

Annual Planning and Evaluation Report Administrative Units: 2019–2020



Office of Institutional Effectiveness and Student Success

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 Community College (NOVA) Office of Institutional Effectiveness and Student Success must be cited as the source.

4001 Wakefield Chapel Road
Annandale, Virginia 22003-3796
703-323-3129
www.nvcc.edu/oieess

Annual Planning and Evaluation Report: 2019-2020 Administrative Units

Introduction

All instructional programs, administrative units, and campus units at Northern Virginia Community College (NOVA) conduct planning and evaluation aligned with NOVA's Mission and Strategic Plan Goals. Through the annual planning and evaluation process, NOVA documents how it is working to fulfill its mission, effectively meet its strategic goals, and continuously improve its services, processes, and functions.

In this Report on administrative units, the Vice Presidents, who report to the President, and each respective Vice President's subunits determine their expected outcomes associated with NOVA's Strategic Plan. The units and subunits then measure their progress toward meeting those outcomes using pre-determined evaluation measures. At the end of the evaluation cycle, each unit documents the results from the evaluation measures and details how the results were used or will be used to make improvements in the next cycle.

The *Annual Planning and Evaluation Report for Administrative Units* presented in this document is one of three reports completed for 2019-2020 as part of the College's planning and evaluation process. The other reports include the *Annual Planning and Evaluation Report for Instructional Programs* and the *Annual Planning and Evaluation Report for Campus Units*.

Annual Planning and Evaluation Report Administrative Units: 2019-2020

Table of Contents

Introduction	ii
Annual Planning and Evaluation Report Administrative Units: 2019-2020	iii
Unit: Office of the President	1
Subunit: College Governmental Affairs and Community Relations.....	1
Subunit: Educational Foundation	4
Subunit: Human Resources	9
Unit: Academic Affairs	16
Subunit: Center for Excellence in Teaching and Learning.....	16
Subunit: College Catalog.....	18
Subunit: Credit for Prior Learning.....	19
Subunit: Curriculum Development.....	24
Subunit: Dual Enrollment.....	26
Subunit: Honors Program	29
Subunit: International Education	32
Subunit: NOVA Online.....	38
Subunit: Transfer Services	41
Unit: Finance and Administration	46
Subunit: Administrative Services.....	46
Subunit: Budget	48
Subunit: Business and Financial Services	52
Subunit: Controller.....	55
Subunit: Emergency Management and Safety.....	58
Subunit: Facilities Planning and Support Services.....	60
Subunit: NOVA Police	62

Unit: Institutional Effectiveness and Student Success	64
Subunit: Academic Assessment.....	64
Subunit: Institutional Research.....	70
Subunit: Planning and Evaluation	76
Subunit: Student Success	80
Unit: Instructional and Information Technology	91
Subunit: Office of the Vice President.....	91
Subunit: Academic Technology Services.....	94
Subunit: College Information Systems	96
Subunit: Information Technology Support Services	99
Subunit: Library Technology Services.....	102
Unit: Strategic Partnerships and Workforce Innovation	104
Subunit: Grants and Sponsored Programs	104
Subunit: Marketing and Communication	108
Subunit: NOVA Workforce.....	116
Unit: Student Services, Administrative	122
Subunit: Adult Career Pathways	122
Subunit: Advising.....	126
Subunit: Call Center	131
Subunit: College Records.....	136
Subunit: Disability Support Services	138
Subunit: Financial Aid.....	141
Subunit: Financial Stability Program	148
Subunit: Military and Veterans Services.....	154
Subunit: NOVACares.....	155
Subunit: Pathway to the Baccalaureate	159
Subunit: Student Life	163

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Office of the President

Subunit: College Governmental Affairs and Community Relations

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The College of Government Affairs and Community Relations advances NOVA's mission and strategic plan by providing leadership for the College's government and public affairs activities as well as for the College, local, state, and federal legislative priorities and strategies. College of Government Affairs and Community Relations participates in community-based educational, corporate, and cultural activities and develops new strategic community relationships.

Expected Outcome (O) Operational [X]	Expected Outcome: College Government Affairs and Community Relations will maintain local capital support.																																		
	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission, #6 Workforce Dev/Community Prosperity.																																		
Measure with Target	Results	Use of Results																																	
<p>Measure: Dollars allocated to support capital programs.</p> <p>Target: Hold support steady for FY2021 and secure flexibility to carve-out \$.50/capita for IT Employment Pathway.</p> <p>Acceptable Threshold: Hold support steady at \$2.25/capita.</p> <p>Justification for Threshold: Chief administrative officer proposed budgets for local governments that have cut or held constant support for their school systems and for not-for-profit organizations.</p>	<p>Semester/Academic or Fiscal Year Data Collected: FY 2020.</p> <p style="text-align: center;">Local Capital Outlay at NOVA: FY2015 through FY2020</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;">Fiscal Year</th> <th style="width: 25%;">\$ Allocated</th> <th style="width: 50%;">% Change from Prior FY</th> </tr> </thead> <tbody> <tr><td>FY2015</td><td style="text-align: right;">5,233,282</td><td style="text-align: center;">-</td></tr> <tr><td>FY2016</td><td style="text-align: right;">5,270,325</td><td style="text-align: center;">0.7%</td></tr> <tr><td>FY2017</td><td style="text-align: right;">5,396,108</td><td style="text-align: center;">2.4%</td></tr> <tr><td>FY2018</td><td style="text-align: right;">5,481,330</td><td style="text-align: center;">1.6%</td></tr> <tr><td>FY2019</td><td style="text-align: right;">5,520,737</td><td style="text-align: center;">0.7%</td></tr> <tr><td>FY2020</td><td style="text-align: right;">5,605,423</td><td style="text-align: center;">1.5%</td></tr> </tbody> </table> <p style="text-align: center;">Buildings Purchased: FY 2017 and FY 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;">Fiscal Year</th> <th style="width: 50%;">Building</th> <th style="width: 25%;">\$ Allocated</th> </tr> </thead> <tbody> <tr><td>FY2017</td><td>Battleview I</td><td style="text-align: right;">\$8,850,000</td></tr> <tr><td>FY2018</td><td>--</td><td style="text-align: center;">--</td></tr> <tr><td>FY2019</td><td>Battleview II</td><td style="text-align: right;">\$4,691,880</td></tr> </tbody> </table> <p>Strengths of Results: Local governments did not cut our funding in the face of major revenue losses. As requested, they also gave us the flexibility to fund the IT Employment Pathway, rather than using all the dollars for capital support.</p> <p>Weaknesses of Results: Given that we received what was requested, there were no weaknesses.</p>	Fiscal Year	\$ Allocated	% Change from Prior FY	FY2015	5,233,282	-	FY2016	5,270,325	0.7%	FY2017	5,396,108	2.4%	FY2018	5,481,330	1.6%	FY2019	5,520,737	0.7%	FY2020	5,605,423	1.5%	Fiscal Year	Building	\$ Allocated	FY2017	Battleview I	\$8,850,000	FY2018	--	--	FY2019	Battleview II	\$4,691,880	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): With help from members of College Board, local chief administrative officers included requested funding in all 9 jurisdictional budget proposals. Carve-out for operating dollars to support growing IT workforce was universally accepted. This was identified as a "needed improvement" last year.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: "Partially" as per capita commitments were held constant. College leadership saw no need to further increase, given reserve built-up from previous years of support.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Next year, request flexibility for an operational carve-out to support health care program(s).</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Length of state-imposed freeze on capital projects will drive expenditures but President and College Board may consider the purchase of an office building in Arlington to support IT employer workforce needs during FY2021.</p>
Fiscal Year	\$ Allocated	% Change from Prior FY																																	
FY2015	5,233,282	-																																	
FY2016	5,270,325	0.7%																																	
FY2017	5,396,108	2.4%																																	
FY2018	5,481,330	1.6%																																	
FY2019	5,520,737	0.7%																																	
FY2020	5,605,423	1.5%																																	
Fiscal Year	Building	\$ Allocated																																	
FY2017	Battleview I	\$8,850,000																																	
FY2018	--	--																																	
FY2019	Battleview II	\$4,691,880																																	

Unit: Office of the President
Subunit: College Governmental Affairs and Community Relations

		<p>Will need to see a sustainable increase in enrollment to justify such a purchase.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>															
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: College Government Affairs and Community Relations will increase local management and operations budget support.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission, #6 Workforce Dev/Community Prosperity.</p>																
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>															
<p>Measure: Local support for college operations.</p> <p>Target: Hold support steady for FY2021.</p> <p>Acceptable Threshold: Hold support steady.</p> <p>Justification for Threshold: Chief Administrative Officer proposed budgets for local governments that have cut or held constant support for their school systems and for NPOs.</p>	<p>Academic or Fiscal Year Current Data Collected: FY 2020.</p> <p style="text-align: center;">Local Operations Support: FY2017 through FY2020</p> <table border="1" data-bbox="432 634 1268 789"> <thead> <tr> <th>Fiscal Year</th> <th>\$ Allocated</th> <th>% Change from Prior FY</th> </tr> </thead> <tbody> <tr> <td>FY2017</td> <td>189,000</td> <td>-</td> </tr> <tr> <td>FY2018</td> <td>189,000</td> <td>0%</td> </tr> <tr> <td>FY2019</td> <td>189,000</td> <td>0%</td> </tr> <tr> <td>FY2020</td> <td>250,000</td> <td>32%</td> </tr> </tbody> </table> <p>Strengths of Results: Local governments did not cut our funding in the face of major revenue losses.</p> <p>Weaknesses of Results: Given that we received what was requested, there were no weaknesses.</p>	Fiscal Year	\$ Allocated	% Change from Prior FY	FY2017	189,000	-	FY2018	189,000	0%	FY2019	189,000	0%	FY2020	250,000	32%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): With help from members of College Board, local chief administrative officers included requested funding in all 9 jurisdictional budget proposals.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Since obtained a 32% increase the previous fiscal year, did not see it prudent to ask for more in an economic downturn.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Will continue to message importance of the College to the community to protect operations support level. With State General Assembly action, effective July 1, 2020 localities are no longer required to provide capital support for existing campuses. College President and College Government Affairs are currently requesting that local capital support begin to be shifted to local operations support. Initial results anticipated in September 2020</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
Fiscal Year	\$ Allocated	% Change from Prior FY															
FY2017	189,000	-															
FY2018	189,000	0%															
FY2019	189,000	0%															
FY2020	250,000	32%															

Unit: Office of the President
Subunit: College Governmental Affairs and Community Relations

Expected Outcome (O) Operational [X]	Expected Outcome: College Government Affairs and Community Relations will meet industry needs by formalizing a career employment pipeline. Strategic Plan Objective(s) #: #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission, #6 Workforce Dev/Community Prosperity.																									
Measure with Target	Results	Use of Results																								
<p>Measure: Increase funding allocations for career employment pipelines.</p> <p>Target: Secure first ever per-capita set-aside for funding an employment pipeline.</p> <p>Acceptable Threshold: Maintain total allotment for capital if localities cannot support shift.</p> <p>Justification for Threshold: Localities have historically been reluctant to support on-going operations expenditures for institutions with their own operating revenue streams.</p>	<p>Academic or Fiscal Year Current Data Collected: FY 2020.</p> <p style="text-align: center;">Career Employment Pipeline: FY2021 through FY2023</p> <table border="1" data-bbox="415 496 1287 745"> <thead> <tr> <th>Phase</th> <th>FY</th> <th>Career Employment Pipeline</th> <th>Amount from Local Capital \$2.25</th> <th>Increase in Local M and O</th> <th>\$</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>FY2021</td> <td>IT</td> <td>\$0.50</td> <td>-</td> <td>\$1.2 million</td> </tr> <tr> <td>2</td> <td>FY2022</td> <td>Healthcare</td> <td>-</td> <td>\$0.50</td> <td>\$2.4 million</td> </tr> <tr> <td>3</td> <td>FY2023</td> <td>Dual Enrollment</td> <td>-</td> <td>\$1.00</td> <td>\$4.8 million</td> </tr> </tbody> </table> <p>Strengths of Results: Was able to secure the carve-out to support the IT Pipeline.</p> <p>Weaknesses of Results: Given that we received what was requested, there were no weaknesses.</p>	Phase	FY	Career Employment Pipeline	Amount from Local Capital \$2.25	Increase in Local M and O	\$	1	FY2021	IT	\$0.50	-	\$1.2 million	2	FY2022	Healthcare	-	\$0.50	\$2.4 million	3	FY2023	Dual Enrollment	-	\$1.00	\$4.8 million	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): With approval of local FY2021 budgets during April-May 2020, College was able to carve-out \$.50/capita to support our IT Employment Pipeline (a workforce initiative to cover the cost of credentialing exams for students in our IT workforce programs).</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Protected same overall level of support while securing carve-out for ongoing workforce initiative.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Action Plan Based on Current Results (What? Who? How? When?): For FY 2022, will either secure new pipeline funding for healthcare programs or skip to dual enrollment funding as part of a recent (August 2020) proposal to launch an online early high school.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
Phase	FY	Career Employment Pipeline	Amount from Local Capital \$2.25	Increase in Local M and O	\$																					
1	FY2021	IT	\$0.50	-	\$1.2 million																					
2	FY2022	Healthcare	-	\$0.50	\$2.4 million																					
3	FY2023	Dual Enrollment	-	\$1.00	\$4.8 million																					

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Office of the President

Subunit: Educational Foundation

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The Educational Foundation advances NOVA's mission and strategic plan by securing private resources to support NOVA students, faculty, and staff.

Expected Outcome (O) Operational [X]	Expected Outcome: Educational Foundation will foster a college-wide culture of philanthropy among faculty, staff, and students. Strategic Plan Objective(s) #: #5 Align for Accountability with College Mission and #6 Workforce Dev/Community Prosperity					
Measure with Target	Results					Use of Results
<p>Measure: The percentage of increase of Faculty/Staff/Students who donated to or volunteered with the Foundation from the previous year.</p> <p>Target: 20% increase from previous year.</p> <p>Acceptable Threshold: 5% increase from previous year.</p> <p>Justification for Threshold: Based on last year's data. Data will be collected to establish a benchmark.</p>	Academic or Fiscal Year Current Data Collected: FY2020.					
	Faculty, Staff, and Student Culture of Philanthropy Data: 2017-2018 through 2019-2020					
		2017-2018	2018-2019	2019-2020	Change from 2018-2019	
					#	%
	Faculty/Staff Donors	N/A	45	56	11	+24%
	Faculty/Staff Volunteering	N/A	5	25	20	+400%
	Fundraising Dinner Attendees	300	270	460	190	+70%
	Student Volunteers	N/A	54	80	26	+48%
	Total	300	374	621	247	+66%
		<p>Strengths of Results: The results show that this year's focus on building a culture of philanthropy significantly impacted the number of faculty/staff donors and the number of faculty/staff volunteers. Special invitations to campus Provosts and College VPs and an engaged ad-hoc board/staff Annual Dinner committee resulted in a dramatic increase year-over-year in attendance and student volunteers.</p> <p>Weaknesses of Results: Data was not collected for all years in the table.</p>				
	<p>Previous Actions(s) to Improve Unit Services Related to this: The goal of building a culture of philanthropy was accomplished by the following actions: Launched communications/events plan that messaged 40th Anniversary of NOVA Foundation in December 2019; 40th Anniversary Annual Fundraising Dinner held November 13, 2019 with a special emphasis on involving campus provosts and VPs; 40th Anniversary Coffee 'drop in' event - to help the Foundation celebrate – December 4, 2019; Fundraising initiatives of special interest to faculty and staff launched/crafted to appeal to internal stakeholders: 1) Cap & Gown initiative 2) NEW Faculty & Staff 40 Anniversary Scholarship Fund 3) COVID-19 Student Emergency Aid Fund Internal stakeholders positively responded to NOVA President's appeal to faculty and staff to financially support NOVA's COVID-19 Student Emergency Fund. A faculty member engaged her family's foundation and the ECMC Foundation to support the campaign. Two faculty members contributed their \$1,200 Stimulus refund checks to the COVID-19 Emergency Student Fund. 4) Employee Emergency Assistance Fund (EEAF). A comprehensive plan was</p>					

**Unit: Office of the President
Subunit: Educational Foundation**

		<p>implemented to announce and seek funding for this new Fund.</p> <p>As of 7.13.20, nine of the seventeen members of Administrative Council have made gifts to the EEAF. The EC committed \$25K of Foundation funding to EEAF.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The results show that FY20's strategy to build a culture of philanthropy significantly impacted the number of faculty/staff donors and the number of faculty/staff volunteers at Foundation events., Further, special invitations to campus Provosts and College VPs and an engaged ad-hoc board/staff Annual Dinner committee resulted in a dramatic increase year-over-year in attendance and student volunteers.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: The NOVA Foundation exceeded targeted objectives of 20% improvement and showed a cumulative 66% improvement in outcomes year-over-year.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Improve internal donor database tracking of giving by campaign and constituent type. Action Plan Based on Current Results (What? Who? How? When?): Fall 2020, database audit by Blackbaud; Implementation of best practices in segmentation for reporting in December 2020 by the NOVA Foundation Staff Team.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
--	--	---

