus Units at NOVA**

NOVA improved its analysis of the *Annual Planning and Evaluation Report for Campus Units* over the past two years. In Fall 2018, units and subunits updated or created new expected outcomes to align with the College's Strategic Plan. Similar subunits collaborated to develop common expected outcomes College-wide. The Office of Planning and Evaluation (OPE) developed an Expected Outcomes Checklist to ensure outcomes were measurable and classified as either learning or operational. The expected outcomes were mapped to one or more Strategic Plan Objectives in a Strategic Plan Map.

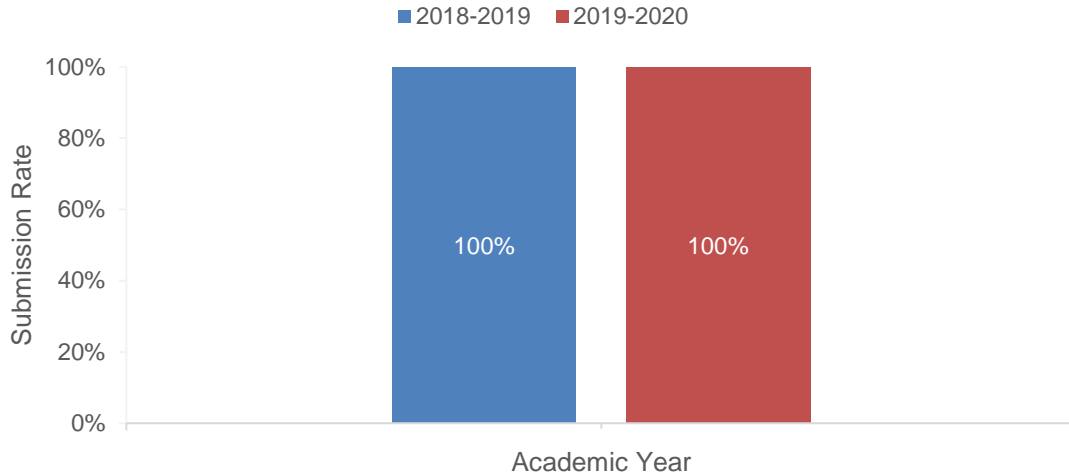
The Office of Planning and Evaluation implemented a new report template. Units reported the evaluation of expected outcomes using the updated template. A rubric was developed and used to evaluate and score the 2018-2019 and 2019-2020 reports to provide comprehensive feedback. The rubric offered specific, structured feedback to units on the evaluation and reporting processes.

The changes over the past two years encouraged campus units to look carefully at data and results and to seek improvements in the areas where units were not meeting outcomes. The shift improved campus administration and staff's understanding and value of planning and evaluation. It also broadened awareness of the processes. As a result of the College staff's increased recognition and understanding of the processes of planning and evaluation, the College was better able to document the expected outcomes, the results measured, and the changes sought to improve them.

## Section II. Submission Rate of Annual Planning and Evaluation Report for Campus Units

Figure 1 below presents the submission rate of the *Annual Planning and Evaluation Report for Campus Units* in 2018-2019 and 2019-2020. One hundred percent of the campus subunits submitted reports in 2018-2019 (94 subunits) and 2019-2020 (96 subunits).