**Unit: Office of the President
Subunit: Educational Foundation**

Expected Outcome (O) Operational [X]	Expected Outcome: Educational Foundation will increase alumni and student engagement and support of NOVA. Strategic Plan Objective(s) #: #1 Student Advising/Support and #3 Informed Pathways for Seamless Transitions.									
Measure with Target	Results	Use of Results								
<p>Measure: Number of alumni and students participating in Alumni Mentoring platform: NOVA NIGHTHAWK NETWORK.</p> <p>Target: 100 alumni/friends of college participating.</p> <p>Acceptable Threshold: 40 alumni/friends of college participating.</p> <p>Justification for Threshold: Based on last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: FY2020.</p> <p style="text-align: center;">Number of Alumni and Students Participating in Mentoring Platform: 2019-2020</p> <table border="1" data-bbox="403 443 1394 597"> <thead> <tr> <th></th> <th style="text-align: center;">2019-2020</th> </tr> </thead> <tbody> <tr> <td>Alumni participating in the Alumni Mentoring Platform</td> <td style="text-align: center;">239</td> </tr> <tr> <td>Students participating in the Alumni Mentoring Platform</td> <td style="text-align: center;">172</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">411</td> </tr> </tbody> </table> <p>Strengths of Results: The implementation of new mentoring software exceeded numeric goals and created a very effective platform for NOVA Alumni to provide guidance and support for our students.</p> <p>Weaknesses of Results: Only one year of data for this new platform.</p>		2019-2020	Alumni participating in the Alumni Mentoring Platform	239	Students participating in the Alumni Mentoring Platform	172	Total	411	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome: Foundation launched a digital mentor/mentee platform in March 2020. Invited 4,000+ Alumni from Workforce Career Connection platform and 2,000+ names from 2019 Commencement.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: Positive response from the invitation to connect from both alumni and students. Making the Alumni strategy a priority resulted in a seven-figure gift that was secured from an Alumna, and a six-figure Legacy declaration of intent gift was secured from another Alumna and her husband.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A More than two times the number of alumni and friends responded to the invitation to join the mentoring platform.</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Foundation staff needs further training to optimize this new tool. Alumni and students need broader awareness of mentoring platform.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): When the development officer vacancy on the Foundation team is filled, Q3 FY21, training in management of this software will be completed as a part of this team member's ongoing professional development. Alumni engagement and increased financial support from this important group of constituents are FY21 strategic priorities for the</p>
	2019-2020									
Alumni participating in the Alumni Mentoring Platform	239									
Students participating in the Alumni Mentoring Platform	172									
Total	411									

**Unit: Office of the President
Subunit: Educational Foundation**

		<p>Foundation. In Q4 the development officer will complete a marketing plan to ensure greater awareness of the Alumni Mentoring Platform, NOVA Nighthawk Network.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021</p>																																												
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Educational Foundation will increase awareness of NOVA's philanthropic priorities in the community.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support, #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission, #6 Workforce Dev/Community Prosperity, #7 IT and Cyber Programs, #8 Re-envision Workforce Strategies, #9 Healthcare, Biotech, and Future Programs.</p>																																													
<p>Measure with Target</p> <p>Measure: Number of e-newsletter recipients.</p> <p>Number of Press Releases written/distributed.</p> <p>Number of visits to NOVA Foundation website.</p> <p>Target: 10% increase from previous year.</p> <p>Acceptable Threshold: 5% increase from previous year.</p> <p>Justification for Threshold: Based on last year's data.</p>	<p align="center">Results</p> <p>Academic or Fiscal Year Current Data Collected: FY2020.</p> <p align="center">Communications and Outreach Data Points for the Educational Foundation: FY2020</p> <table border="1" data-bbox="401 716 1388 1019"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>e-Newsletters Recipients:</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fall 2019</td> <td>N/A</td> <td>0</td> <td>2,008</td> <td>2,008</td> <td>--</td> </tr> <tr> <td>Spring 2020</td> <td>N/A</td> <td>0</td> <td>2,131</td> <td>2,131</td> <td>--</td> </tr> <tr> <td>Press Releases</td> <td>1</td> <td>3</td> <td>7</td> <td>4</td> <td>+133%</td> </tr> <tr> <td>Visits to Website</td> <td>N/A</td> <td>3,355</td> <td>7,106</td> <td>3,751</td> <td>+112%</td> </tr> <tr> <td>Total</td> <td>--</td> <td>3,358</td> <td>11,252</td> <td>7,894</td> <td>--</td> </tr> </tbody> </table> <p>Strengths of Results: The NOVA Foundation put significant effort into reformatting, optimizing, launching and distributing e-newsletters to our database of supporters fall 2019 (Oct) and spring 2020 (April) with successful open rates and click-thru rates, (Fall 2019 2,008 deliveries with 29.6% open rate; 8.7% click through rate. Spring 2020 2,131 successful deliveries; 34.9% open rate; 5.2% click through rate).</p> <p>Increased communication efforts and website improvement vastly impacted the number of press releases and visits to the website throughout the year.</p> <p>Weaknesses of Results: Ongoing work of collecting email addresses for the NOVA Foundation constituent database is needed as we have a relatively small percentage of our database email addresses.</p>		2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	e-Newsletters Recipients:						Fall 2019	N/A	0	2,008	2,008	--	Spring 2020	N/A	0	2,131	2,131	--	Press Releases	1	3	7	4	+133%	Visits to Website	N/A	3,355	7,106	3,751	+112%	Total	--	3,358	11,252	7,894	--	<p align="center">Use of Results</p> <p>Previous Actions(s) to Improve Unit Services Related to this Outcome:</p> <ul style="list-style-type: none"> The Foundation's quarterly e-newsletter was launched in October 2019 prior to the Annual Dinner. Our spring e-newsletter was distributed on 4/17/20. Working jointly with the College's PIO, ten press releases were distributed regarding: 40th Anniversary, Foundation's Annual Dinner; new Coresite Scholarship, Mobile-Healthcare ribbon cutting; new NOVA Foundation Board members; \$1M gift; COVID-19 Emergency Student Aid Fund; Community Foundation for Northern Virginia and ECMC Foundation, \$55K gift to COVID-19 Student Emergency Aid Fund. Each release was communicated on social media platforms as well. New Foundation Website went live in February 2020. A working Communications Committee of the Foundation Board has been established to manage a communications plan and to work collaboratively with College marketing and communications. The Foundation launched a series of virtual Zoom meetings, <i>Dialogue with Donors</i>, throughout the month of April to allow donors to hear directly from our new College
	2017-2018					2018-2019	2019-2020	Change from 2018-2019																																						
		#	%																																											
e-Newsletters Recipients:																																														
Fall 2019	N/A	0	2,008	2,008	--																																									
Spring 2020	N/A	0	2,131	2,131	--																																									
Press Releases	1	3	7	4	+133%																																									
Visits to Website	N/A	3,355	7,106	3,751	+112%																																									
Total	--	3,358	11,252	7,894	--																																									

**Unit: Office of the President
Subunit: Educational Foundation**

		<p>President regarding the challenges facing students because of the pandemic. 65 internal and external stakeholders participated during five Zoom sessions.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Strategic focus on planned and ongoing communications had a significant impact on increasing awareness of NOVA's philanthropic priorities in the community.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A FY20 progress achieved with the communications strategy exceeded year-over-year targeted increase.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Only small percentage of constituent database has current email address captured.</p> <p>Action Plan Based on Current Results: Concerted effort from all Foundation staff at every juncture of communication with donors to verify and/or collect email address. This will remain a priority throughout FY2021. The Foundation website is being updated on a regular basis to include current information.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
--	--	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Office of the President

Subunit: Human Resources

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: Human Resources is a catalyst and collaborative partner committed to advancing NOVA's mission and strategic plan. Human Resources advocates diversity and innovation in achieving exceptional results through open, effective communication that is respectful, responsive, and customer-focused. Human Resources is committed to NOVA's Service Excellence.

Expected Outcome (O) Operational [X]	Expected Outcome: Human Resources will improve efficiency in performance management processes.						
Measure with Target	Results			Use of Results			
Measure: Percentage of employees for whom performance reviews have been completed and documented by the target date. Target: 80%. Acceptable Threshold: 60%. Justification for Threshold: Benchmark based on last year's data.	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.						
	Academic or Fiscal Year Current Data Collected: 2018-2019. Evaluation Cycle Dates: Classified Staff: October 25 th through October 24 th Administrative and Professional (not eligible for multi-year): July 1 st through June 30 th Teaching Faculty/Professional Faculty (eligible for multi-year): January – December.						
	Performance Evaluation Cycle Data: 2016-2017 through 2018-2019						
	Performance Cycle	Employee Classifications	Expected Total	Total Received	Percentage	Below/Above Target	Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?) During the evaluation cycle, the Employee Relations team sent a list of probationary employees to IT staff to help prevent unnecessary evaluations from being populated for the 2018-2019 evaluation cycle. The Employee Relations team used the excel spreadsheet that was created to track administrative/professional faculty evaluations for the 2018-2019 evaluation cycle. Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The 2018-2019 evaluations that were processed on time for classified staff have decreased by 2%. The 2018-2019 evaluations processed for the administrative /professional faculty improved by 22%. Submissions for teaching faculty evaluations remained at 100%. *Due to the multi-year evaluation process for teaching faculty, evaluations will always be 100% complete. Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially Explain: There was insufficient communication of non-compliance of evaluation completion with leadership. The electronic evaluation process for the administrative/professional faculty has not taken place. Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially Explain: The steps taken in the Fall of 2018 between the Employee Relations team and IT staff to address the non-probationary and active
	2016-2017	Classified Staff	782	305	39%	-41%	
		Admin/Prof Faculty	136	69	51%	-29%	
		*Teaching Faculty	188	188	100%	+20%	
	2017-2018	Classified Staff	751	327	44%	-36%	
		Admin/Prof Faculty	172	62	36%	-44%	
	*Teaching Faculty	193	193	100%	+20%		
2018-2019 (Current)	Classified Staff	747	315	42%	-38%		
	Admin/Prof Faculty	171	100	58%	-22%		

**Unit: Office of the President
Subunit: Human Resources**

	<table border="1"> <tr> <td>*Teaching Faculty</td> <td>161</td> <td>161</td> <td>100%</td> <td>+20%</td> </tr> </table>	*Teaching Faculty	161	161	100%	+20%	<p>employee issues were helpful, but consistent follow-up communication to supervisors by the Employee Relations team is still needed to help meet the target goal. Additionally, the Employee Relations team will work with supervisors to ensure the timelines are met.</p> <p>Areas Needing Improvement Based on Current Results: Supervisors need to ensure timely submissions. The Employee Relations team continues to track administrative/professional faculty evaluations more consistently before evaluation deadlines.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): During the 2019-2020 performance evaluation cycle, the Employee Relations team will:</p> <ul style="list-style-type: none"> • Continue to develop ways to encourage timely submissions. • The ER team will attempt to transition the Administrative/Professional Faculty evaluations from a manual to electronic process. • Establishing a "Date Received" column to the spreadsheet to ensure accurate/integrity-based assessment of administrative/ professional faculty evaluations received. • Communicate non-compliance with appropriate Admin Council leadership. • Continue to communicate evaluation deadlines via email, HR newsletter, Daily Flyer newsletters, and supervisor trainings. • Continue to provide supervisors with training on completing classified staff evaluations. • Provide ways/tips for supervisors to collect evaluation data throughout the cycle. <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021. To include 2019-2020 evaluation cycle in accordance with evaluation cycle dates.</p>
*Teaching Faculty	161	161	100%	+20%			
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Human Resources will improve efficiency in recruitment to meet the needs of the organization.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>						
<p>Measure with Target</p>	<p align="center">Results</p>		<p align="center">Use of Results</p>				
<p>Measure: Number of days to fill active open positions within the targeted deadline.</p> <p>Target: 70 days.</p>	<p>Semester/Academic Year or Fiscal Year Data Collected: FY2020.</p> <p align="center">Time to Fill Vacancies: FY2019 and FY2020</p> <table border="1"> <tr> <td>Administrative Council Unit</td> <td>Average Number of Days (FY2019)</td> <td>Average Number of Days (FY2020)</td> </tr> </table>		Administrative Council Unit	Average Number of Days (FY2019)	Average Number of Days (FY2020)	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?):</p> <p>Over the past several years, NOVA HR has begun to focus on improving the efficiency of the hiring process. FY2019 was the first-year data was collected to set a benchmark. Progress has been made in FY2020 but further improvements are necessary. The average number of days to fill a</p>	
Administrative Council Unit	Average Number of Days (FY2019)	Average Number of Days (FY2020)					

**Unit: Office of the President
Subunit: Human Resources**

<p>Acceptable Threshold: 77 days.</p> <p>Justification for Threshold: Benchmark based on last year's data.</p>	Office of the President	49	73	<p>vacancy is 76 days. Results show that the Recruitment team reduced the average time to fill a position from 92 days in FY2019 to 76 days in FY2020. The recruitment team continues to implement processes to eliminate inefficiencies in the hiring process and reduce the number of days it takes to fill a position in order to attract top talent, streamline the recruitment process, and improve the quality and overall experience for job applicants</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: There were significant improvements from FY2019 results due to continued focus on improving and streamlining the current recruitment process. This included routine hiring manager trainings and enhancements to the current system by introducing features that aid the hiring process. Attracting a diverse and qualified workforce remains a challenge among certain skillsets which directly impact the recruitment process while trying to fill vacant positions. Business units and the college as a whole will benefit from the new VCCS search advocate initiative which should transform the hiring process by introducing search advocates on campuses and divisions to facilitate the interview, hiring, and selection process. This process is currently being incorporated as part of the interview process and should move all business units towards achieving the average time to fill target for FY2021.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: We had only five business units that met the target, a few units were within targeted reach, and four were within the acceptable threshold. Although this is an improvement from FY2019, factors such as a limited qualified and diverse candidate pool, extended posting, and interview timelines played a part in delay to the recruitment process. These are indicators that have been identified and will be focused on as part of the measures for FY2021.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Although the majority of the business units met the target and acceptable threshold, there were five business units that were outside the threshold based on various factors, including the following:</p> <ul style="list-style-type: none"> • Historically difficult / hard to fill positions • Extended posting due to limited candidate pool • Delays to interview schedule /timeline • Delays in hiring proposal approval path
	Chief Academic Officer (formerly EVP)	114	104	
	VP of Finance and Administration	86	68	
	VP of IE and Student Success	98	56	
	VP of Instructional & Information Technology	66	54	
	VP of Student Services	n/a	73	
	VP of Strategic Partnerships and Workforce Innovation	95	76	
	Provost of Alexandria	86	80	
	Provost of Annandale	110	95	
	Provost of IET	57	73	
	Provost of Loudoun	100	80	
	Provost of Manassas	92	105	
	Provost of Medical Education	83	68	
	Provost of Woodbridge	98	64	
	Average	92	76	
<p>Strengths of Results: Five units in the Administrative Council met the target of filling active open positions within the targeted deadline while 4 units were within the acceptable threshold.</p> <p>Weaknesses of Results: Nine units in the Administrative Council units report numbers above the acceptable threshold. The overall objective is to have all units fall below the target threshold.</p>				

**Unit: Office of the President
Subunit: Human Resources**

		<p>Areas Needing Improvement Based on Current Results: The HR Employment team will focus on streamlining processes to further reduce the average time to fill open /active positions for all units.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Over FY2021 cycle, the HR Consultants will focus on the following action plan:</p> <ol style="list-style-type: none"> 1. Ensure a positive and efficient candidate experience through the recruiting lifecycle: <ul style="list-style-type: none"> • Accurate Job Postings • Streamlined Hiring Workflow • Application process (accessible tools and resources) • Interview Process • Offer Process • Onboarding Process 2. Build an active pipeline of qualified candidates: <ul style="list-style-type: none"> • Past Candidates (Finalist, pre-screened) • Qualified profiles in ATS Database • Passive candidates • Past employees (eligible for rehire) • Strategic sourcing for critical and hard to fill positions • Targeted job boards and social media platforms <p>Next Evaluation of this Expected Outcome: FY2021.</p>																								
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Human Resources will decrease the number of ARMICS audit findings.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>																									
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																								
<p>Measure: Number of major processes in HR Administration and Compliance documented and aligned to ensure compliance with college, state, and federal policies.</p> <p>Target: 3 deficiencies.</p> <p>Acceptable Threshold: 5 deficiencies.</p>	<p>Academic or Fiscal Year Current Data Collected: FY2019.</p> <p align="center">ARMICS Audit Data Collected: FY2017 through FY2019</p> <table border="1" data-bbox="382 1146 1167 1432"> <thead> <tr> <th>Deficiency Area</th> <th>FY2017</th> <th>FY2018</th> <th>FY2019</th> </tr> </thead> <tbody> <tr> <td>Policies and Procedures</td> <td align="center">1 Deficiency</td> <td align="center">1 Deficiency</td> <td align="center">Process Improvement</td> </tr> <tr> <td>Background Checks</td> <td align="center">1 Deficiency</td> <td align="center">1 Deficiency</td> <td align="center">1 Deficiency</td> </tr> <tr> <td>Form 105-021 and 105-022 (Exit Procedures)</td> <td align="center">1 Deficiency</td> <td align="center">1 Deficiency</td> <td align="center">1 Deficiency</td> </tr> <tr> <td>Form 105-172 (Adjunct Faculty Appointment Agreement)</td> <td align="center">1 Deficiency</td> <td align="center">1 Deficiency</td> <td align="center">1 Deficiency</td> </tr> <tr> <td>Leave Liability Report</td> <td align="center">No Deficiency</td> <td align="center">Process Improvement</td> <td align="center">No Deficiency</td> </tr> </tbody> </table>	Deficiency Area	FY2017	FY2018	FY2019	Policies and Procedures	1 Deficiency	1 Deficiency	Process Improvement	Background Checks	1 Deficiency	1 Deficiency	1 Deficiency	Form 105-021 and 105-022 (Exit Procedures)	1 Deficiency	1 Deficiency	1 Deficiency	Form 105-172 (Adjunct Faculty Appointment Agreement)	1 Deficiency	1 Deficiency	1 Deficiency	Leave Liability Report	No Deficiency	Process Improvement	No Deficiency	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?):</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: Partial improvements due to ongoing process improvements.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>
Deficiency Area	FY2017	FY2018	FY2019																							
Policies and Procedures	1 Deficiency	1 Deficiency	Process Improvement																							
Background Checks	1 Deficiency	1 Deficiency	1 Deficiency																							
Form 105-021 and 105-022 (Exit Procedures)	1 Deficiency	1 Deficiency	1 Deficiency																							
Form 105-172 (Adjunct Faculty Appointment Agreement)	1 Deficiency	1 Deficiency	1 Deficiency																							
Leave Liability Report	No Deficiency	Process Improvement	No Deficiency																							

**Unit: Office of the President
Subunit: Human Resources**

Justification for Threshold: Benchmark based on last year's data.	Approvals for Student Hires	No Deficiency	No Deficiency	No Deficiency	<p>Areas Needing Improvement Based on Current Results: HR must continue to work diligently to improve the deficiencies identified in FY2019 to include the following:</p> <ul style="list-style-type: none"> • Form 105-021 and 105-022 (Exit Procedure) • Form 105-172 (Adjunct Contract). <p>Action Plan Based on Current Results (What? Who? How? When?): The action plans for each of the deficiencies identified in FY2019 are as follows:</p> <ul style="list-style-type: none"> • Policies and Procedures – Human Recourses units are reviewing procedures and flowcharts to ensure they are up to date. In addition, Human Resources units will monitor and add any new procedures that have financial impact in the daily operations of the department. Human Resources unit managers will be responsible for updating policies/procedures in FY2020. • Background Checks – The HR compliance officer's role has been expanded to work on additional internal audits for the HR department. The compliance officer will conduct monthly internal audits on the background checks along with other areas. HR Consultants are responsible for making sure the background checks are completed in a timely fashion. • Form 105-021 and 105-022 (Exit Procedures) – Form 105-022 will be revised to make the supervisor responsible for collecting NOVA assets/ equipment of the exiting employee. This coming year, NOVA HR will develop an electronic Form 105-022 - Employment Separation Checkout. The new e-form will list college property a departing employee may have had. Supervisors will be responsible to initial next to each piece of college property that is collected. This will ensure that the all college property is returned by the departing employee. Departing employees and their supervisors are responsible for submitting Form 105-021. Supervisors are also responsible for collecting college property as outlined on Form 105-022. • Form 105-172 (Adjunct Faculty Appointment Agreement) – Form 105-172 is now fully electronic. NOVA will ensure administrative assistants in divisions receive proper training and tracking of submission of adjunct contracts. Associate deans and the division assistants are responsible for making sure Form 105-172 is generated and the signatures of the faculty members are obtained in a timely fashion. <p>Next Evaluation of this Expected Outcome: FY2021.</p>
	NATS Approvals for Employee Classifications	No Deficiency	No Deficiency	No Deficiency	
	Approvals for Work Study Students	No Deficiency	No Deficiency	No Deficiency	
	Authorization for PMIS Form	No Deficiency	No Deficiency	No Deficiency	
	Determining Hiring Pay Range	No Deficiency	No Deficiency	No Deficiency	
	Pay Supplement for Acting Positions	No Deficiency	No Deficiency	No Deficiency	
	Semiannual Review of PMIS List	No Deficiency	No Deficiency	No Deficiency	
	VRS Reconciliation	No Deficiency	No Deficiency	No Deficiency	
	Healthcare Reconciliation	No Deficiency	No Deficiency	No Deficiency	
	Approval and Recording of Employee Leave	No Deficiency	No Deficiency	No Deficiency	
	TOTAL	4 Deficiencies	5 Deficiencies	3 Deficiencies	
	<p>Strengths of Results: Moderate improvement in the number of deficiencies identified in FY2019.</p> <p>Weaknesses of Results: Deficient areas continue in certain areas.</p>				

**Unit: Office of the President
Subunit: Human Resources**

Expected Outcome (O) Operational [X]	Expected Outcome: Human Resources will provide a range of professional development opportunities for faculty and staff to promote NOVA's commitment to continuous learning and excellence. Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																																												
Measure with Target	Results			Use of Results																																									
<p>Measure: Percentage of employees who indicate satisfaction or high satisfaction with training workshops as measured by post-training surveys.</p> <p>Target: 90%.</p> <p>Acceptable Threshold: 75%.</p> <p>Justification for Threshold: This threshold is an increase from last year and supports a minimum level acceptability for our office at this time.</p>	<p>Academic or Fiscal Year Current Data Collected: FY2020.</p> <p>HR Learning and Development Survey Results: FY2019 and FY2020</p> <table border="1" data-bbox="390 467 1161 719"> <thead> <tr> <th rowspan="2"></th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th colspan="2">Change from X Year</th> </tr> <tr> <th>*N=</th> <th>*N=</th> <th>*N=</th> <th>*N=81</th> <th>*N=12</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>High Satisfaction</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>69%</td> <td>50%</td> <td></td> <td>-19%</td> </tr> <tr> <td>Satisfied</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>25%</td> <td>37%</td> <td></td> <td>+12%</td> </tr> <tr> <td>Neutral/Negative</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>6%</td> <td>13%</td> <td></td> <td>+7%</td> </tr> </tbody> </table> <p>Strengths of Results: Post-workshop survey results show participants were predominantly satisfied with the content and quality of the workshops.</p> <p>Weaknesses of Results: As the pandemic changed our standard delivery method to utilize Zoom webinars, we have taken many steps to improve our familiarity with the platform, attending training, including support to other facilitators in their delivery. We continue to improve our technology skills in this platform and the related differences necessitated by the delivery mode (e.g. workshop length, interactive options, technology issues, and back-up support).</p>				2015-16	2016-17	2017-18	2018-19	2019-20	Change from X Year		*N=	*N=	*N=	*N=81	*N=12	#	%	High Satisfaction	N/A	N/A	N/A	69%	50%		-19%	Satisfied	N/A	N/A	N/A	25%	37%		+12%	Neutral/Negative	N/A	N/A	N/A	6%	13%		+7%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): There were 23 workshops open to all NOVA employees in this fiscal year provided through Human Resources Organizational Learning and Development and facilitated by the unit, HR personnel in other units, or Anthem EAP employees. These workshops had a total of 762 participants who received an online survey after the workshop. 124 of the participants anonymously completed the survey (16%). Out of 124 anonymous survey respondents to the college-wide workshops delivered in AY2019-2020, 87% of respondents expressed high satisfaction or satisfaction to post-workshop survey questions. The survey questions measure their satisfaction concerning 1) met expectations, 2) helpful ideas to improve effectiveness, 3) organization, 4) facilitator preparation, and 5) likelihood of recommending the workshop to colleagues.</p> <p>Current Results Improved: [] Yes [] No [X] Partially [] N/A Explain: Results of the delivery mode and population improved, and the quantitative percentages did not. It would be difficult to compare this year's results with the former year, due to the pandemic situation that evolved. The second half of this year involved two new factors that impacted the workshops offered, including the delivery mode (online) and new guest presenters that required support. The COVID-19 pandemic sparked an effort to address exceptional concerns in the delivery of online workshops, especially those related to mental health. The college president requested some specialized workshops that involved inclusion of a wider pool of experts to address these needs, primarily provided by Anthem EAP. Therefore, the delivery and satisfaction results were not completely controllable by the same presenters from last year as several of the workshops we supported only logistically and technologically. However, we believe there was an improvement considering the entirely new delivery mode and speed by which these exceptional requests were implemented. The inclusion of all faculty and staff by means of this delivery mode also enlarged our footprint of participants compared to the prior year.</p> <p>Target Met: [] Yes [] No [X] Partially [] N/A</p>		
	2015-16	2016-17	2017-18		2018-19	2019-20	Change from X Year																																						
	*N=	*N=	*N=	*N=81	*N=12	#	%																																						
High Satisfaction	N/A	N/A	N/A	69%	50%		-19%																																						
Satisfied	N/A	N/A	N/A	25%	37%		+12%																																						
Neutral/Negative	N/A	N/A	N/A	6%	13%		+7%																																						

**Unit: Office of the President
Subunit: Human Resources**

		<p>Explain: These results include a variety of expert speakers compared to last year.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: The Organizational Learning and Development team continues to strive for optimal learning opportunities for employees across the college. The team gathers interests and requests from many different sources and surveys, including regular consulting discussions with managers; a workshop request form we utilize; discussions with HR leadership and Employee Relations colleagues; through the ACE Professional Development Conference survey; and with the college-wide climate survey through the Chronicle of Higher Education. This year the unit also included a survey in our HR April newsletter to seek additional employee feedback about evolving needs due to the unprecedented challenges posed by the pandemic, telework increase, and leave issues it caused. We used that and other information as outlined above to help address the needs of our employees and to work in concert with other HR colleagues to provide the most professional and effective programs possible.</p> <p>In addition to the workshops open to all college employees, this unit provides customized support to units and departments across the college as requested. Such support includes consulting in professional development and customized workshops, such as the five workshops provided for the facilities leadership team in the fall of 2019. Customized workshop data is not included in this report to provide more relevant data focused on our college-wide program delivery.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): HR leadership will continue to be consulted during FY2020-2021 to determine trends in needs of our employees and to work in concert with other HR colleagues to provide the most professional and effective programs possible.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
--	--	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: Center for Excellence in Teaching and Learning

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: To advance NOVA's mission and strategic plan, the Center for Excellence in Teaching & Learning (CETL) is dedicated to assisting faculty and staff in improving the quality of teaching and learning services. Members of the CETL team guide and mentor faculty in areas of pedagogy and classroom management through division, campus, and College-wide opportunities.

Expected Outcome (O) Operational [X]	Expected Outcome: The Center for Excellence in Teaching and Learning (CETL) will broaden its reach College-wide through College Convocation and Power Up Your Pedagogy (PUP) Conference attendance.							
Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.								
Measure with Target	Results						Use of Results	
<p>Measure: Number and percent of faculty members attending Convocation and Power Up Your Pedagogy (PUP).</p> <p>Target: 80% of full-time faculty will attend Convocation. 70% of full-time faculty will attend Power Up Your Pedagogy.</p> <p>Acceptable Threshold: 70% full-time faculty attend Convocation. 50% of full-time faculty attend Power Up Your Pedagogy.</p> <p>Justification for Threshold: Benchmark is from two sources— on-site and unrepeatd pre-registrants from 2020</p>	Academic or Fiscal Year Current Data Collected: 2019-2020.							
	Power Up Your Pedagogy Attendance: 2015 through 2020	2015	2016	2017	2018	2019	2020	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Prior actions to improve this outcome included additional notices for registration (to reduce unclaimed badges) and increasing attendance to historic rates (700+). This action was completed by the CETL Coordinator and the professional development committee in 2019-2020.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/actions: While we improved in one of these two areas (total attendance) rather than attendance of registered attendees, the decrease in the former of 1% from 2019 is likely because of the snow delay on Power Up Your Pedagogy day. Events began later and those who planned on coming onto campus from across the region may have had a hardship due to the inclement weather.</p> <p>College Convocation drew a crowd this year in large part because The College President was making her inaugural address to faculty and because she encouraged all roles to attend Convocation which had previously been limited to faculty and administrative faculty. Because areas like advising and testing centers still had to operate, operations were shut down for a few hours so that all could participate by live stream; the data listed in the chart include only in-person</p>
	Attendance Total	702 541 (first day)	727 (data not disaggregated by day)	No data collected	Event cancelled	402 pre-registered pick-up + 112 on-site registrations	567 pre-registered pick-up + 185 on-site registrations for Convocation 110 on-site registrations for PUP	
	Totals	702	727	ND	0	514	752 at Convoc 667 at PUP	
	Change (%)	--	3.5%	--	--	>5	3.4% more at Convoc than in 2016	

Unit: Academic Affairs
Subunit: Center for Excellence in Teaching and Learning

<p>Convocation and Power Up Your Pedagogy events.</p>	<p>Note: Some years, Convocation and Power Up Your Pedagogy were both offered; data on Convocation was not collected in most years. ND = no data.</p> <p>Strengths of Results: The results are strong and are based on two sources of information—not just the people who registered but those who actually followed through on attendance and those who registered in person. Further, given the feedback the subunit received on the last APER, we can further identify campuses whose attendance is the highest and lowest.</p> <p>Weaknesses of Results: Different data have been collected in different years. The data show how many people attended Power Up Your Pedagogy and, in some years, Convocation, but they do not show how the events overall or the Power Up Your Pedagogy sessions were evaluated.</p>	<p>attendees for Convocation and Power Up Your Pedagogy.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement: Campuses with highest attendance include Annandale (355 not including College Staff) and Alexandria (156). Campuses farther from event site have attendance lower including Loudoun (109) and Woodbridge (103); they also have fewer faculty than the Annandale Campus and the Alexandria Campus.</p> <p>Action Plan Based on Results (Who? How? When?):</p> <ol style="list-style-type: none"> 1. The College will hire a full-time Director of Faculty Professional Development and a full-time Coordinator for Faculty Professional Development to plan, organize and promote Convocation, Power Up Your Pedagogy, and other faculty professional development opportunities. 2. The Director for Faculty Professional Development will work with the Office of Institutional Research to determine target numbers by campus based on total percentage of faculty by campus and will share those targets with the provosts. The director also will encourage provosts of campuses that are farther away from the Annandale Campus to actively promote Convocation and Power Up Your Pedagogy to their deans and faculty. <p>Next Evaluation of this Expected Outcome: 2020–2021.</p>
---	---	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: College Catalog

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The Office of Academic Affairs advances NOVA's mission and strategic plan by providing leadership and coordination for the timely publishing of the college catalog.

Expected Outcome (O) Operational [X]	Expected Outcome: Academic Affairs will publish the College catalog in a timely manner. Strategic Plan Objective(s) #: #4 Effective Processes/Procedures.														
Measure with Target	Results	Use of Results													
<p>Measure: Make online College Catalog available to public in time for Fall registration.</p> <p>Target: Annually on April 1st in time for Advising Week and to allow time for transfer partners to adjust to any NOVA curriculum revisions.</p> <p>Acceptable Threshold: May 1, 2020.</p> <p>Justification for Threshold: Benchmark is 2018-2019 catalog, published 06/29/2018.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Catalog Year and Dates Published: 2018-2019 through 2020-2021</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Target</th> <th colspan="3" style="text-align: center;">Catalog Year</th> </tr> <tr> <th></th> <th style="text-align: center;">2018-2019</th> <th style="text-align: center;">2019-2020</th> <th style="text-align: center;">2020-2021</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">April 2019</td> <td style="text-align: center;">06/29/2018</td> <td style="text-align: center;">04/01/2019</td> <td style="text-align: center;">04/01/2020</td> </tr> </tbody> </table> <p>Strengths of Results: Our target was met. Online catalog went live on April 1, 2020 and was published three months earlier than previous catalog. In addition, we launched a new digital catalog format. It will allow us to link to other academic information.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Second Thursday of February- Curriculum Committee approves final revisions for programs for upcoming academic year • April 1st – Catalog (2020-2021) published online • May 10th – All programming through SIS completed <p>Weaknesses of Results: We can improve the layout of the print catalog for next year. Additional communication will be sent to the Academic Deans so they can uphold set program change deadlines.</p>	Target	Catalog Year				2018-2019	2019-2020	2020-2021	April 2019	06/29/2018	04/01/2019	04/01/2020	<p>Previous Actions(s) to Improve Unit Services (Who? How? When?): Academic Affairs communicated through email to Academic Deans regarding deadline for program submissions for proposal/revisions to the curriculum committee, twice in the Summer 2019 and twice in the Fall of 2019.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: We published the catalog on our target date. However, due to COVID-19, SIS programming of the catalog was delayed. The NOVA College Board was unable to convene and therefore eight new program proposals were not approved in the scheduled time frame. As a result, the president of the College was able to approve the programs and they were subsequently added to the catalog and the students were given the opportunity to apply.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Areas Needing Improvement Based on Results: The end product for the print catalog (extracted from the online platform) does not meet standard publication quality.</p> <p>Action Plan Based on Results (What? Who? How? When?): When all proposals have been finalized and approved by the College Catalog in the beginning of March 2021, the Academic Affairs Publication Specialist will manually review, edit, and make changes as necessary in order to improve the print quality of the College Catalog.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>	
Target	Catalog Year														
	2018-2019	2019-2020	2020-2021												
April 2019	06/29/2018	04/01/2019	04/01/2020												

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: Credit for Prior Learning

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The Credit for Prior Learning subunit strives to advance NOVA's mission and strategic plan by providing students with opportunities to receive credit for non-traditional prior learning experiences while still maintaining the academic quality of any credit or coursework recorded on a NOVA transcript.