**Figure 1. Submission Rate of the Annual Planning and Evaluation Report for Campus Units: 2018-2019 through 2019-2020**

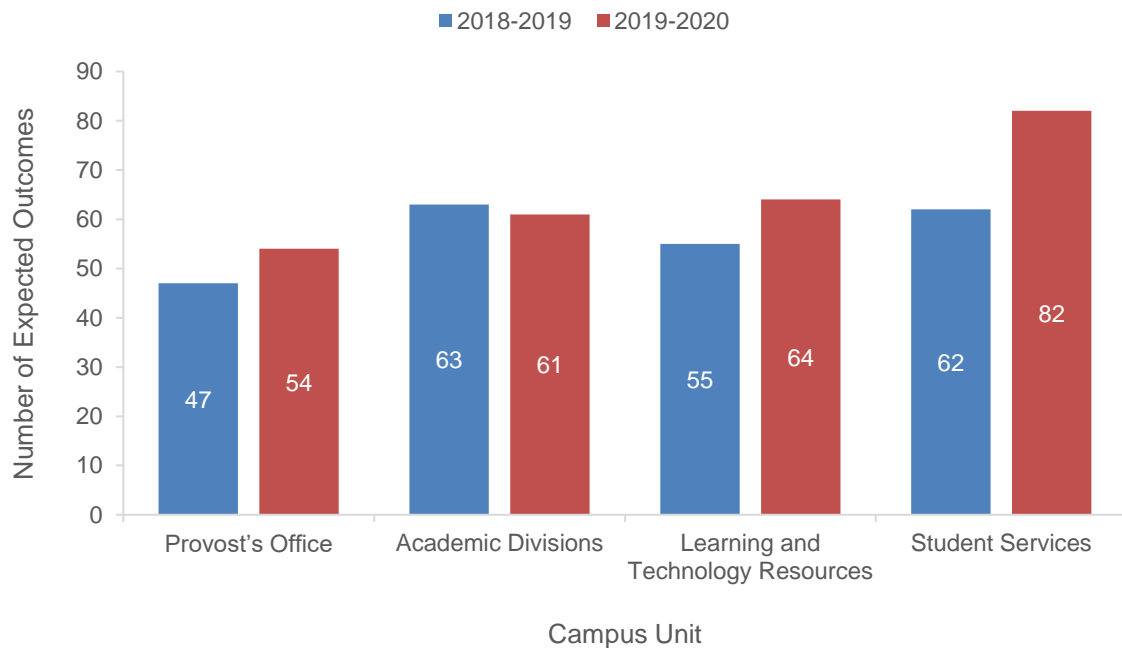




### Section III. Expected Outcomes

Each campus unit and their subunits developed expected outcomes, which aimed to improve operational areas such as efficiency, effectiveness, customer service, student learning, and data quality. Figure 2 below illustrates the number of expected outcomes evaluated by campus units in 2018-2019 and 2019-2020. A total of 227 expected outcomes were evaluated in 2018-2019 and 261 expected outcomes were evaluated in 2019-2020.

**Figure 2. Number of Expected Outcomes Evaluated by Campus Unit: 2018-2019 through 2019-2020**



Campus units aligned expected outcomes with NOVA’s Strategic Plan Goals and Objectives. As listed in Table 2 below, the three Strategic Plan Goals are aligned with nine Objectives.

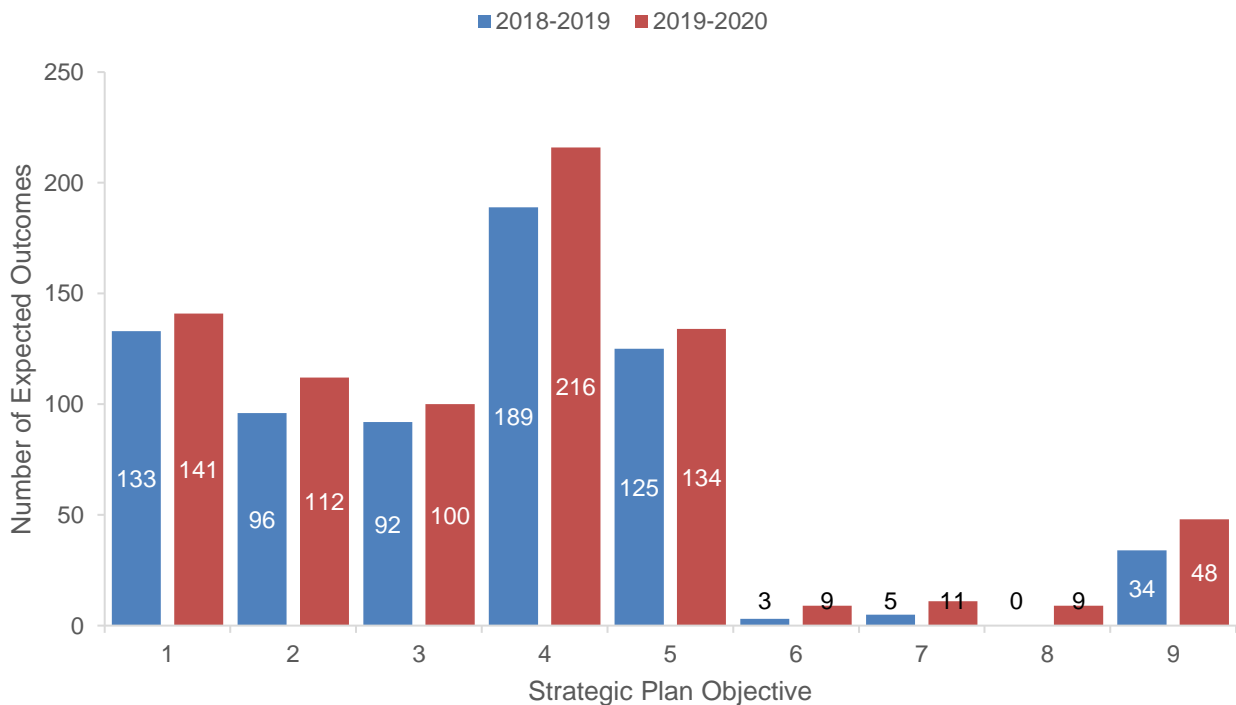
**Table 2. Strategic Plan Goals and Objectives at NOVA: 2018-2019 through 2019-2020**

Goal	Objective
#1: Every Student Succeeds	1. Student Advising/Support
	2. VIP-PASS
#2: Every Program Achieves	3. Informed Pathways for Seamless Transitions
	4. Effective Processes/Protocols
	5. Align for Accountability with College Mission
#3: Every Community Prospers	6. Workforce Development/Community Prosperity
	7. IT and Cyber Programs
	8. Re-envision Workforce Strategies
	9. Healthcare, Biotech, and Future Programs

Campus units' expected outcomes could be mapped to more than one Strategic Plan Map Objective. For example, the expected outcome, "Students will indicate improved mastery of their course material after tutoring sessions," mapped to Strategic Plan Objectives #1: Student Advising/Support and #4: Effective Processes/Protocols.