Expected Outcome (O) Operational [X]	Expected Outcome: Increase the number of Credit for Prior Learning (CPL) proposals brought forward to the CPL Committee.															
	Strategic Plan Objective(s) #: #4 Develop effective processes and protocols.															
Measure with Target	Results	Use of Results														
<p>Measure: Credit for Prior Learning proposals to award academic credit to students for non-traditional learning.</p> <p>Target: Submit 50% more new Credit for Prior Learning proposals to expand opportunities on awarding credit from non-traditional sources. FY 19-20 target was 4 proposals with actual numbers of 4 proposals presented and 3 accepted. The target was achieved for FY 19-20 however, the target for FY 20-21 the CPL subunit seeks to present 6 new proposals and accept 5 during the academic year.</p> <p>Acceptable Threshold: 25% is the acceptable threshold to meet the expected outcome.</p> <p>Justification for Threshold: Based on last year's CPL committee meeting notes only 4 proposals to award academic credit were collectively decided upon. Of the 4 proposals only 3 proposals were advanced to the</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Proposals: 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Sub-Categories</th> <th style="text-align: center;">2019-2020</th> </tr> </thead> <tbody> <tr> <td>New CPL Proposals</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Non-Collegiate Education and Training</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Post-Secondary Institutions</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Experiential Learning</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">4</td> </tr> </tbody> </table> <p>Strengths of Results: Bringing forward more Credit for Prior Learning proposals will provide enhanced, responsive, and effective CPL options that could attract a diverse set of students.</p> <p>Weaknesses of Results: The results do not indicate types of new CPL such as exams, military trainings, etc. that were brought forward to the CPL committee.</p>	Sub-Categories	2019-2020	New CPL Proposals	4	Exams	--	Non-Collegiate Education and Training	--	Post-Secondary Institutions	--	Experiential Learning	--	Total	4	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Last year, the previous Credit for Prior Learning lead a campaign to encourage disciplines to review their AP/IB/CLEP scores for CPL. A list was developed from a review of other Virginia Community College CPL offerings, 4-year school partners, and other similar non-Virginia community college offering of CPL. This list of AP/IB/CLEP Credit for Prior Learning options was given to faculty during the fall and spring convocation to determine if college credit should be awarded for discipline specific exams. These actions resulted in the creation of new proposals to expand Credit for Prior Learning options.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain impact of previous changes/ actions: Current results did not indicate the type of proposals submitted, which hinders the CPL Coordinator's ability to target certain CPL and market to a diverse group.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A The current data provides a baseline on the number of proposals.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A The current data provides a baseline therefore the acceptable threshold was not assessed.</p> <p>Areas Needing Improvement Based on Current Results: Areas for improvement include more research for new CPL options like industry certifications and experiential learning.</p>
Sub-Categories	2019-2020															
New CPL Proposals	4															
Exams	--															
Non-Collegiate Education and Training	--															
Post-Secondary Institutions	--															
Experiential Learning	--															
Total	4															

Unit: Academic Affairs
Subunit: Credit for Prior Learning

<p>Curriculum Committee and accepted.</p>		<p>Action Plan Based on Current Results (What? Who? How? When?): The CPL Coordinator will research new CPL opportunities weekly and conduct annual reviews that will be used to bring forward more CPL proposals. Furthermore, the Credit for Prior Learning Coordinator will share the results with CPL Committee to continue to encourage others to bring forth new CPL proposals for the committee to consider acting upon. These results will be shared at the first CPL Committee meeting of the academic year to set goals for the committee.</p> <p>Next, data will be collected from CPL and Curriculum Committee meeting minutes on approvals and denials of CPL proposals. Additionally, the CPL Log of changes to the official CPL manual will be a resource of approved proposals added to the CPL Manual for the FY 20-21.</p> <p>Lastly, the CPL Coordinator will provide the Director of Curriculum Development with proposals to share with the Pathways Councils twice an academic year (August and January). The CPL Coordinator will record data in categories in order to report out which types of CPL proposals were brought forward and accepted by the CPL and Curriculum committees in academic year 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>								
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: The Credit for Prior Learning Manual be evaluated for accuracy and regularly updated (January-April) each year through procedural improvements and internal CPL policy implementation.</p> <p>Strategic Plan Objective(s) #: #4 Develop effective processes and protocols.</p>									
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>								
<p>Measure: Decrease the number of errors and/or corrections each year.</p> <p>Target: 25 or fewer errors/or updates is the acceptable threshold to meet the expected outcome. Since this is the first time assessing this goal, reducing the current number by 10% seems feasible given the current state of the work environment with COVID</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Errors in CPL Manual: FY2020</p> <table border="1" data-bbox="562 1188 1142 1344"> <thead> <tr> <th></th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>CPL Manual corrections /errors</td> <td>9</td> </tr> <tr> <td>Updates</td> <td>18</td> </tr> <tr> <td>Total</td> <td>27</td> </tr> </tbody> </table> <p>Based on 2019-2020 academic year CPL Manual Log of updates and errors. The CPL Program tallied 27 entries of those 27 entries 9 were errors and 18 were updates.</p>		2019-2020	CPL Manual corrections /errors	9	Updates	18	Total	27	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): This is the first time assessing this goal. Improvements to the results could impact college-wide policy on the acceptance and awarding of college credit from non-traditional sources.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain impact of previous changes/ actions: First year to assess.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain:</p>
	2019-2020									
CPL Manual corrections /errors	9									
Updates	18									
Total	27									

Unit: Academic Affairs
Subunit: Credit for Prior Learning

<p>19, which could delay or cause errors.</p> <p>Acceptable Threshold: TBD.</p> <p>Justification for Threshold: 2019-2020 data is the baseline for next year.</p>	<p>Strengths of Results: The results provide assessment of the corrections /or errors that could be used in trend analysis.</p> <p>Weaknesses of Results: The weakness of the current results is that there is not enough data errors/corrections to the Credit for Prior Learning to compare.</p>	<p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>A baseline was collected this year for academic year 20-21 assessment.</p> <p>Areas Needing Improvement Based on Current Results: Area to improve is the reduction in errors/corrections. Corrections can be caused by improper data entry; for example an adjustment made to the number of college credits awarded for a certification that is approved by faculty. Whereas errors are the presentation of inaccurate information on the awarding of college credit for a particular certification that has not been approved or was revoked by faculty. Usually, errors are caused when the Credit for Prior Learning Manual is not updated once the Curriculum Committee has made a decision on removing a particular source of non-traditional learning. For example, if a student looks at the CPL Manual and requests college credit for a certification that faculty has revoked but it is still in the manual without an expiration date this would be considered a college error to be documented.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Data will be collected from Credit for Prior Learning and Curriculum Committee meeting minutes. Additionally, the CPL Learning Log of Changes to the official CPL manual will be a resource to track changes to CPL Manual for the academic year.</p> <p>At the start of academic year 20-21's fall semester the Credit for Prior Learning Coordinator will:</p> <ul style="list-style-type: none"> • First document errors/corrections using Credit for Prior Learning Log. • Second, assess this goal yearly by funneling and recording all transactions that are associated with changing the Credit for Prior Learning Manual throughout the academic year as they occur. • Last, share results with the Associate Vice President of Academic Affairs and Credit for Prior Learning Committee to discuss policies and procedures. <p>The Credit for Prior Learning Coordinator will share with CPL Committee to continue to encourage others to critique new CPL polices for the committee to consider taking action upon. These</p>
---	--	---

Unit: Academic Affairs
Subunit: Credit for Prior Learning

		<p>results will be shared at the first CPL Committee meeting of the academic year to set goals for the committee.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>																																
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Increase the number of underrepresented students who earn credit for prior learning.</p> <p>Strategic Plan Objective(s) #: #1 All students are advised and have access to support throughout their time at NOVA.</p>																																	
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>																																
<p>Measure: The number of underrepresented students who earn CPL credits.</p> <p>Target: For FY 19-20 62% of men and 37% of women contributed to the total percentage of CPL users excluding credits from post-secondary school. This set a baseline for the acceptable threshold to meet the expected outcome. Since this is the first time assessing this goal the target is that 43% of the total CPL population will represent minority females identified as African-American/Black, Asian-American/Asian, and Pacific Islander/Pacif. [Representing a 6% increase in minority female CPL users].</p> <p>Acceptable Threshold: 40% of the total CPL population containing underrepresented groups is the acceptable threshold.</p> <p>Justification for Threshold: Based on national data.</p> <p>For the purpose of using this data to aid in strengthening and diversifying our outreach on CPL to</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Students who Earn Credit for Prior Learning: 2019-2020</p> <table border="1" data-bbox="562 669 1142 1117"> <thead> <tr> <th></th> <th style="text-align: right;">2019-2020 *N= 296</th> </tr> </thead> <tbody> <tr> <td>Male Total</td> <td style="text-align: right;">186</td> </tr> <tr> <td>-White: 36</td> <td></td> </tr> <tr> <td>-Black: 72</td> <td></td> </tr> <tr> <td>-Asian: 14</td> <td></td> </tr> <tr> <td>-Hispanic: 53</td> <td></td> </tr> <tr> <td>-Pacif: 10</td> <td></td> </tr> <tr> <td>-NSPEC: 1</td> <td></td> </tr> <tr> <td>Female Total</td> <td style="text-align: right;">110</td> </tr> <tr> <td>-White: 15</td> <td></td> </tr> <tr> <td>-Black: 3</td> <td></td> </tr> <tr> <td>-Asian: 4</td> <td></td> </tr> <tr> <td>-Hispanic: 80</td> <td></td> </tr> <tr> <td>-Pacif: 8</td> <td></td> </tr> <tr> <td>-NSPEC: 0</td> <td></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">296</td> </tr> </tbody> </table> <p>Based on data from a query in PeopleSoft (SIS) in March 2020 it was found that 296 students received some sort of Credit for Prior Learning for CLEP tests, military trainings, industry certifications, etc. The preliminary data showed of the 296 students who used CPL for the 2019-2020 academic year group #1 Asian Females used it less often, group 2# Black Females used it less frequently, and group #3 White females also used CPL less frequently.</p> <p>This data is limited in that the query was only run in March 20 due to COVID-19. Moreover, the CPL Coordinator acknowledges that</p>		2019-2020 *N= 296	Male Total	186	-White: 36		-Black: 72		-Asian: 14		-Hispanic: 53		-Pacif: 10		-NSPEC: 1		Female Total	110	-White: 15		-Black: 3		-Asian: 4		-Hispanic: 80		-Pacif: 8		-NSPEC: 0		Total	296	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Previous actions taken included the hiring of a Credit for Prior Learning Coordinator by the Associate Vice President of Academic Affairs to oversee the daily functions of the program in the fall of 2019. Additionally, the CPL Coordinator at the direction of the AVP of Academic Affairs redesigned the CPL website during the 2019-2020 academic year to provide clarity and transparency of CPL. Lastly, in the fall 2019, the Director of Curriculum Development created an email so the Coordinator of CPL could directly communicate with students and faculty.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: This is the first time assessing this goal. Improvements to the results could impact the college efforts to strengthen and diversify outreach on CPL to underrepresented groups.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>2019-20 data to be used as a baseline for acceptable threshold.</p> <p>Areas Needing Improvement Based on Current Results: Outreach and marketing to underrepresented groups about CPL options.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The action plan consists of the Credit for Prior Learning Coordinator executing the following:</p>
	2019-2020 *N= 296																																	
Male Total	186																																	
-White: 36																																		
-Black: 72																																		
-Asian: 14																																		
-Hispanic: 53																																		
-Pacif: 10																																		
-NSPEC: 1																																		
Female Total	110																																	
-White: 15																																		
-Black: 3																																		
-Asian: 4																																		
-Hispanic: 80																																		
-Pacif: 8																																		
-NSPEC: 0																																		
Total	296																																	

Unit: Academic Affairs
Subunit: Credit for Prior Learning

<p>underrepresented groups, we want to be intentional in defining these groups based on the National Institute of Health (NIH) definition:</p> <p>The term “minority” means American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander or other ethnic group under-represented in science and engineering. However, identification of a specific group as underrepresented varies by academic discipline with respect to using CPL, we will not make a distinction among academic disciplines with regard to using CPL. Official definition <u>20 USC Ch. 28: HIGHER EDUCATION RESOURCES AND STUDENT ASSISTANCE.</u></p>	<p>current education research suggests that White and Black females also complete college at a higher rate which could contribute to the preliminary results findings. Moreover, these groups are more likely to use actual earned college credits verses other methods such as industry exams, experiential learning, military trainings, etc.</p> <p>Although the disclosure of the research on college completion may be true, data from the preliminary results suggest that females from these subgroups are underrepresented among CPL users at the college.</p> <p>Strengths of Results: These preliminary results highlight the need to strengthen and diversify outreach to underrepresented groups.</p> <p>Weaknesses of Results: These results do not break down the actual number of those groups nor do they identify the types of CPL. Credits earned from post-secondary schools was excluded from this data. Post-secondary school data is collected in another screen in SIS. More research is required on how to gather post-secondary school information and what reports to develop so the data is capturing purposeful information.</p>	<ul style="list-style-type: none"> • Collaboration with marketing to send out targeted advertisement to underrepresented groups about CPL. • Managing a query every month on CPL users and creating a report that breaks down the demographics to include ethnicity for the CPL population beginning the start of the fall 20 semester on August 24, 2020. • Creating marketing material to share with external stakeholders such as adult education centers, military bases, etc. • Facilitating training for faculty and staff to discuss CPL options once in fall 2020 and another spring 2021 either virtually using CANVAS, through Zoom, or in person. <p>Results of the CPL outreach and marketing efforts will be monitored through a survey created in collaboration with OIR to faculty, students, and identified external partners to assess CPL awareness. This survey will be created by the end of September 2020 and presented to OIR October 20. If approved the survey will be sent out to faculty, staff, and other identified external partners March 2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021</p>
---	--	--

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: Curriculum Development

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: To advance NOVA's mission and strategic plan, Academic Affairs Curriculum Development Subunit provides leadership and coordination for the development and implementation of instructional (credit) programs.

Expected Outcome (O) Operational [X]	Expected Outcome: Degree and certificate programs will meet VCCS and NOVA productivity standards.																																	
Measure with Target	Results			Use of Results																														
<p>Measure: Program-placed FTES, number of students, program placed and number of graduates for each program.</p> <p>Target: 95% of programs will meet standards. Per policy, programs not meeting standards have two years to improve.</p> <p>Acceptable Threshold: 85% of programs will meet standards.</p> <p>Justification for Threshold: Based on last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Program Viability: 2015-2016 through 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Award</th> <th colspan="5">% of Programs Meeting Standards</th> </tr> <tr> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>Degree</td> <td>97.8</td> <td>97.8</td> <td>97.8</td> <td>97.8</td> <td>98.0</td> </tr> <tr> <td>Certificate</td> <td>66.7</td> <td>71.4</td> <td>64.3</td> <td>69.2</td> <td>73.7</td> </tr> <tr> <td>Career Studies Certificate</td> <td>57.9</td> <td>64.9</td> <td>73.1</td> <td>84.7</td> <td>76.7</td> </tr> </tbody> </table> <p>*Estimated</p> <p>VCCS standards for a college NOVA's size are:</p> <ul style="list-style-type: none"> • A.A. or A.S.: 24 FTES or 17 graduates • A.A.A. or A.A.S. in Agriculture, Business, Arts and Design or Public Services: 18 FTES or 12 graduates • A.A.S. in IET, Applied Technologies: 13 FTES or 9 graduates • A.A.S. in Health Technologies: 10 FTES or 7 graduates <p>Certificates: 10 FTES or 7 graduates</p> <p>These figures are averaged over the most recent 3 years. The FTES are program placed FTES (not just for the primary discipline).</p> <p>Strengths of Results: Career Studies Certificates show a significant improving trend over the years presented. Most programs exceed the VCCS standards.</p> <p>Weaknesses of Results: Certificates, while improving, continue to be an area for improvement.</p>			Award	% of Programs Meeting Standards					2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Degree	97.8	97.8	97.8	97.8	98.0	Certificate	66.7	71.4	64.3	69.2	73.7	Career Studies Certificate	57.9	64.9	73.1	84.7	76.7	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Associate Vice President of Academic Affairs proposed a college-wide productivity standards policy in Spring of 2020. This policy provides for uniform calculation of standards based on VCCS guidelines and communication of these standards to provosts annually.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: A new focus on productivity measures reported to provosts has caused a more frequent review of program viability and spurred progressive action when needed.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain: In recent years there has been a strong focus on viability of degrees. While there has been some review of certificates and career studies certificates, this review has varied by program. With the new proposal on college-wide standards, we hope to have more consistent reviews of all programs.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>	
Award	% of Programs Meeting Standards																																	
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020																													
Degree	97.8	97.8	97.8	97.8	98.0																													
Certificate	66.7	71.4	64.3	69.2	73.7																													
Career Studies Certificate	57.9	64.9	73.1	84.7	76.7																													

Unit: Academic Affairs
Subunit: Curriculum Development

		<p>Explain: Average percent of programs meeting standards is 82.8. As mentioned above, we are beginning a renewed focus on viability of all programs and anticipate more review of certificates, in particular, in the 2020-2021 academic year.</p> <p>Areas Needing Improvement Based on Current Results: Certificate programs need more stringent review.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Pathway Councils will be charged with closer review of Certificate programs in Fall 2020 to determine viability or action plan for improvement. Chief Academic Officer and Director of Curriculum Development will follow up with academic deans to ensure review is completed.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
--	--	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: Dual Enrollment

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: Dual enrollment advances NOVA's mission and strategic plan by providing qualified students the opportunity to begin their college education while in high school.

Expected Outcome (O) Operational [X]	Expected Outcome: The Dual Enrollment office will work to increase the number of credit hours individual contract dual enrollment students take.									
	Strategic Plan Objective(s) #: #1 Student Advising/Support.									
Measure with Target	Results					Use of Results				
Measure: Number of credit hours individual contract dual enrollment students take from year to year.	Academic or Fiscal Year Data Collected: 2019-2020					<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Dual Enrollment gives presentations to the high school partners, parents and students to educate each on the benefits of NOVA's Dual Enrollment program. These presentations, given by DE Coordinators and the DE Director, are given over 20 times during an Academic Year. If we give a presentation that means the "culture" of the school is open to DE.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The ongoing communication with school division partners, parents and students have helped increase the number of credit hours that students take.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Additional staff could help with marketing for Fairfax County and Prince William County and enrollment efforts.</p>				
Target: 2% increase of credit hours.	Credit Hours Taken by Contract Dual Enrollment Students: 2015-2016 through 2019-2020									
Acceptable Threshold: 1% of credit hours taken increase.										
Justification for Threshold: Based on last year's data.										
	District	Credits Awarded						Change from 2018-19 to 2019-20		
		2015-2016	2016-2017	2017-2018	2018-2019			2019-2020	#	%
	ACPS	2,555	2,462	2,303	2,809			2,341	-468	-17%
	APSS	2,529	3,162	2,619	4,094			5,359	1,265	31%
	BISH	0	0	108	62			72	10	16%
	CCAS	0	0	219	293			330	37	13%
	FCCP	207	863	744	641			189	-452	-71%
	FCPS	7,274	8,470	11,178	14,658			15,956	1,298	9%
	FXC	0	0	0	12			74	62	517%
	LCPS	12,319	19,140	26,917	31,048			3,3891	2,843	9%
	MCPS	1,523	1,747	2,278	2,080	2,106	26	1%		
	MPCS	295	372	477	465	267	-198	-43%		
	PVIS	438	909	1,027	1,145	892	-253	-22%		
	PWCS	3,613	5,975	9979	13,124	14,376	1,252	10%		

Unit: Academic Affairs Subunit: Dual Enrollment

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">SETS</td> <td style="width: 10%;">80</td> <td style="width: 10%;">87</td> <td style="width: 10%;">168</td> <td style="width: 10%;">61</td> <td style="width: 10%;">73</td> <td style="width: 10%;">12</td> <td style="width: 10%;">20%</td> </tr> <tr> <td>WAKE</td> <td>0</td> <td>60</td> <td>96</td> <td>216</td> <td>345</td> <td>129</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>30,833</td> <td>43,247</td> <td>58,113</td> <td>70,708</td> <td>76,271</td> <td>5,563</td> <td>8%</td> </tr> </table>	SETS	80	87	168	61	73	12	20%	WAKE	0	60	96	216	345	129	60%	Total	30,833	43,247	58,113	70,708	76,271	5,563	8%		<p>Action Plan Based on Current Results (What? Who? How? When?): The Director of Dual Enrollment will continue to partner with NOVA's marketing team to assist in enrollment and marketing efforts. During the AY2020/2021, the Dir. of DE will continue to work with the marketing team to work on targeted email campaigns, additional videos, and other types of marketing.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021-.</p>
SETS	80	87	168	61	73	12	20%																				
WAKE	0	60	96	216	345	129	60%																				
Total	30,833	43,247	58,113	70,708	76,271	5,563	8%																				
	<p>Strengths of Results: There is a 6.91% increase in the number of credit hours taken from year to year College-wide.</p> <p>Weaknesses of Results: Some school districts do not have qualified instructors; this leads to fewer credit hours being offered. AP is very prominent in several school districts, and NOVA's Dual Enrollment is not permitted to compete with AP courses.</p>																										
Expected Outcome (O) Operational [X]	Expected Outcome: The Dual Enrollment office will work to increase the number of students taking courses.																										
Measure with Target	Results		Use of Results																								
<p>Measure: The number of contract dual enrollment students from year to year.</p> <p>Target: 2% increase in the number of unique students.</p> <p>Acceptable Threshold: 1% of increase.</p> <p>Justification for Threshold: Based on last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Contract Dual Enrollment Students: 2018-2019 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Measure</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td># of Students Taking Courses</td> <td style="text-align: center;">10,769</td> <td style="text-align: center;">11,431</td> <td style="text-align: center;">662</td> <td style="text-align: center;">6.1%</td> </tr> </tbody> </table> <p>Strengths of Results: There was a 6.1% increase from year to year. Also, year to year, there was an increase in students taking General Education Transfer courses:</p> <p>SY 2018/2019</p> <ul style="list-style-type: none"> • Fall 2018: 7,469 • Spring 2019: 6,868 <p>SY 2019/2020</p> <ul style="list-style-type: none"> • Fall 2019: 8,179 • Spring 2020: 7,170 <p>Weaknesses of Results: The increase is slower than in previous years.</p>		Measure	2018-2019	2019-2020	Change from 2018-2019		#	%	# of Students Taking Courses	10,769	11,431	662	6.1%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Dual Enrollment applied for the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation in AY2018-2019 in order to ensure the Dual Enrollment program is a quality program.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: NACEP Accreditation provides the partnerships involved (schools, parents and students) an assurance of a quality DE program. This accreditation helps build confidence in the DE program, thus helping to increase the number of students taking DE courses.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Action Plan Based on Current Results (What? Who? How? When?):</p>												
Measure	2018-2019	2019-2020				Change from 2018-2019																					
			#	%																							
# of Students Taking Courses	10,769	11,431	662	6.1%																							

Unit: Academic Affairs
Subunit: Dual Enrollment

		<p>The Office of Dual Enrollment partnered with an online enrollment vendor to provide the students and high school partners an easier and more efficient process for enrolling. This will be implemented May 2020. Responsibility is with the Dir. of Dual enrollment.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
--	--	--

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: Honors Program

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: To advance NOVA's mission and strategic plan, the Honors Program provides a comprehensive, educational experience for Honors students and allows them to interact as a community of Learners.

Expected Outcome (O) Operational [X]	Expected Outcome: Honors students will complete their core honors curriculum using only courses that apply to their program of study.							
Measure with Target	Strategic Plan Objective(s) #: #1 Effective Processes/Protocols; #3 Informed Pathways for Seamless Transitions.	Results						
<p>Measure: Percentage of Honors Core Curriculum courses applied to students' programs of study.</p> <p>Target: 100% of courses are in their program of study.</p> <p>Acceptable Threshold: 85% of courses are in their program of study.</p> <p>Justification for Threshold: Data from Spring 2019 year set a benchmark.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Percentage of Honors Classes Used by Honors Program Students to Complete the NOVA Honors Core Curriculum: 2018-2019 through 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Checklist/ Criteria</th> <th style="text-align: center;">% of Honors Courses Applied to Program of Study</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2018-2019</td> <td style="text-align: center;">93%</td> </tr> <tr> <td style="text-align: center;">2019-2020</td> <td style="text-align: center;">94%</td> </tr> </tbody> </table> <p>This data represents the results taken from the 15 Honors Core Completing students for the 2019-2020 academic year.</p> <p>Strengths of Results: This result represents an increase of 0.7%. Although this seems small, the previous value far exceeded the acceptable threshold. Although the number of unused courses that Honors Program students take is higher than what we would hope, the NOVA Honors Program appears to offer a diversity of courses by which our students can complete the Honors Core Curriculum within their degree plan.</p> <p>Weaknesses of Results: Any result less than 100% indicates either an unavailability of a required Honors course at the appropriate time, a shortcoming in our ability to advise our students perfectly, or possibly a student who changed degree plans mid-plan and for whom unused Honors courses then fall outside of the degree plan. We cannot always prevent the last case from occurring, but with improved Honors course structuring, we have confidence that our metric can rise.</p>	Checklist/ Criteria	% of Honors Courses Applied to Program of Study	2018-2019	93%	2019-2020	94%	<p>Use of Results</p> <p>Previous Actions(s) to Improve Unit Services Related to this Outcome: For the 2019-2020 academic year, NOVA Honors lead faculty continued to work with Associate Deans to confirm curricular listings to prevent unused course enrollments when possible, and provided additional advising with Honors Program students to better give a predictive plan of which Honors courses would be offered in which semester. By reviewing the academic history of honors program students taking courses in the 2019-2020 academic year and calculating the % of courses that were not applied to their program of study, 93.7% of honors courses taken by Honors Core completing students (students officially admitted to the NOVA Honors Program) were applied to their programs.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: By reviewing the academic history of honors program students taking courses in the 2019-2020 academic year, the percentage of Honors classes taken for completion of the NOVA Honors Core Curriculum that was within the students' degree requirements increased from 93% to 93.7%.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>
Checklist/ Criteria	% of Honors Courses Applied to Program of Study							
2018-2019	93%							
2019-2020	94%							

**Unit: Academic Affairs
Subunit: Honors Program**

		<p>Areas Needing Improvement Based on Current Results: The lead faculty and the honors coordinator need to ensure that courses offered are approved general education courses or other courses required by students' programs (for example, they could apply an Honors ACC course to their Bus Admin AS).</p> <p>Action Plan Based on Current Results: The Honors coordinator will continue to meet with all lead Honors faculty six months before courses must be scheduled to determine which potential honors courses are approved to be offered for Honors. This approved course list is conveyed to the associate deans at all campuses at which time they will add these courses to the schedule of classes for the upcoming semester.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>														
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Honors students will complete at least 3 of their honors core requirements by the end of their 2nd semester as an honors student.</p> <p>Strategic Plan Objective(s) #: #1 Effective Processes/Protocols; #3 Informed Pathways for Seamless Transitions.</p>															
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>														
<p>Measure: Number of Honors Core Curriculum courses that Honors students finish in their first academic year.</p> <p>Target: 3 courses</p> <p>Acceptable Threshold: 2 courses.</p> <p>Justification for Threshold: Students who began the Honors program Fall 2019 or Spring 2020 will be a benchmark.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Number of Honors Classes completed by Honors Program Students During Their First Academic Year: 2019-2020</p> <table border="1" data-bbox="506 1019 1310 1209"> <thead> <tr> <th></th> <th style="text-align: center;">#</th> </tr> </thead> <tbody> <tr> <td>Total # of students who began program in fall 2019/spring 2020</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Average Number of Classes completed by May (Spring semester) 2020</td> <td style="text-align: center;">4.167</td> </tr> </tbody> </table> <p>Number of Honors Courses Taken Prior to End of Spring 2020</p> <table border="1" data-bbox="659 1271 1157 1446"> <thead> <tr> <th style="text-align: center;"># of Honors Courses Taken</th> <th style="text-align: center;">N</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>		#	Total # of students who began program in fall 2019/spring 2020	36	Average Number of Classes completed by May (Spring semester) 2020	4.167	# of Honors Courses Taken	N	1	3	2	6	3	7	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome: For the 2019-2020 academic year. This is the benchmark year. No previous actions have been taken for this outcome.</p> <p>Current Results Improved: [] Yes [] No [] Partially [X] N/A</p> <p>Explain impact of previous changes/ actions: For the 2019-2020 academic year. This is the benchmark year. No previous actions have been taken for this outcome.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Need to work closer with Student Services Representatives in order to provide better advising to Honors students.</p>
	#															
Total # of students who began program in fall 2019/spring 2020	36															
Average Number of Classes completed by May (Spring semester) 2020	4.167															
# of Honors Courses Taken	N															
1	3															
2	6															
3	7															

**Unit: Academic Affairs
Subunit: Honors Program**

4	7
5	5
6	3
>6	5
Total Number of Students	36

This data represents the results taken from the 15 Honors Core Completing students for the 2019-2020 academic year.

Strengths of Results: Our results indicate that, on average, students entering the NOVA Honors Program with the objective to earn the Honors Core Curriculum certificate complete, on average, 4.167 Honors courses by the end of their first academic year as an Honors Program. These results suggest that, with the current course offerings and program structure, Honors Program Students are able to make significant headway toward the completion of the Honors Core Curriculum in their first year, which should predict a higher chance of completion during the second academic year.

Weaknesses of Results: The data contained in this analysis may include students who have taken many Honors courses, and who then applied for entry into the NOVA Honors Program very late in the course of their degree. In these cases, not all courses that have been applied to their Honors Core Completion were taken during their first year at NOVA. Although a case can be made for removing these students from the data set, a number of our students do wait until the end of their time at NOVA to apply to join the program, only after having taken a number of Honors courses in the previous year.

Action Plan Based on Current Results: (What? Who? How? When?) The action plan based on our current results is to work with our NOVA Student Services representatives to ensure that they have all they need to have a full understanding of the structure and requirements of the NOVA Honors Program, and are fully on board to share responsibility for the success of our Program and the students we serve. Through a better understanding of the Program and the requirements, these metrics may improve as students may receive more directive, clear advice from the Student Services representatives they interact with. The College Honors Coordinator (CHC) will work with Deans of Students to provide guidance for advising Honors Students. The CHC will provide a copy of the Honors Handbook, a PowerPoint Presentation, and a brief video describing the honors program, eligibility requirements, and the process of placing students into the Honors classes.

Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: International Education

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The Office of International Education advances NOVA's mission and strategic plan by providing greater global and international opportunities for all NOVA students, faculty and staff. It supports the internationalization of campus and curriculum and seeks out scholarships and fellowships for increased global understanding.

Expected Outcome (O) Operational [X]	Expected Outcome: Office of International Education will increase the retention rate of first-time international students.																																																																																															
	Strategic Plan Objective(s) #: #1 Student Advising/Support.																																																																																															
Measure with Target	Results	Use of Results																																																																																														
<p>Measure: Number of first time enrolled in SIS Fall 2018 F1 Enrollment Report against Fall 2019 F1 Enrollment Report.</p> <p>Target: 10% increase.</p> <p>Acceptable Threshold: 60% retention.</p> <p>Justification for Threshold: Benchmark based on last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">First-Time Student Fall-to-Fall Retention by Campus: Fall 2016 through Fall 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Program Campus</th> <th rowspan="2">Fall 2016 – Fall 2017</th> <th rowspan="2">Fall 2017- Fall 2018</th> <th rowspan="2">Fall 2018- Fall 2019</th> <th colspan="2">Change from Fall 2016</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Annandale</td> <td>129/211 =61%</td> <td>134/202=66.3%</td> <td>101/146=69.2%</td> <td></td> <td>8.2%</td> </tr> <tr> <td>Alexandria</td> <td>89/149=59.7%</td> <td>56/99=56.6%</td> <td>37/75=49.3%</td> <td></td> <td>-10.4%</td> </tr> <tr> <td>Loudoun</td> <td>36/62=58.1%</td> <td>23/46=50.0%</td> <td>26/41=63.4%</td> <td></td> <td>5.3%</td> </tr> <tr> <td>Manassas</td> <td>30/44=68.2%</td> <td>10/19=52.6%</td> <td>7/11=63.6%</td> <td></td> <td>-4.6%</td> </tr> <tr> <td>Woodbridge</td> <td>13/26=50%</td> <td>12/18=66.7%</td> <td>11/15=73.3%</td> <td></td> <td>23.3%</td> </tr> <tr> <td>Total</td> <td>296/492=60%</td> <td>235/384 =61%</td> <td>182/288=63.2%</td> <td></td> <td>3.2%</td> </tr> </tbody> </table> <p><small>*Note: The format above A/B=% is explained below: A is the number of first-time students retained from the previous fall semester B is the total number of first-time students % is the first-time student retention rate</small></p> <p>Strengths of Results: Despite the decrease in new student enrollment, results show an increase in retention.</p> <p>Weaknesses of Results: Need to increase retention to meet target.</p> <p style="text-align: center;">Transfer Out Reasons: Fall 2019 – Summer 2020</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Transfer Out Reasons</th> <th rowspan="2">Fall 2019</th> <th rowspan="2">Spring 2020</th> <th rowspan="2">Summer 2020</th> <th colspan="2">Total</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Financial</td> <td>15</td> <td>11</td> <td>2</td> <td>28</td> <td>45%</td> </tr> <tr> <td>Relocating</td> <td>16</td> <td>0</td> <td>0</td> <td>16</td> <td>26%</td> </tr> <tr> <td>Personal</td> <td>0</td> <td>8</td> <td>0</td> <td>8</td> <td>13%</td> </tr> <tr> <td>Poor Grades</td> <td>5</td> <td>2</td> <td>0</td> <td>7</td> <td>11%</td> </tr> <tr> <td>Accelerate Completion</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>3%</td> </tr> <tr> <td>Changing Degree</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>2%</td> </tr> <tr> <td>Total</td> <td>39</td> <td>21</td> <td>2</td> <td>62</td> <td>100%</td> </tr> </tbody> </table> <p><small>*Note: The data above is reflective of F1 students who transferred out with less than 60 academic credits.</small></p>	Program Campus	Fall 2016 – Fall 2017	Fall 2017- Fall 2018	Fall 2018- Fall 2019	Change from Fall 2016		#	%	Annandale	129/211 =61%	134/202=66.3%	101/146=69.2%		8.2%	Alexandria	89/149=59.7%	56/99=56.6%	37/75=49.3%		-10.4%	Loudoun	36/62=58.1%	23/46=50.0%	26/41=63.4%		5.3%	Manassas	30/44=68.2%	10/19=52.6%	7/11=63.6%		-4.6%	Woodbridge	13/26=50%	12/18=66.7%	11/15=73.3%		23.3%	Total	296/492=60%	235/384 =61%	182/288=63.2%		3.2%	Transfer Out Reasons	Fall 2019	Spring 2020	Summer 2020	Total		#	%	Financial	15	11	2	28	45%	Relocating	16	0	0	16	26%	Personal	0	8	0	8	13%	Poor Grades	5	2	0	7	11%	Accelerate Completion	2	0	0	2	3%	Changing Degree	1	0	0	1	2%	Total	39	21	2	62	100%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Fall 2017 implementation of advisor caseloads assisted efforts to improve retention. This allowed for advisors to keep better track of assigned students' success, at risk students, or address specific student concerns. Office of International Education's Program Analyst creates and updates caseloads using Excel. Students are assigned advisors based upon home campus and are assigned an advisor stationed at that campus. In an effort to identify other ways to increase retention, advisors also began to collect transfer out reasons from the F1 transferring out students as a part of the process in Fall 2019.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: Advisor caseloads allow for advisors to focus their attention on a specific group of assigned students. This also provides incoming F1 students consistent guidance and support throughout their time at NOVA, improving retention and matriculation. Also, the transfer out reason data allows for OIE to take a better look at the issues facing the students that are causing them to transfer out prematurely.</p>
Program Campus	Fall 2016 – Fall 2017					Fall 2017- Fall 2018	Fall 2018- Fall 2019	Change from Fall 2016																																																																																								
		#	%																																																																																													
Annandale	129/211 =61%	134/202=66.3%	101/146=69.2%		8.2%																																																																																											
Alexandria	89/149=59.7%	56/99=56.6%	37/75=49.3%		-10.4%																																																																																											
Loudoun	36/62=58.1%	23/46=50.0%	26/41=63.4%		5.3%																																																																																											
Manassas	30/44=68.2%	10/19=52.6%	7/11=63.6%		-4.6%																																																																																											
Woodbridge	13/26=50%	12/18=66.7%	11/15=73.3%		23.3%																																																																																											
Total	296/492=60%	235/384 =61%	182/288=63.2%		3.2%																																																																																											
Transfer Out Reasons	Fall 2019	Spring 2020	Summer 2020	Total																																																																																												
				#	%																																																																																											
Financial	15	11	2	28	45%																																																																																											
Relocating	16	0	0	16	26%																																																																																											
Personal	0	8	0	8	13%																																																																																											
Poor Grades	5	2	0	7	11%																																																																																											
Accelerate Completion	2	0	0	2	3%																																																																																											
Changing Degree	1	0	0	1	2%																																																																																											
Total	39	21	2	62	100%																																																																																											