In 2019-2020, 261 expected outcomes evaluated by campus units were mapped to the nine Strategic Plan Map Objectives compared to 227 expected outcomes in 2018-2019, as displayed in Figure 3 below. Note, as mentioned above, one outcome can be mapped to more than one objective.

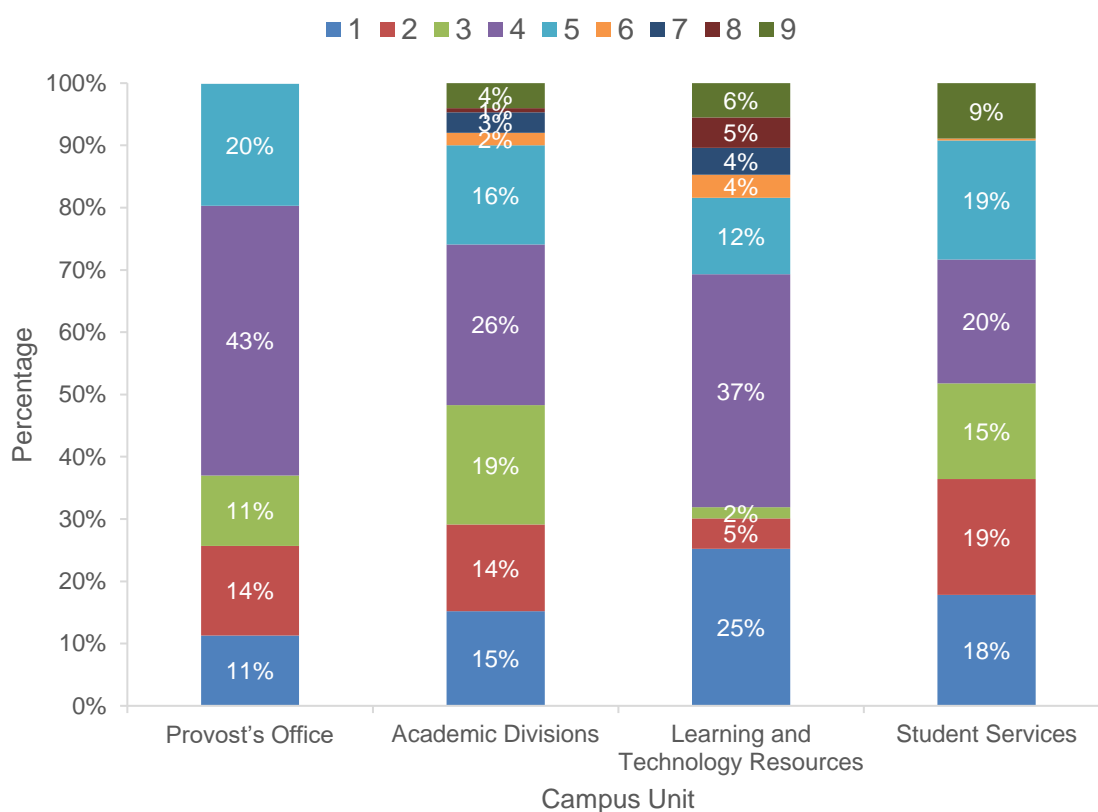
**Figure 3. Number of Expected Outcomes Mapped to the Nine Strategic Plan Objectives by Campus Unit: 2018-2019 through 2019-2020**



In 2019-2020, Objective 4 (Effective Processes/Protocols) had the most outcomes mapped with 216 outcomes. Objective 1 (Student Advising/Support) had the second largest number of outcomes mapped with 141 outcomes. The third most frequently cited was Objective 5 (Align for Accountability with College Mission) with 134 outcomes mapped. The other six objectives had 112 or fewer outcomes mapped. The objectives which were least frequently mapped to outcomes were Objective 6 (Workforce Development/Community Prosperity) and Objective 8 (Re-envision Workforce Strategies) with 9 outcomes each.

Figure 4 depicts the percentage of expected outcomes mapped to the nine Strategic Plan Objectives by campus unit in 2019-2020. The objectives which were addressed by all four campus units were Objective 1 (Student Advising/Support), Objective 2 (VIP-PASS), and Objective 3 (Informed Pathways for Seamless Transitions), Objective 4 (Effective Processes/Protocols), and Objective 5 (Align for Accountability with College Mission). In 2019-2020, five objectives were mapped by all campus units compared to three in 2018-2019, which demonstrates improvement in alignment of expected outcomes with the College’s Strategic Plan Objectives.

**Figure 4. Percentage of Campus Expected Outcomes Mapped to the Nine Strategic Plan Objectives by Campus Unit: 2019-2020**



#### Section IV. Quality of Reporting

With the implementation of the new report template in 2018-2019 for campus units to submit the evaluation of expected outcomes, an analytic rubric was developed by the Office of Planning and Evaluation. The rubric is divided into four criteria, one for each section of the report described in Table 1: (1) Expected Outcomes; (2) Measure with Target; (3) Results; and (4) Use

of Results. Points were awarded for addressing each of the components within 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 percentage score, reports fell into one of four levels of performance indicated in Table 3 on the next page: meeting expectations (dark green), mostly meeting expectations (light green), partially meeting expectations (yellow), and not meeting expectations (red).