Unit: Academic Affairs
Subunit: International Education

	<p>Strengths of Results: A small percentage, 16%, of premature transfer outs are attributed to poor grades, seeking to complete program of study more quickly at another institution, and changing the degree.</p> <p>Weaknesses of Results: 45% of premature transfers are due to financial reasons.</p>	<p>Target Met: [] Yes [X] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Greater financial resources and support is needed of the F1 students transferring out prematurely.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Program Analyst will continue to analyze transfer out reasons from Fall 2020 – Summer 2021. OIE will seek out more resources to better support the student's financial concerns.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): Office of International Education will evaluate Fall 2019 – Fall 2020 first-time student retention after the Fall 2020 census date. FY 2021.</p>																											
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Office of International Education will decrease the number of international student completers who graduate with 15 or more additional credit hours than required.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																												
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																											
<p>Measure: Number of international student completers who graduate with 15 or more additional credit hours than required using the SIS F1 Certified Grads Query.</p> <p>Target: 5% decrease.</p> <p>Acceptable Threshold: 3% decrease.</p> <p>Justification for Threshold: Based on last year's data</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">F1 Student Completers with 15 or More Additional Credit Hours than Required by Degree Type: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="506 1154 1373 1336"> <thead> <tr> <th rowspan="2">Degree Type</th> <th rowspan="2">2018-2019 *N=147</th> <th rowspan="2">2019-2020 *N=164</th> <th colspan="2">Change from 2018-2019 to 2019-2020</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>AA</td> <td align="center">2</td> <td align="center">0</td> <td align="center">-2</td> <td align="center">-100%</td> </tr> <tr> <td>AAS</td> <td align="center">9</td> <td align="center">4</td> <td align="center">-5</td> <td align="center">-55.6%</td> </tr> <tr> <td>AS</td> <td align="center">29</td> <td align="center">21</td> <td align="center">-8</td> <td align="center">-27.6%</td> </tr> <tr> <td>Total</td> <td align="center">40</td> <td align="center">25</td> <td align="center">-15</td> <td align="center">-37.5%</td> </tr> </tbody> </table> <p>*N=Total F1 student completers, excluding those with only a certificate</p> <p>Strengths of Results: There is about a 37% decrease in graduates completing with 15 or more credits than required.</p>	Degree Type	2018-2019 *N=147	2019-2020 *N=164	Change from 2018-2019 to 2019-2020		#	%	AA	2	0	-2	-100%	AAS	9	4	-5	-55.6%	AS	29	21	-8	-27.6%	Total	40	25	-15	-37.5%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In Spring 2020 the Program Analyst administered a brief online survey to all potential Spring 2020 graduates with more than 15 credit hours than required. Of the 13 students invited, 6 responded – a 46% participation rate. All 6 stated that they were working on completing another degree and 4 of the 6 stated that they were simply interested in taking additional classes.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A</p>
Degree Type	2018-2019 *N=147				2019-2020 *N=164	Change from 2018-2019 to 2019-2020																							
		#	%																										
AA	2	0	-2	-100%																									
AAS	9	4	-5	-55.6%																									
AS	29	21	-8	-27.6%																									
Total	40	25	-15	-37.5%																									

Unit: Academic Affairs

Subunit: International Education

	<p>Weaknesses of Results: The percent difference for the Associate of Science (AS) is less than that of the Associates of Arts (AA) and Associate of Applied Science (AAS).</p> <p style="text-align: center;">Academic Credits Survey: Spring 2020</p> <p>Please select any options that best apply to you. I have accumulated more than 85 credits because...</p> <p>6 responses</p> <table border="1"> <caption>Academic Credits Survey: Spring 2020 Data</caption> <thead> <tr> <th>Reason</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>I had a change of major</td> <td>0</td> <td>0%</td> </tr> <tr> <td>I am or was working on another degree</td> <td>6</td> <td>100%</td> </tr> <tr> <td>I was just interested in taking additional classes</td> <td>4</td> <td>66.7%</td> </tr> <tr> <td>I was initially unaware of which classes to take to complete my program of study</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>*Note: This survey population consists of the F1 students completing with one degree and have a declared completion term of Spring 2020. The survey options are as follows:</p> <ul style="list-style-type: none"> - I had a change of major - I am or was working on another degree - I was just interested in taking additional classes - I was initially unaware of which classes to take to complete my program of study <p>Strengths of Results: Survey had a 46% participation rate. Of those who responded, 100% reported that their high credit count is attributed to either previously or concurrently working on another degree. And about 67% reported taking additional classes for pure interest.</p> <p>Weaknesses of Results: At this time, OIE has only administered survey for Spring 2020 potential graduates.</p>	Reason	Count	Percentage	I had a change of major	0	0%	I am or was working on another degree	6	100%	I was just interested in taking additional classes	4	66.7%	I was initially unaware of which classes to take to complete my program of study	0	0%	<p>Explain impact of previous changes/ actions: Since implementing assigned advisors to students, they are being monitored more closely, getting the assistance they need and as a result, more students are matriculating through the system with the necessary credits.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Need to continue administering survey each semester to get a better picture of the cause for this occurrence.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Program Analyst will continue surveying those with 15 or more credit hours than needed to complete degree in Fall 2020 and Spring 2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): AY 2020-2021. OIE is considering updating this outcome to be more focused on student completion and transfers.</p>
Reason	Count	Percentage															
I had a change of major	0	0%															
I am or was working on another degree	6	100%															
I was just interested in taking additional classes	4	66.7%															
I was initially unaware of which classes to take to complete my program of study	0	0%															
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Office of International Education will improve office efficiency and effectiveness.</p> <p>Strategic Plan Objective(s) #: #4 Student Advising/Support.</p>																
<p>Measure with Target</p>	<p style="text-align: center;">Results</p>																
<p>Measure: Number of new or updated office processes and tools implemented.</p> <p>Target: 3 new or updated.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Office Tools and Process Updates: 2017-2018 and 2019-2020</p>	<p>Use of Results</p> <p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Program Analyst did research to determine methods of updating the excel file to improve tracking efficiency; also has been</p>															

Unit: Academic Affairs
Subunit: International Education

<p>Acceptable Threshold: 1 new or updated.</p> <p>Justification for Threshold: Based on last year's data.</p>	Semesters	2017-2018	2019-2020	Implementation/Updates Explained	<p>meeting and coordinating with the Associate Director and student advisors throughout the Fall 2018 – Spring 2020 semesters to identify areas of inefficiencies and implement tools and update processes.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Since moving the transfer out file to SharePoint, the advisors are able to simultaneously enter data, improving the process for them as well as for the Program Analyst when extrapolating the data for analysis. Meetings held throughout the semesters are helping to identify areas of inefficiencies and implement tools and update processes. OIE is considering changing this outcome to be more focused on advising.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results:</p> <ol style="list-style-type: none"> 1. Due to the new admissions application, admissions processes need to be updated to incorporate the new system. 2. Continue to improve advisor caseload system to keep track of various caseload updates from semester to semester. <p>Action Plan Based on Current Results (What? Who? How? When?): Office of International Education's Program Analyst will:</p> <ol style="list-style-type: none"> 1. Research methods to improve efficiency of current caseload system to function more like a CRM in Fall
	Fall	Advisor Caseloads	Update Transfer Out file	Excel file is saved in SharePoint to allow simultaneous entry by advisors. File was also updated to include dropdown selections for advisors	
	Spring	Tableau	Advisor Caseloads	Excel caseloads were updated to have a file for each advisor to allow simultaneous entry	
	Summer	Update Transfer Out file	XAP student application	XAP application supplemental page allows for F1, M1, and J1 visa students to submit required documentation online	
<p>Strengths of Results: Every academic year, OIE has implemented and updated various office processes in the effort to improve office efficiency.</p> <p>Weaknesses of Results: New XAP application has created some duplication of efforts by downloading applications and attachments separately from XAP to computer, then from computer to Perceptive Content (our document imaging system).</p>					

Unit: Academic Affairs
Subunit: International Education

		<p>2020 to be implemented by Spring 2021.</p> <ol style="list-style-type: none"> 2. Work with International Student Services Admissions team to improve current process to incorporate the new student application and receiving electronic documents. 3. Collaborate with Enterprise Application Services to create and implement online student forms to reduce duplication of processing efforts <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): AY 2020 – 2021. OIE is considering updating this outcome to be more focused on advising, as the tools listed above are used to support advising efforts.</p>																																														
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Office of International Education will increase global enrichment and professional development opportunities for the NOVA community and stakeholders</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																																															
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>																																														
<p>Measure: Number of program participants and professional development opportunities, such as delegation visits and sponsored programs.</p> <p>Target: 5% increase.</p> <p>Acceptable Threshold: 3% increase.</p> <p>Justification for Threshold: Based on last year's data</p>	<p>Academic or Fiscal Year Current Data Collected: 2019–2020.</p> <p style="text-align: center;">Global Enrichment Programs: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="436 1047 1444 1409"> <thead> <tr> <th rowspan="2">Programs</th> <th rowspan="2">Type</th> <th colspan="2">2018-2019</th> <th colspan="2">2019-2020</th> </tr> <tr> <th>Students</th> <th>Faculty</th> <th>Students</th> <th>Faculty</th> </tr> </thead> <tbody> <tr> <td>Business/Accounting (in Cyprus)</td> <td>Study abroad</td> <td>6</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Film (in Czech Republic)</td> <td>Study abroad</td> <td>17</td> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>Regional Studies (in Brazil)</td> <td>Study abroad</td> <td colspan="2">In development</td> <td>10</td> <td>1</td> </tr> <tr> <td>Cybersecurity (TBD)</td> <td>Study abroad</td> <td colspan="2">In development</td> <td colspan="2">development suspended</td> </tr> <tr> <td>Fulbright Scholar</td> <td>Professional development</td> <td>N/A</td> <td>1</td> <td>N/A</td> <td>0</td> </tr> <tr> <td>Visiting Faculty</td> <td>Professional development</td> <td>N/A</td> <td>1</td> <td>N/A</td> <td>0</td> </tr> </tbody> </table>	Programs	Type	2018-2019		2019-2020		Students	Faculty	Students	Faculty	Business/Accounting (in Cyprus)	Study abroad	6	1	0	0	Film (in Czech Republic)	Study abroad	17	3	0	0	Regional Studies (in Brazil)	Study abroad	In development		10	1	Cybersecurity (TBD)	Study abroad	In development		development suspended		Fulbright Scholar	Professional development	N/A	1	N/A	0	Visiting Faculty	Professional development	N/A	1	N/A	0	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?):</p> <ul style="list-style-type: none"> • There was a Council of American Overseas Research Centers symposium scheduled to be hosted by NOVA on April 17th. Due to COVID it was suspended. There is a mid-Atlantic virtual conference planned as a result of the collaboration. • Sponsored program development by external funding. • Program development to enhance internationalization. <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions:</p>
Programs	Type			2018-2019		2019-2020																																										
		Students	Faculty	Students	Faculty																																											
Business/Accounting (in Cyprus)	Study abroad	6	1	0	0																																											
Film (in Czech Republic)	Study abroad	17	3	0	0																																											
Regional Studies (in Brazil)	Study abroad	In development		10	1																																											
Cybersecurity (TBD)	Study abroad	In development		development suspended																																												
Fulbright Scholar	Professional development	N/A	1	N/A	0																																											
Visiting Faculty	Professional development	N/A	1	N/A	0																																											

Unit: Academic Affairs
Subunit: International Education

Council of American Overseas Research Centers	Professional development workshops, conferences	N/A	2	N/A	0
Total		23	10	10	1
Programs	Type	2018-19		2019-20	
		Fall 2018	Spring 2019	Fall 2019	Spring 2020
Delegation Visits	Professional development	4 visits	11 visits	8 visits	0 visits
Total		AY 2018-2019: 15 Visits		AY 2018-2019: 8 Visits	
Programs	Type	2018-19		2019-20	
		Funding	Participants	Funding	Participants
Community College Initiative (CCI)	Sponsored program	\$5,769,825.00	135 students	\$5,769,578.00	128 students

Totals	AY 2018-19	AY 2019-20	Change from AY 2018-19	
			#	%
Participants	199	159	-40	-20%
Funding	\$5,769,825.00	\$5,769,578.00	-\$247.00	0%
Delegation Visits	15	8	-7	-47%

Strengths of Results: The regional studies program in Brazil that was in development last academic year, was officially held with a total of 11 NOVA student and faculty participants.

Weaknesses of Results: Due to COVID-19, international programs were cancelled, resulting in 0 participation.

- Due to the role change of the Director overseeing global enrichment opportunities for NOVA in November 2019, outreach campaigns for Fall 2019 were not fulfilled.
- Additionally, due to COVID-19, all international programs were suspended.

Target Met:
 Yes No Partially N/A

Acceptable Threshold Met:
 Yes No Partially N/A

Areas Needing Improvement Based on Current Results:

- Faculty outreach to increase student participation and faculty participation.
- Increase in virtual programming and study abroad programs during COVID.

Action Plan Based on Current Results (What? Who? How? When?):

- There was a successful application for a Global Sustainability Challenge through IREX (formally known as International Research and Exchanges Board) for Fall 2021 virtual exchange.
- One grant was submitted in collaboration with Old Dominion University with results forthcoming this summer to run the Community College Administrator Program.
- Research and development of virtual programming for fall 2020 and spring 2021 has been suspended for the time being.

Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: NOVA Online

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: To advance NOVA's mission and strategic plan NOVA Online delivers excellent online teaching and learning and robust online support services for NOVA students.

Expected Outcome (O) Operational [X]	Expected Outcome: NOVA Online will increase student course success rates.													
Measure with Target	Strategic Plan Objective(s) #: #1 Student Advising/Support.													
Measure with Target	Results	Use of Results												
<p>Measure: Student success rate (percentage of students with passing grades in online classes). [Passing grades defined as A, B, C, X, S].</p> <p>Target: 68%.</p> <p>Acceptable Threshold: 65%.</p> <p>Justification for Threshold: Benchmark set from 2017-2018 data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">NOVA Online Student Course Success Rate: 2015-2016 through 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Academic Year</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>67.7%</td> </tr> <tr> <td>2016-2017</td> <td>68.0%</td> </tr> <tr> <td>2017-2018</td> <td>65.0%</td> </tr> <tr> <td>2018-2019</td> <td>66.0%</td> </tr> <tr> <td>2019-2020</td> <td>70.3%</td> </tr> </tbody> </table> <p>N for 2018-2019 = 53,575 N for 2019-2020 = 52,197</p> <p>Discussion of results: The success rate for academic year 2019-2020 shows a very significant increase over the previous year. However, it is important to note that the overall success rate for the year was pulled up by a very high success rate in Spring 2020, during which students were allowed to use pass/fail grades instead of standard letter grades and to decide whether or not to withdraw up until the end of the course. In addition, proctored examinations were removed for most of the Spring term and high stakes tests commonly pull student grades down compared to grades on homework and low-stakes assessments. All these factors likely made the Spring 2020 grade distribution artificially high. (Specifically, the Summer 2019 success rate was 72% with N = 13,293; the Fall 2019 success rate was 65% with N = 19,152; and the Spring 2020 success rate was 74%, with N = 14,661. In normal years, the Summer success rate is higher, primarily due to the presence of transient students, but Spring is normally very close to the Fall success rate.)</p> <p>Strengths of Results: Consistent data measures across 5 years show overall trends.</p>	Academic Year	Success Rate	2015-2016	67.7%	2016-2017	68.0%	2017-2018	65.0%	2018-2019	66.0%	2019-2020	70.3%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): NOVA Online faculty and instructional designers work in partnership to revise and improve NOVA Online courses on a rotating basis across our portfolio of over 325 courses. NOVA Online Quality Assurance staff review faculty performance and provide guidance on best practices in online teaching to help faculty better support their students. This is an ongoing activity each year.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: It is difficult to assess specific needs given the way the data were affected by COVID-19 as described in the Results column. However, please see action plan below for ways to address improving the overall success rate.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): In the Fall 2020 term, Associate Vice President for e-Learning will work with Chief Academic Officer and deans to identify which NOVA</p>
Academic Year	Success Rate													
2015-2016	67.7%													
2016-2017	68.0%													
2017-2018	65.0%													
2018-2019	66.0%													
2019-2020	70.3%													