**Table 3. Quality of Reporting in the Annual Planning and Evaluation Report for Campus Units-- Rubric Score Scale: 2018-2019 through 2019-2020**

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 College-wide rubric scores for the 2018-2019 and 2019-2020 reports are provided in Table 4 below. All four components of the report met expectations (Expected Outcomes, Measure with Target, Results, and Use of Results). The Results category scored the lowest at 92 percent in 2018-2019 and 96 percent in 2019-2020, which was an increase of 4 percentage points during that time period. Overall, the College-wide average rubric score was 95 percent in 2018-2019 and 97 percent in 2019-2020, which increased by almost 2 percentage points. This demonstrates campus units improved their reporting from 2018-2019.

**Table 4. College-Wide Rubric Scores for Campus Units: 2018-2019 through 2019-2020**

Rubric Category	2018-2019	2019-2020	Change from 2018-2019
Expected Outcomes	99.7%	99.5%	-0.2
Measure with Target	98.0%	97.7%	-0.3
Results	92.0%	95.7%	3.7
Use of Results	93.5%	96.2%	2.7
<b>Total</b>	<b>95.3%</b>	<b>96.8%</b>	<b>1.5</b>

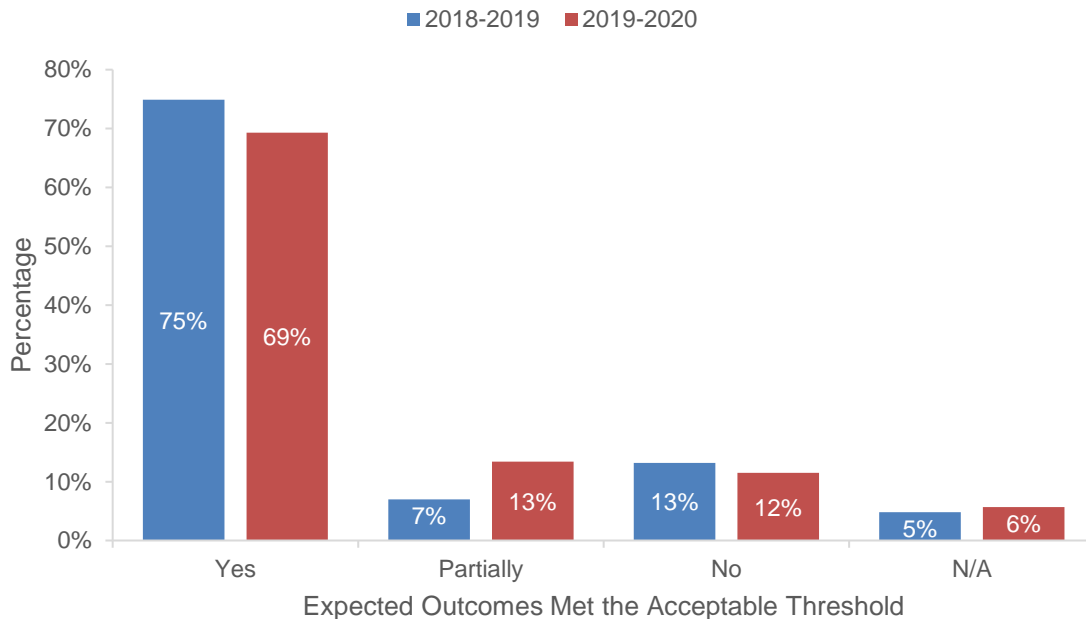
## Section V. Acceptable Thresholds and Targets

### A. Acceptable Thresholds

Campus units set acceptable thresholds for meeting expected outcomes. An acceptable threshold is the minimum expectation which defines an acceptable level of achievement.

As seen in Figure 5 below, most outcomes evaluated met the acceptable threshold in 2019-2020. Out of 261 outcomes evaluated, the acceptable threshold was met for 181 outcomes (69 percent), partially met for 35 outcomes (13 percent), and not met for 30 outcomes (12 percent). For 15 outcomes (6 percent), meeting an acceptable threshold was not applicable (N/A) due to the outcome not being evaluated previously in most cases.