**Unit: Academic Affairs
Subunit: NOVA Online**

	<p>Weaknesses of Results: These data are not as directly comparable to other years as normal due to the ways College grading and testing policies had to change in response to COVID-19.</p>	<p>Online courses will be targeted for development or major or minor revisions in Spring 2021 and Summer 2021. While part of this decision is based on curriculum changes and other mandates, NOVA Online will also examine success rate data broken down by course in order to provide additional information to support this decision in 2020-2021. Courses with lower success rates should be prioritized in the revision pipeline to support higher student success. Various committees which were recently formed will contribute to improving NOVA Online courses with various structural changes.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>													
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: NOVA Online will expand course offerings to support workforce demand and community needs.</p> <p>Strategic Plan Objective(s) #: #6 Workforce Dev/Community Prosperity; #9 Healthcare, Biotech, and Future Programs.</p>														
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>													
<p>Measure: Number of new courses added each term to support workforce demand or a community need.</p> <p>Target: 5 new courses.</p> <p>Acceptable Threshold: 5 new courses.</p> <p>Justification for Threshold: Based on standard amount of new design work requested in a given year by the academic pathways.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">NOVA Online Course Development for Faculty: 2019-2020</p> <table border="1" data-bbox="730 881 1224 1219"> <thead> <tr> <th align="center">2019-2020</th> </tr> </thead> <tbody> <tr><td>ASL 201</td></tr> <tr><td>ASL 202</td></tr> <tr><td>BIO 145</td></tr> <tr><td>CSC 202</td></tr> <tr><td>CST 130</td></tr> <tr><td>EDU 207</td></tr> <tr><td>GIS 200</td></tr> <tr><td>HRI 102</td></tr> <tr><td>ITE 119</td></tr> <tr><td>NRG 130</td></tr> <tr><td>PLS 140</td></tr> <tr> <td>Total: 11</td> </tr> </tbody> </table> <p>Discussion of results: Course development projects included new courses in languages, lab science, career technical fields, nursing, computer science and information technology, general education, teacher education, and political science. These courses thus span across high demand fields for the community in both transfer and non-transfer areas, addressing the curricular needs of a range of College programs. In 2018-2019, 15 new courses were developed.</p>	2019-2020	ASL 201	ASL 202	BIO 145	CSC 202	CST 130	EDU 207	GIS 200	HRI 102	ITE 119	NRG 130	PLS 140	Total: 11	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-2020, the interim president initiated a new process to have NOVA Online coordinate with the newly installed pathway deans to plan a College-wide course development process, and this helped to prioritize course design and revision processes across the year. The interim president also set aside significant stipend money for faculty engaged in these projects, improving the speed of faculty work and increasing project completion.</p> <p>Current Results Improved: [] Yes [X] No [] Partially [] N/A</p> <p>Explain impact of previous changes/ actions: Last year, 15 new courses were developed, but this was primarily due to the need to rapidly develop a large set of courses for the new Virginia Community College System (VCCS) math curriculum in 2018-2019, so it was unusual.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p>
2019-2020															
ASL 201															
ASL 202															
BIO 145															
CSC 202															
CST 130															
EDU 207															
GIS 200															
HRI 102															
ITE 119															
NRG 130															
PLS 140															
Total: 11															

Unit: Academic Affairs
Subunit: NOVA Online

	<p>Strengths of Results: The number of courses developed was more than double the annual goal.</p> <p>Weaknesses of Results: Technically, fewer new courses were developed this year than last because of the Virginia Community College System (VCCS) Math Curriculum.</p>	<p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Better coordination with campus academic leaders and Chief Academic Officer to ensure the most important projects are prioritized and as many projects as possible (both top priority and lower priority projects when possible) are completed each year.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Associate Vice President will continue to coordinate with Chief Academic Officer and pathway deans in 2020-2021 to plan an organized College-wide approach to course design projects to try to be as efficient as possible in the number of projects we can complete in a given year.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
--	---	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Academic Affairs

Subunit: Transfer Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: To advance NOVA's mission and strategic plan, NOVA's Academic Affairs's Transfer subunit collaborates with its four-year partner institutions to streamline the transfer process for students.

Expected Outcome (O) Operational [X]	Expected Outcome: Transfer Services will increase the number of transfer trainings offered to faculty/staff.																																																														
	Strategic Plan Objective(s) #: #1 Student Advising Support.																																																														
Measure with Target	Results		Use of Results																																																												
<p>Measure: Number of transfer trainings offered to faculty/staff.</p> <p>Target: 5 additional trainings from 2018-2019 school year (an increase of 5 over the baseline of 10).</p> <p>Acceptable Threshold: 3 additional trainings from 2018-2019 school year (an increase of 3 over the baseline of 10).</p> <p>Justification for Threshold: 10 trainings were conducted throughout the 2018-2019 academic year and will be used as a baseline for future measurements.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Faculty/Staff Transfer Trainings: 2018-2019 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Faculty/Staff Transfer Trainings</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Trainings</td> <td>10</td> <td>16</td> <td>6</td> <td>60</td> </tr> </tbody> </table> <p style="text-align: center;">Faculty/Staff Transfer Trainings by Campus: 2018-2019 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Trainings By Campus</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Alexandria</td> <td>0</td> <td>1</td> <td>1</td> <td>10</td> </tr> <tr> <td>Annandale</td> <td>2</td> <td>1</td> <td>-1</td> <td>-50</td> </tr> <tr> <td>Loudoun</td> <td>3</td> <td>2</td> <td>-1</td> <td>-33</td> </tr> <tr> <td>Manassas</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Medical Education</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Woodbridge</td> <td>0</td> <td>1</td> <td>1</td> <td>10</td> </tr> <tr> <td>NOVA Online</td> <td>1</td> <td>0</td> <td>-1</td> <td>-100</td> </tr> <tr> <td>Centralized*</td> <td>3</td> <td>10</td> <td>7</td> <td>233</td> </tr> </tbody> </table> <p>*Centralized: The meeting or training event consisted of personnel from multiple campuses.</p> <p>Overall Results: Over the course of the 2019-2020 academic year, 16 training opportunities were provided to faculty/staff. This is compared to 10 trainings offered throughout the 2018-2019 academic year.</p> <p>Strengths of Results: We exceeded the acceptable threshold, as well as the target.</p>		Faculty/Staff Transfer Trainings	2018-2019	2019-2020	Change from 2018-2019		#	%	Trainings	10	16	6	60	Trainings By Campus	2018-2019	2019-2020	Change from 2018-2019		#	%	Alexandria	0	1	1	10	Annandale	2	1	-1	-50	Loudoun	3	2	-1	-33	Manassas	1	1	0	0	Medical Education	0	0	0	0	Woodbridge	0	1	1	10	NOVA Online	1	0	-1	-100	Centralized*	3	10	7	233	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Coordinator of University Transfer and Initiatives was hired in March 2018. In response to a growing number of new transfer initiatives, including ADVANCE, Transfer Pathways, Guaranteed Transfer Partnerships, and Transfer Virginia, it was deemed necessary to provide training opportunities for faculty/staff.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Having a staff member devoted to overseeing transfer operations made it possible to provide an increased number of trainings. These trainings provided faculty/staff with additional opportunities to learn valuable information regarding the transfer process and transfer resources. In turn, faculty/staff can utilize the knowledge learned in order to assist students with academic and transfer planning.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: During the 2020-2021 academic year, there will be greater consistency regarding how frequently transfer trainings are offered. Previously, most trainings were provided upon request. Moving forward, a predetermined cadence will be followed for how/when a majority of transfer trainings will be conducted.</p>	
Faculty/Staff Transfer Trainings	2018-2019	2019-2020				Change from 2018-2019																																																									
			#	%																																																											
Trainings	10	16	6	60																																																											
Trainings By Campus	2018-2019	2019-2020	Change from 2018-2019																																																												
			#	%																																																											
Alexandria	0	1	1	10																																																											
Annandale	2	1	-1	-50																																																											
Loudoun	3	2	-1	-33																																																											
Manassas	1	1	0	0																																																											
Medical Education	0	0	0	0																																																											
Woodbridge	0	1	1	10																																																											
NOVA Online	1	0	-1	-100																																																											
Centralized*	3	10	7	233																																																											

Unit: Academic Affairs
Subunit: Transfer Services

	<p>Weaknesses of Results: During the Fall semester, all trainings were conducted in-person. While training opportunities were offered to all campuses, due to a myriad of reasons including scheduling conflicts, time constraints, etc., not all campuses received trainings. During the spring semester, virtual trainings were offered which increased the accessibility of information to a larger audience.</p>	<p>In an effort to ensure that faculty/staff have access to the information needed to assist students, feedback will be requested regarding the specific transfer topics that would be most useful to cover during trainings. Gathering this feedback will allow for more purposeful planning. It is also anticipated that if topics of interest are being addressed, there will be increased participation in future trainings.</p> <p>Additionally, there will be an increased focus on providing virtual trainings. Offering virtual trainings will increase accessibility, seeing as though faculty/staff from all campuses will be able to attend. These sessions can also be recorded, and the information can be shared through the Academic Affairs Canvas site.</p> <p>Finally, at the conclusion of each training, feedback will be solicited from participants. The information gathered will be used to determine whether or not the training was effective. The feedback will also prove valuable in helping to guide decisions made for future trainings.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Coordinator of University Transfer and Initiatives will organize and implement the "Transfer Tuesdays" initiative. During the fourth Tuesday of each month, a different transfer training will be provided (September-November and January-April). This initiative will provide consistency to how often trainings are offered. A schedule of the Transfer Tuesday events will be provided in advance so that faculty/staff can plan accordingly. Additional trainings will be provided by request.</p> <p>At the beginning of the academic year (August 2020), the Coordinator of University Transfer and Initiatives will send a survey to faculty/staff inquiring about the type of transfer-related information they desire to learn more about. The results of this survey will help in the planning of the Transfer Tuesday events. This feedback will also guide the development of transfer resources for faculty/staff.</p> <p>At the conclusion of each training, participants will be asked to complete a brief survey. The survey will be sent one day after the training takes place. The questions will gauge the effectiveness of the training through a series of Likert scale and open-ended questions.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Transfer Services will assist with increasing the number of students participating in the NOVA/Mason ADVANCE program.</p>	

Unit: Academic Affairs Subunit: Transfer Services

Strategic Plan Objective(s) #: #1 Student Advising Support; #3, Informed Pathways for Seamless Transitions; #4 Effective Processes/Protocols; #7 IT and Cyber Programs; #9\ Healthcare, Biotech, and Future Programs.																												
Measure with Target	Results				Use of Results																							
<p>Measure: Number of students in the NOVA/Mason ADVANCE program.</p> <p>Target: Increase enrollment by adding 700 new students to the program during the 2019-2020 academic year.</p> <p>Acceptable Threshold: Increase enrollment by adding 500 new students to the program during the 2019-2020 academic year.</p> <p>Justification for Threshold: 319 students joined the NOVA/Mason ADVANCE program during the 2018-2019 academic year and will be used as the baseline for the current year.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Student Enrollment in ADVANCE: 2018-2019 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Semester</th> <th rowspan="2" style="text-align: center;">2018-2019 Enrollment</th> <th rowspan="2" style="text-align: center;">2019-2020 Enrollment</th> <th colspan="2" style="text-align: center;">Change from 2018-2019</th> </tr> <tr> <th style="text-align: center;">#</th> <th style="text-align: center;">%</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Fall</td> <td style="text-align: center;">129</td> <td style="text-align: center;">373</td> <td style="text-align: center;">244</td> <td style="text-align: center;">189.1</td> </tr> <tr> <td style="text-align: center;">Spring</td> <td style="text-align: center;">190</td> <td style="text-align: center;">443</td> <td style="text-align: center;">253</td> <td style="text-align: center;">133.1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">319</td> <td style="text-align: center;">816</td> <td style="text-align: center;">497</td> <td style="text-align: center;">155.7</td> </tr> </tbody> </table> <p>Total Program Enrollment: 1,135</p> <p>Overall Results: The ADVANCE program launched in the Fall 2018. During the inaugural Fall 2018 semester, 129 students joined the program. In the spring 2019, an additional 190 students completed the onboarding process. During the second year, the ADVANCE program grew exponentially, adding an additional 373 students in the Fall 2019 and 443 students in the spring 2020. Total enrollment for the program now stands at 1,135 students.</p> <p>Strengths of Results: We exceeded the acceptable threshold, as well as the target.</p> <p>Weaknesses of Results: Throughout the past enrollment cycles, the curricular pathways have focused on traditional in-person program offerings. While NOVA provides robust online learning opportunities, there has not been a heavy focus on advertising or promoting online programs at Mason. As a result, ADVANCE has not yet marketed to online learners.</p>				Semester	2018-2019 Enrollment	2019-2020 Enrollment	Change from 2018-2019		#	%	Fall	129	373	244	189.1	Spring	190	443	253	133.1	Total	319	816	497	155.7	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): A number of factors contributed to the growth in enrollment over the course of the 2019-2020 academic year. Such factors include the following: an increased number of curricular pathways (i.e. programs of study) made available to students, additional ADVANCE staff members, and enhanced marketing/communication efforts.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: A significant reason for the exponential growth in enrollment stems from the increased offering of curricular pathways. In 2018-2019, students were able to select from 21 curricular pathways. Effective 2019-2020, students had 102 different curricular pathway options. The expansion of pathways afforded a greater number of students the opportunity to join the program and pursue their major of choice.</p> <p>During the summer of 2019 the Assistant Director of Admissions, ADVANCE was hired. The Assistant Director of Admissions, ADVANCE is tasked with the responsibilities of spearheading recruitment for the program and working with prospective ADVANCE students. Having a dedicated staff member to provide support for interested students has helped ensure that students are well informed about the program.</p> <p>Over the course of the 2019-2020 academic year, there has been an increase in marketing/communication surrounding the program. In terms of marketing, ADVANCE has been advertised on billboards and buses throughout the Northern Virginia region. Additional marketing materials such as literature and promotional items have also been used to enhance awareness. When it comes to communication, a concerted effort has been made to ensure that both internal and external stakeholders are knowledgeable about the program. Trainings have been conducted for NOVA faculty/staff and regular updates are provided through a communication cascade. Information regarding ADVANCE has also been shared within the community with special attention paid to ensuring that staff and students at local high schools are familiar with the program.</p> <p>Target Met:</p>	
Semester	2018-2019 Enrollment	2019-2020 Enrollment	Change from 2018-2019																									
			#	%																								
Fall	129	373	244	189.1																								
Spring	190	443	253	133.1																								
Total	319	816	497	155.7																								

Unit: Academic Affairs
Subunit: Transfer Services

		<p>[X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: During the 2020-2021 academic year, a goal will be to add popular programs of study to the curricular pathway offerings. Doing so will allow a larger group of students' access to the program.</p> <p>In addition, increased attention will be paid to connecting ADVANCE with dual enrollment. This will open the program up to a new population of students formerly unable to participate in ADVANCE.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): NOVA's Pathway Progression and Completion Analyst for ADVANCE, along with the Coordinator of Transfer Pathways and Credit for Prior Learning at Mason will develop curricular pathways for both the Computer Science, AS and Information Technology, AS degrees. These majors are widely sought after at NOVA and will likely be popular options for future ADVANCE students. These pathways will be developed and posted for the recruitment of students into the Fall 2020 cohort.</p> <p>The Executive Director of ADVANCE will work to further establish dual enrollment partnerships with local high schools. As part of these partnerships, four-year transfer pathways will be created to show dual enrolled students the track they need to follow in order to earn an associate degree and ultimately a bachelor's degree. These conversations will continue at the beginning of Fall 2020 semester.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>			
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Transfer Services will improve the process and timeliness of posting transfer pathways.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising Support; #3, Informed Pathways for Seamless Transitions; #4 Effective Processes/Protocols; #7 IT and Cyber Programs; #9 Healthcare, Biotech, and Future Programs.</p>				
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>			
<p>Measure: Number of transfer institutions for which pathways are posted by May 1.</p> <p>Target: 3 additional transfer institutions posted compared to</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Transfer Pathway Institutions Posted By May 1: Spring 2019 and Spring 2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Spring 2019</td> <td style="padding: 5px;">Spring 2020</td> <td style="padding: 5px;">Change from Spring 2019</td> </tr> </table>	Spring 2019	Spring 2020	Change from Spring 2019	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In accordance with the action plan outlined in the 2018-2019 APER, 3 Pathway Progression and Completion Analysts were hired in October 2019 to assist with the pathway development process. The Pathway Progression and Completion Analysts began creating the transfer pathways in January</p>
Spring 2019	Spring 2020	Change from Spring 2019			

Unit: Academic Affairs
Subunit: Transfer Services

<p>the same deadline from the prior academic year.</p> <p>Acceptable Threshold: 2 additional transfer institutions posted compared to the same deadline from the prior academic year.</p> <p>Justification for Threshold: New dedicated staff will make pathway development and outreach to four-year institutions more manageable and timely.</p>	<table border="1"> <thead> <tr> <th></th> <th></th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>-3</td> <td>-100</td> </tr> </tbody> </table>						#	%	3	0	-3	-100	<p>2020, which is earlier than in prior years. This allowed for the pathways to be sent to our four-year partner institutions in February/early March of 2020.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The Pathway Progression and Completion Analysts completed the pathways and sent them to our four-year partner institutions in accordance with the timeline originally proposed. Pathways for 5 partner institutions were on track for being completed and posted by the May 1 deadline.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Due to issues outside of our control related to the COVID-19 pandemic, the timeline for transfer pathway completion was altered</p> <p>Areas Needing Improvement Based on Current Results: As aforementioned, the pathway development process was on track and progressing as anticipated until mid-March. Personnel at both NOVA and the four-year institutions needed to attend to other matters related to transitioning to remote services/ instruction. When creating pathways for the 2021-2022 academic year, the intention is to follow the same plan initially outlined in the 2018-2019 APER.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): In accordance with the plan included in the 2018-2019 APER, the Pathway Progression and Completion Analysts will begin the pathway development process at the end of the Fall 2020 semester (December) and will finish creating initial drafts by the beginning of the spring 2021 semester (January). These drafts will then be sent to our four-year partners at the beginning of February 2021. The goal is to complete final revisions by mid-April 2021 in time for the information to be formatted and posted to the website by May 1, 2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
			#	%									
3	0	-3	-100										
<p>Overall Results: Heading into the 2020-2021 academic year, 0 pathways were posted by the anticipated May 1 deadline. The delay in posting the 2020-2021 pathways resulted largely from the interruption to progress caused by the COVID-19 pandemic.</p> <p>Strengths of Results: When developing the 2020-2021 transfer pathways, increased collaboration took place between NOVA and the four-year partner institutions. This collaboration helped to ensure the accuracy of these resources. In-depth discussions transpired which also helped to highlight and ultimately rectify several transferability issues. An example of a transferability issue that was resolved as a result of these collaborative efforts is that moving forward, the University of Mary Washington will now accept NOVA's General Studies, AS degree for purposes of Guaranteed Admission and waiving lower level general education requirements. In turn, this will help streamline the transfer process for students.</p> <p>Weaknesses of Results: Due to the fact that the transfer pathways were not posted in conjunction with the release of the new catalog, students did not have access to these resources during the early stages of Fall 2020 registration. As a result, students and faculty/staff needed to reference other transfer resources found on four-year institutions' websites.</p> <p>The COVID-19 pandemic created a great deal of disruption to the transfer pathway development process. The four-year representatives were reviewing the pathways during the time at which COVID caused institutions to change course and offer remote instruction. For a period of two months (mid-March until mid-May), little movement transpired seeing as though four-year representatives needed to attend to matters related to the pandemic. Losing this time resulted in the delayed posting of the pathways.</p>													

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Finance and Administration

Subunit: Administrative Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: Administrative Services aims to advance NOVA's mission and strategic plan by efficiently and compliantly managing the resources within the Campus Auxiliary Services, Parking and NOVACard Services, and Leasing Support, Business and Contract Support, and Risk Management units. Streamlined and effective service.