**Figure 5. Percentage of Campus Unit Expected Outcomes Which Met the Acceptable Threshold: 2018-2019 through 2019-2020**

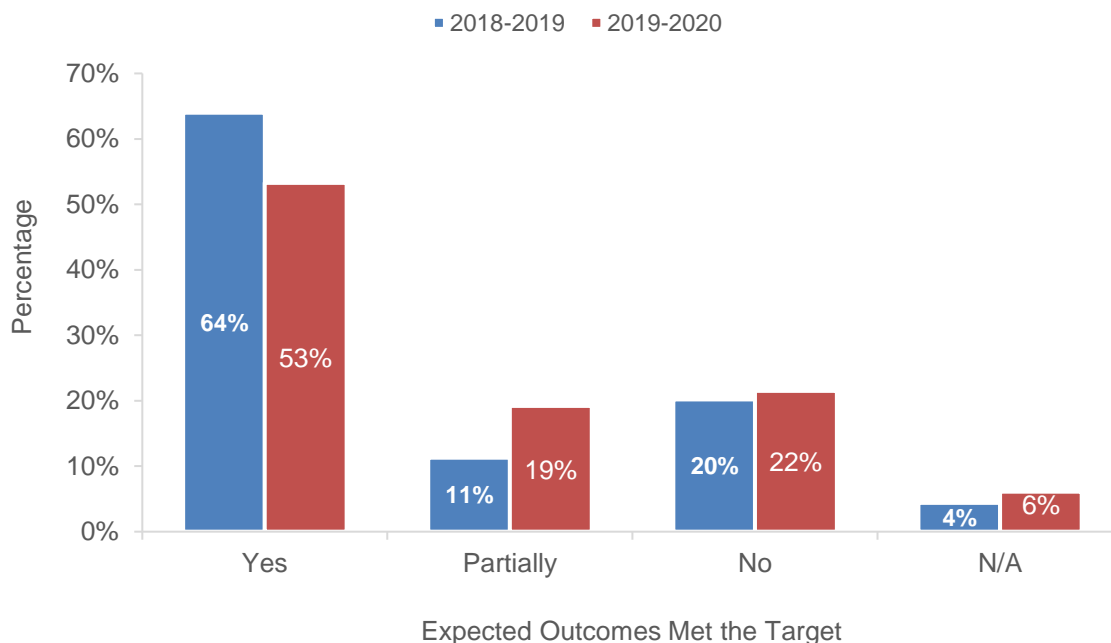


### B. Targets

In addition to setting an acceptable threshold, campus units set targets, which are desired levels of performance on each expected outcome. Typically, targets are higher than the acceptable thresholds set by units, and meeting targets represents success in achieving expected outcomes.

As illustrated in Figure 6, next page, the targets were met or partially met for most outcomes in 2019-2020. The target was met for 139 outcomes (53 percent), partially met for 50 outcomes (19 percent), and not met for 56 outcomes evaluated (22 percent). For 16 outcomes (6 percent), meeting a target was not applicable (N/A) due to the outcome not being evaluated previously. Overall, most expected outcome targets were met by the campus units.

**Figure 6. Percentage of Campus Unit Expected Outcomes Which Met the Target: 2018-2019 through 2019-2020**



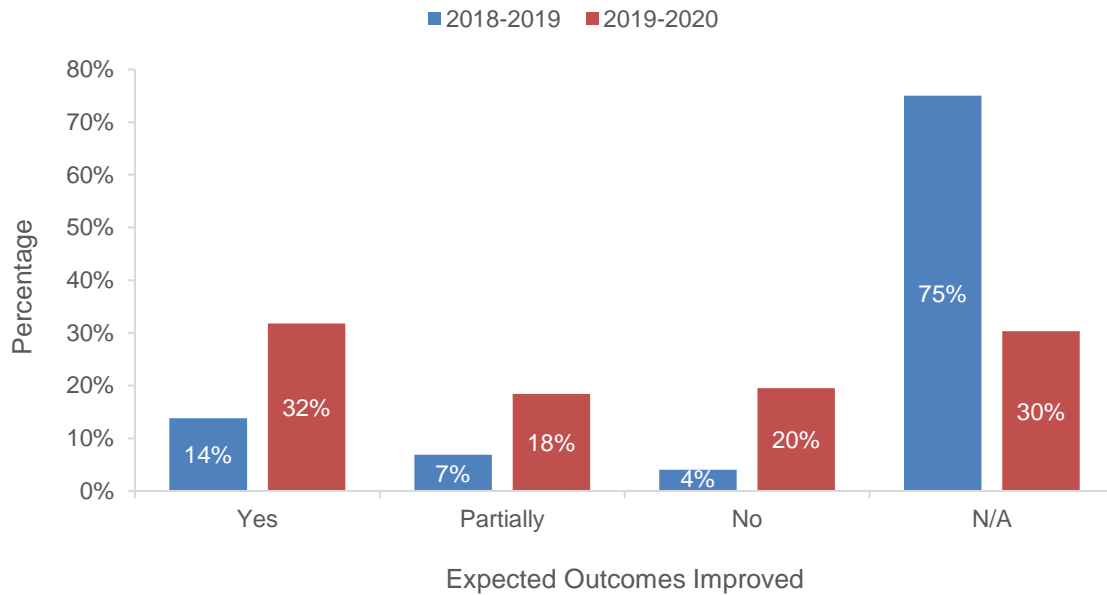
## Section VI. Using Results to Seek Improvement

### A. Improving Results

Evaluating expected outcomes each year allowed campus units to compare results year-over-year and to seek continuous improvement. Results from evaluations were compared to previous years, successes were recognized, and areas needing improvement were determined.

The first year for units to record evaluation results on newly created expected outcomes in the *Annual Planning and Evaluation Report for Campus Units* was in 2018-2019. Results achieved in 2019-2020 were compared to previous years for improvement. As displayed in Figure 7, next page, 50 percent of all outcomes were reported as improving or partially improving in 2019-2020 compared to 21 percent in 2018-2019. Most notably, expected outcomes for which improvement was not applicable (N/A) reduced from 75 percent in 2018-2019 to 30 percent in 2019-2020. It is important to note 2018-2019 was the first year for reporting results with newly established or revised outcomes. Therefore, results for most expected outcomes did not demonstrate improvement since campus units established benchmarks during that year. In 2019-2020, improvement for 30 percent of expected outcomes were reported as not applicable, in most cases because it was the first time the outcomes had been evaluated. These results demonstrate that campus units significantly improved their outcomes from 2018-2019 to 2019-2020.

**Figure 7. Percentage of Expected Outcomes Which Improved for Campus Units: 2018-2019 through 2019-2020**



**B. Action Plans**

Campus units were required to submit an action plan for improvement whether or not they met the target or acceptable threshold. Action plans were aimed at improving academic and student support services.

As displayed in Figure 8 below, a total of 222 action plans were proposed by campus units for implementation in 2018-2019 for the 227 expected outcomes reported (98 percent). In 2019-2020, a total of 261 action plans were reported by campus units for 261 expected outcomes (100 percent). This demonstrates improvement in the reporting processes in 2019-2020 compared to 2018-2019.

**Figure 8. Total Number of Action Plans Submitted by Campus Units: 2018-2019 through 2019-2020**

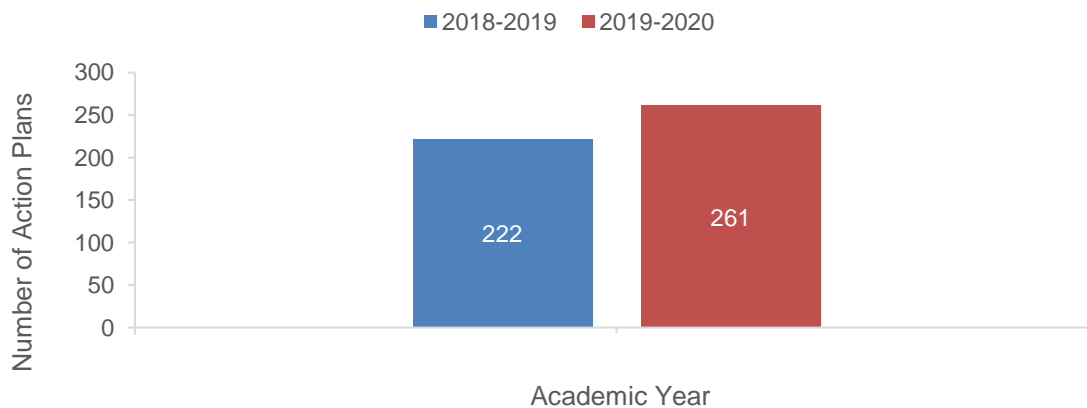
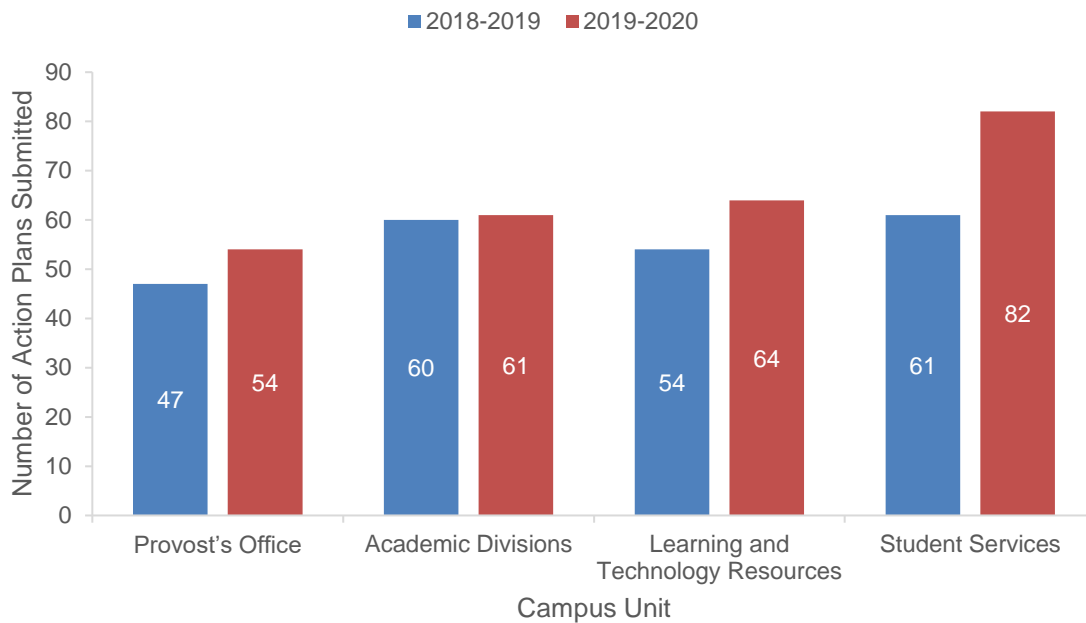


Figure 9 below illustrates how many action plans were implemented by each of the campus units in 2018-2019 through 2019-2020. In 2019-2020, Student Services reported 82 action plans. Learning and Technology Resources reported 64 action plans. Academic Divisions described 61 action plans, and the Provost's Office described 54 action plans to improve academic and student support services.

**Figure 9. Total Number of Action Plans Submitted by Campus Unit: 2018-2019 through 2019-2020**



Despite COVID-19, most subunits executed their 2018-2019 action plans in 2019-2020 and are continuing to use the results from 2019-2020 to inform next year's actions plans. Some examples of how 2018-2019 campus unit action plans led to improved results in 2019-2020 are included below.

**Action Plans with Improved Results in 2019-2020**

- 2018-2019 Action Plan: Instructional Technology staff at the Woodbridge Campus will add more lecture capture training, increase more discussion and faculty sharing about Hybrid teaching best practice, add multimedia application training, and continue to provide the support on the Learning Management System in 2019-2020 .
  - 2019-2020 Results: Based on the feedback that we received from the faculty and staff, they express satisfaction with our quick response and just-in-time guidance for utilizing the College technologies to adapt to remote teaching and working environment. The College was transferred to remote working mode due to the pandemic. During the transition time, the individual consultation demands have increased dramatically to handle each faculty and staff's needs, while the group training has been reduced.



- 2018-2019 Action Plan: The Library Working Group and Web Working Group will determine how asynchronous library instruction participation differs from usage of hybrid asynchronous information literacy materials, whether these categories can be combined in targets in measures and adapt targets and measures accordingly. They will accomplish this by Summer 2020 semester.
  - 2019-2020 Results: In moving to remote learning due to COVID-19, the Alexandria Library reported meeting the acceptable threshold by developing and promoting synchronous/Zoom instruction sessions and asynchronous options, thereby being able to re-schedule nearly all previously scheduled library sessions synchronously or (in some cases) asynchronously, as well as schedule additional synchronous and asynchronous sessions.

In 2019-2020, subunits, whose plans were negatively affected by COVID-19, were prompted by OPE to report on the three quarters of the year the College was open pre-COVID-19 and address how they adjusted to changes caused by COVID-19. OPE will continue to offer feedback and training to campus units on how to craft meaningful and measurable action plans, as well as evaluate and report the results, including the impact of COVID-19 on their results. The continued goal is that the new actions plans for improvement reported in 2019-2020 will in turn lead to further improved operational efficiencies and processes in the coming year.

## Summary

In summary, NOVA's campus units' efforts to continually improve the quality of planning and evaluation processes and to enhance institutional effectiveness are documented in the *Annual Planning and Evaluation Report for Campus Units: 2019-2020* and the above *Institutional Effectiveness Audit for Campus Units: 2018-2019 through 2019-2020*. In 2019-2020, 100 percent of campus subunits collected and analyzed data on expected outcomes in order to determine if current results improved, to document if targets and acceptable thresholds were met, and to record areas needing improvement. Two hundred sixty-one action plans were created to make continuous improvements. The results of the 2018-2019 through 2019-2020 *Institutional Effectiveness Audit of Campus Units* demonstrate that NOVA's campus units are making improvements in service and operations for the majority of expected outcomes (50 percent, as seen in Figure 7). In addition, the culture of planning and evaluation at NOVA continues to grow stronger as subunit staff and administrators participate in systematic planning and evaluation processes to improve institutional effectiveness and student achievement.

## Appendix

**Table A1. List of Campus Units and Subunits at NOVA: 2018-2019 through 2019-2020**

Campus Unit	Unit Lead	Subunit (# of Reports) 2018-2019 N=94	Subunit (# of Reports) 2019-2020 N=96
<b>Provost's Office</b>	Provosts	Provost's Office (6) Campus Community Relations (6) Campus Operations (6)	Provost's Office (6) Campus Community Relations (6) Campus Operations (6)
<b>Academic Divisions</b>	Deans of Academic Divisions	Languages, Arts, and Social Sciences (5) Mathematics, Sciences, Technologies, and Business (5) Health Sciences (1) Nursing (1) Information and Engineering Technologies (1)	Languages, Arts, and Social Sciences (5) Mathematics, Sciences, Technologies, and Business (5) Health Sciences (1) Nursing (1) Information and Engineering Technologies (2)
<b>Learning and Technology Resources</b>	Deans of Learning and Technology Resources	Information Technology (5) Instructional Technology (4) Library (6) Open Computer Labs (6) Testing (6) Tutoring (6)	Information Technology (6) Instructional Technology (4) Library (6) Open Computer Labs (6) Testing (6) Tutoring (6)
<b>Student Services</b>	Deans of Students	Dean of Students (6) Enrollment Services (6) Counseling and Advising Services (6) Student Conduct and Integrity (6) Student Life (6)	Dean of Students (6) Enrollment Services (6) Counseling and Advising Services (6) Student Conduct and Integrity (6) Student Life (6)

Note: The number of subunits may vary by year.

**Table A2. Submission Rate of Annual Planning and Evaluation Report for Campus Units: 2018-2019 through 2019-2020**

Academic Year	# of Annual Reports to be Submitted	# of Annual Reports Submitted	% of Annual Reports Submitted
2018-2019	94	94	100.0%
2019-2020	96	96	100.0%

**Table A3. Number of Expected Outcomes Evaluated by Campus Unit: 2018-2019 through 2019-2020**

Campus Unit	Number of Expected Outcomes Evaluated 2018-2019	Number of Expected Outcomes Evaluated 2019-2020
Provost's Office	47	54
Academic Divisions	63	61
Learning and Technology Resources	55	64
Student Services	62	82
<b>Total</b>	<b>227</b>	<b>261</b>

**Table A4. Number of Expected Outcomes Mapped to the Nine Strategic Plan Objectives by Campus Units: 2018-2019 through 2019-2020**

Strategic Plan Map Objectives	Number of Expected Outcomes Mapped to the Objective* 2018-2019	Number of Expected Outcomes Mapped to the Objective* 2019-2020
1. Student Advising/Support	133	141
2. VIP-PASS	96	112
3. Informed Pathways for Seamless Transitions	92	100
4. Effective Processes/Protocols	189	216
5. Align for Accountability with College Mission	125	134
6. Workforce Development/Community Prosperity	3	9
7. IT and Cyber Programs	5	11
8. Re-envision Workforce Strategies	0	9
9. Healthcare, Biotech, and Future Programs	34	48

\*Note: One expected outcome can be mapped to more than one Strategic Plan Map Objective. Therefore, for 2018-2019, the total number of outcomes in this table (677) is greater than the number of expected outcomes listed by campus unit (227 see Table A3 above).

**Table A5. Expected Outcomes Mapped to the Nine Strategic Plan Objectives by Campus Units: 2018-2019**

Campus Unit	1		2		3		4		5		6		7		8		9	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Provost's Office	13	27.6%	16	34.0%	13	27.6%	38	80.9%	19	40.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Academic Divisions	27	42.8%	23	36.5%	30	47.6%	43	68.3%	26	41.3%	3	4.8%	5	7.9%	0	0.0%	5	7.9%
Learning and Technology Resources	42	76.3%	6	10.9%	0	0.0%	49	89.0%	20	36.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Student Services	51	82.3%	51	82.3%	49	79.0%	59	95.2%	60	96.8%	0	0.0%	0	0.0%	0	0.0%	29	3.2%

**Table A6. Expected Outcomes Mapped to the Nine Strategic Plan Objectives by Campus Units: 2019-2020**

Campus Unit	1		2		3		4		5		6		7		8		9	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Provost's Office	11	11.3%	14	14.4%	11	11.3%	42	43.3%	19	19.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Academic Divisions	23	15.2%	21	13.9%	29	19.2%	39	25.8%	24	15.9%	3	2.0%	5	3.3%	1	0.7%	6	4.0%
Learning and Technology Resources	41	25.2%	8	4.9%	3	1.8%	61	37.4%	20	12.3%	6	3.7%	7	4.3%	8	4.9%	9	5.5%
Student Services	66	17.8%	69	18.6%	57	15.4%	74	19.9%	71	19.1%	1	0.3%	0	0.0%	0	0.0%	33	8.9%

**Table A7. Number of Acceptable Thresholds Met by Campus Units: 2018-2019 through 2019-2020**

Academic Year	Yes		Partially		No		N/A	
	#	%	#	%	#	%	#	%
2018-2019	170	74.9%	16	7.0%	30	13.2%	11	4.8%
2019-2020	181	69.3%	35	13.4%	30	11.5%	15	5.7%

**Table A8. Number of Targets Met by Campus Units: 2018-2019 through 2019-2020**

Academic Year	Yes		Partially		No		N/A	
	#	%	#	%	#	%	#	%
2018-2019	149	65.6%	25	11.0%	44	19.4%	9	4.0%
2019-2020	139	53.3%	50	19.2%	56	21.5%	16	6.1%

**Table A9. Number of Expected Outcomes which Improved by Campus Units: 2018-2019 through 2019-2020**

Academic Year	Yes		Partially		No		N/A	
	#	%	#	%	#	%	#	%
2018-2019	32	14.1%	15	6.6%	10	4.4%	170	74.9%
2019-2020	83	31.8%	48	18.4%	51	19.5%	79	30.3%

**Table A10. Number of Action Plans Implemented by Campus Units: 2018-2019 through 2019-2020**

Campus Unit	Number of Action Plans 2018-2019	Number of Action Plans 2019-2020
Provost's Office	47	54
Academic Divisions	60	61
Learning and Technology Resources	54	64
Student Services	61	82
<b>Total</b>	<b>222</b>	<b>261</b>

# **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**

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