<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Administrative Services will support the College through effective management and allocation of the College's local funds budgets, which include auxiliary service operations, parking services, and locally funded programs and initiatives.</p> <p>Strategic Plan Objective(s) #: #5 Align for Accountability with College Mission.</p>																																																																
Measure with Target	Results			Use of Results																																																													
<p>Measure: Revenue and Expense Data. Revenue: % of local revenue generated by auxiliary operations compared to budgeted amount, by fiscal year, as reported to the Local College Board. Expense: % of local funds budget spent, by fiscal year, as reported to the Local College Board.</p> <p>Target: Revenue: 100%; Expense: 90%.</p> <p>Acceptable Threshold: Revenue: 90%; Expense: 80%.</p> <p>Justification for Threshold: Based on prior year trends and best practices. Operating budget are set to meet objectives, maintain operations, and support services to the College; overspending is discouraged, in aggregate, so thresholds and targets are set lower than 100%.</p>	<p>Academic or Fiscal Year Current Data Collected: Fiscal Year 2020.</p> <p style="text-align: center;">Local Fund Revenue and Expense Tracking</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 10%;">Acceptable Threshold</th> <th colspan="4">Results</th> </tr> <tr> <th style="text-align: left;">Auxiliary Revenue:</th> <th></th> <th>FY17</th> <th>FY18</th> <th>FY19</th> <th>FY20</th> </tr> </thead> <tbody> <tr> <td>Parking Services</td> <td>90%</td> <td>97%</td> <td>93%</td> <td>91%</td> <td>69%</td> </tr> <tr> <td>Contracted Services</td> <td>90%</td> <td>102%</td> <td>112%</td> <td>101%</td> <td>95%</td> </tr> <tr> <td>Self-Operated Services</td> <td>90%</td> <td>96%</td> <td>94%</td> <td>91%</td> <td>87%</td> </tr> <tr> <td>Total</td> <td>90%</td> <td>99%</td> <td>99%</td> <td>95%</td> <td>78%</td> </tr> <tr> <th style="text-align: left;">Local Expense:</th> <th></th> <th>FY17</th> <th>FY18</th> <th>FY19</th> <th>FY20</th> </tr> <tr> <td>Auxiliary Operating Expenses</td> <td>80%</td> <td>85%</td> <td>98%</td> <td>92%</td> <td>96%</td> </tr> <tr> <td>Locally Funded Programs and Initiatives</td> <td>80%</td> <td>73%</td> <td>72%</td> <td>86%</td> <td>64%</td> </tr> <tr> <td>Total</td> <td>80%</td> <td>79%</td> <td>84%</td> <td>89%</td> <td>80%</td> </tr> </tbody> </table> <p>Strengths of Results: Contracted services revenue exceeded the acceptable threshold percentage. The Locally Funded Programs and Initiatives expenses met the acceptable threshold for the third time in four fiscal years.</p> <p>Weaknesses of Results: FY2020 totals did not meet the acceptable threshold for revenue. Due to COVID-19, the College transitioned to remote learning and teleworking, which caused a reduction in generating revenue. The Locally Funded Programs and Initiatives expense met the acceptable threshold percentage of 80%. The percentage of Auxiliary</p>				Acceptable Threshold	Results				Auxiliary Revenue:		FY17	FY18	FY19	FY20	Parking Services	90%	97%	93%	91%	69%	Contracted Services	90%	102%	112%	101%	95%	Self-Operated Services	90%	96%	94%	91%	87%	Total	90%	99%	99%	95%	78%	Local Expense:		FY17	FY18	FY19	FY20	Auxiliary Operating Expenses	80%	85%	98%	92%	96%	Locally Funded Programs and Initiatives	80%	73%	72%	86%	64%	Total	80%	79%	84%	89%	80%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?):</p> <p>Budgets were reduced in areas where spending was not occurring. Expenditures were tracked on a monthly basis for large budget areas such as Facility and Maintenance Support.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: Due to COVID-19 in FY2020, the College transitioned to remote learning and teleworking, which caused a reduction in generating revenue. Many locally funded projects could not be completed, which led to a reduction in expenses for the fiscal year.</p> <p>The local facilities budget was expensed at 56% in FY2020 compared to 88% in FY2019. This budget is dedicated to construction projects, which requires on site work. With the College being closed for on-site work in Q4 of FY2020, these projects could not be completed, thus having a significant impact on our ability to reach the target expense levels for the year.</p>	
	Acceptable Threshold	Results																																																															
Auxiliary Revenue:		FY17	FY18	FY19	FY20																																																												
Parking Services	90%	97%	93%	91%	69%																																																												
Contracted Services	90%	102%	112%	101%	95%																																																												
Self-Operated Services	90%	96%	94%	91%	87%																																																												
Total	90%	99%	99%	95%	78%																																																												
Local Expense:		FY17	FY18	FY19	FY20																																																												
Auxiliary Operating Expenses	80%	85%	98%	92%	96%																																																												
Locally Funded Programs and Initiatives	80%	73%	72%	86%	64%																																																												
Total	80%	79%	84%	89%	80%																																																												

**Unit: Finance and Administration
Subunit: Administrative Services**

	<p>Revenue earned when compared to the budgeted amount was down 17% compared to the last fiscal year. Local Expense percentages decreased compared to last fiscal year due to COVID-19.</p>	<p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Met target on expense for Auxiliary Operations. Parking Services revenue significantly decreased for FY2020 due to COVID19 closures that resulted in refunds of parking fees and no parking fees for the Summer 2020 semester.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Acceptable threshold was partially met for Contracted Services Revenue and Auxiliary Operating Expenses.</p> <p>Areas Needing Improvement Based on Current Results: Track expenditures on an ongoing basis to adjust planning and improve distribution of expenses in certain areas to avoid shortfalls if unexpected operational issues occur in Q4.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Improve spending in the first half of the fiscal year and avoid loading expenses into the Summer session (Q4). Launch quarterly review meetings with major budget owners and Associate Vice President of Administration to review targets, identify underspending, and reallocate resources, as needed.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
--	---	--

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Finance and Administration

Subunit: Budget

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Budget Office is to advance NOVA's mission and strategic plan by overseeing budget development and periodic budget performance reporting for all College divisions. The Budget Office prepares the annual budget, fulfills internal and external budgeting reporting requirements, processes budget transfers and funding requests for new programs and new initiatives, reviews and monitors budget requests and provides financial analysis for the College. The Budget Office staff strive to provide excellent customer service while assuring the highest fiduciary standards are met.

Expected Outcome (O) Operational [X]	Expected Outcome: The Budget Office will meet the financial stability of the College.								
	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.								
Measure with Target	Results					Use of Results			
Measure: Balanced Budget	Academic or Fiscal Year Current Data Collected: 2019-2020.					<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?):</p> <p>The Budget Officer effectively managed the resources of the College for the fiscal year. Historical trend in enrollment was used as a baseline for the budgeted tuition revenue and related expenses.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/actions: Budget enrollment targets were effectively established along with corresponding budgeted revenue and allocation of resources.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: None</p> <p>Action Plan Based on Current Results (What? Who? How? When?): None.</p>			
Target: Balanced budget.	Enrollment, Revenue and Expense Status Report: 2015-2016 through 2019-2020								
Acceptable Threshold: Balanced budget.		2015-2016	2016-2017	2017-2018	2018-2019			2019-2020	Change from 2015-2016
Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.) Expense will align with budgeted revenue.									#
	Enrollment	33,873	32,772	30,405	29,350			30,000	-3,873
	Revenue	268,335,937	276,338,276	269,832,409	268,956,263			278,800,332	10,464,395
	Expense	268,335,937	276,338,276	269,832,409	268,956,263			278,800,332	10,464,395
	Revenue Less Expense	0	0	0	0			0	0
	Strengths of Results: Budget to expense was successfully balanced the past 5 years. Enrollment increased slightly in 2019-20 from 2018-19. Funds were properly budgeted.								
	Weaknesses of Results: None.								

**Unit: Finance and Administration
Subunit: Budget**

		Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.																		
Expected Outcome (O) Operational [X]	Expected Outcome: The Budget Office will meet the College's carryforward target.																			
	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																			
Measure with Target	Results	Use of Results																		
Measure: Carryforward Target: 2% for FY2016; 2% for FY2017, 2% for FY2018; 5% for FY2019; 10% for FY2020. Acceptable Threshold: 0% - 10%. Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.) VCCS Management Standards.	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Trend in Carryforward: 2015-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015-2016</th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Carryforward</td> <td>3,103,595</td> <td>5,989,839</td> <td>4,741,516</td> <td>7,972,555</td> <td>16,015,113</td> <td>8,042,558</td> <td>100%</td> </tr> </tbody> </table> <p>Strengths of Results: Adequate reserves are maintained.</p> <p>Weaknesses of Results: None- adequate reserves were maintained.</p>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	Carryforward	3,103,595	5,989,839	4,741,516	7,972,555	16,015,113	8,042,558	100%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Budget Officer effectively managed the carryforward of the College for the fiscal year.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: Hiring and expenditures freeze related to COVID-19 increased the fund balance allowing the College to carryforward necessary reserves into the future (upcoming) fiscal year.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: None.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): None.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
	2015-2016							2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019								
		#	%																	
Carryforward	3,103,595	5,989,839	4,741,516	7,972,555	16,015,113	8,042,558	100%													
Expected Outcome (O) Operational [X]	Expected Outcome: The Budget Office will meet the allocation of resources to instruction, academic support, and student support functional categories.																			
	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																			
Measure with Target	Results	Use of Results																		

**Unit: Finance and Administration
Subunit: Budget**

<p>Measure: Allocation to Instructional Activities.</p> <p>Target: 65% - 68%.</p> <p>Acceptable Threshold: +/- 3%.</p> <p>Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.)National standard for CC's.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Expense by functional category: 2015-2016 through 2019-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015-2016</th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2015-2016</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Instruction</td> <td>120,781,177</td> <td>137,980,461</td> <td>132,563,916</td> <td>123,661,395</td> <td>124,230,889</td> <td>3,449,712</td> <td>3%</td> </tr> <tr> <td>Academic Support</td> <td>25,991,670</td> <td>27,341,671</td> <td>26,843,211</td> <td>31,289,409</td> <td>35,480,267</td> <td>9,488,597</td> <td>37%</td> </tr> <tr> <td>Student Services</td> <td>27,696,744</td> <td>26,364,022</td> <td>28,077,774</td> <td>29,762,728</td> <td>31,913,155</td> <td>4,216,411</td> <td>15%</td> </tr> <tr> <td>Institutional Support</td> <td>54,006,475</td> <td>46,681,497</td> <td>49,738,510</td> <td>46,050,151</td> <td>48,890,213</td> <td>(5,116,262)</td> <td>-9%</td> </tr> <tr> <td>Operation & Maint of Physical Plant</td> <td>34,874,329</td> <td>34,949,891</td> <td>35,212,435</td> <td>38,192,579</td> <td>38,285,808</td> <td>3,411,479</td> <td>10%</td> </tr> <tr> <td>Total</td> <td>263,350,395</td> <td>273,317,542</td> <td>272,435,846</td> <td>268,956,262</td> <td>278,800,332</td> <td>15,449,937</td> <td>6%</td> </tr> </tbody> </table> <p>Strengths of Results: Adequate resources are allocated to functional category</p> <p>Weaknesses of Results: None. Stability in allocation of resources was maintained</p>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2015-2016		#	%	Instruction	120,781,177	137,980,461	132,563,916	123,661,395	124,230,889	3,449,712	3%	Academic Support	25,991,670	27,341,671	26,843,211	31,289,409	35,480,267	9,488,597	37%	Student Services	27,696,744	26,364,022	28,077,774	29,762,728	31,913,155	4,216,411	15%	Institutional Support	54,006,475	46,681,497	49,738,510	46,050,151	48,890,213	(5,116,262)	-9%	Operation & Maint of Physical Plant	34,874,329	34,949,891	35,212,435	38,192,579	38,285,808	3,411,479	10%	Total	263,350,395	273,317,542	272,435,846	268,956,262	278,800,332	15,449,937	6%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Resources allocated appropriately based on functional need.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Maintained adequate resources to meet needs. Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Weak results were not achieved. Improvements in the allocation of resources is not needed.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): No improvement needed as the allocation of resources was appropriately identified allocated to the correct functional categories.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2015-2016							2016-2017	2017-2018	2018-2019	2019-2020	Change from 2015-2016																																																
		#	%																																																									
Instruction	120,781,177	137,980,461	132,563,916	123,661,395	124,230,889	3,449,712	3%																																																					
Academic Support	25,991,670	27,341,671	26,843,211	31,289,409	35,480,267	9,488,597	37%																																																					
Student Services	27,696,744	26,364,022	28,077,774	29,762,728	31,913,155	4,216,411	15%																																																					
Institutional Support	54,006,475	46,681,497	49,738,510	46,050,151	48,890,213	(5,116,262)	-9%																																																					
Operation & Maint of Physical Plant	34,874,329	34,949,891	35,212,435	38,192,579	38,285,808	3,411,479	10%																																																					
Total	263,350,395	273,317,542	272,435,846	268,956,262	278,800,332	15,449,937	6%																																																					
<p>Expected Outcome (O) Operational <input checked="" type="checkbox"/></p>	<p>Expected Outcome: The Budget Office will meet the contingency plan for use of temporary dollars.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>																																																											
<p>Measure with Target</p> <p>Measure: Allocation of temporary dollars.</p> <p>Target: \$0.</p> <p>Acceptable Threshold: None.- if resources allow; temporary</p>	<p align="center">Results</p> <p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Allocation of Temporary Funds: 2015-2016 through 2019-2020</p> <table border="1"> <thead> <tr> <th></th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>IT Infrastructure</td> <td></td> <td>7,600,000</td> <td>2,000,000</td> <td>2,000,000</td> <td>0</td> </tr> <tr> <td>Facilities</td> <td>0</td> <td>1,100,000</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Equipment</td> <td></td> <td>500,000</td> <td>4,300,000</td> <td>3,593,440</td> <td>0</td> </tr> </tbody> </table>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	IT Infrastructure		7,600,000	2,000,000	2,000,000	0	Facilities	0	1,100,000	0	0	0	Equipment		500,000	4,300,000	3,593,440	0	<p align="center">Use of Results</p> <p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): As needed, allocations are based on critical need.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>																																		
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020																																																							
IT Infrastructure		7,600,000	2,000,000	2,000,000	0																																																							
Facilities	0	1,100,000	0	0	0																																																							
Equipment		500,000	4,300,000	3,593,440	0																																																							

**Unit: Finance and Administration
Subunit: Budget**

allocations to support the infrastructure will be allocated Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.) No benchmark data. All allocations from temporary dollars are one-time and for approved purpose/ functions.	Marketing		1,100,000		1,500,000	0
	Advance Marketing	0	0	1,041,679	200,000	0
	Total	0	10,300,000	7,341,679	7,293,440	0
	Strengths of Results: Resources are allocated to special needs as funding is available. Weaknesses of Results: None.					
Explain impact of previous changes/ actions: Investment in College infrastructure. Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Areas Needing Improvement Based on Current Results: None. Action Plan Based on Current Results (What? Who? How? When?): None. Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.						

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Finance and Administration

Subunit: Business and Financial Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: Business Services and Financial Services are committed to advancing NOVA's mission and strategic plan by providing exceptional service to our students, working together across all divisions to meet the needs of our students, maintaining the highest standards of integrity in all of our actions, being fiscally responsible and being accountable for delivering on our commitments in an accurate and timely manner.

Expected Outcome (O) Operational [X]	Expected Outcome: Business Services and Financial Services will improve the impact of the payment plan.									
	Strategic Plan Objective(s) #: #5 Align for Accountability with College Mission.									
Measure with Target	Results						Use of Results			
<p>Measure: Maintain or increase payment plan enrollment through college-wide marketing of the payment plan and negotiating with vendor for better plan options.</p> <p>Target: Maintain payment plan enrollment percentage in relation to the headcount percentage by semester based on 2018-2019 data.</p> <p>Acceptable Threshold: Decrease in payment plan enrollment by 0.2% each term.</p> <p>Justification for Threshold: Benchmark based on 2018-2019 year's data.</p>	Academic or Fiscal Year Current Data Collected: 2019-2020.									
	Payment Plan Account Enrollments: 2016-2017 through 2019-2020									
	Academic Year	Summer			Fall			Spring		
		Headcount	Payment Plan Enrollments	Payment Plan Enrollments Percentage	Headcount	Payment Plan Enrollments	Payment Plan Enrollments Percentage	Headcount	Payment Plan Enrollments	Payment Plan Enrollments Percentage
	2016-2017	25,639	1,965	7.66%	50,835	4,944	9.73%	49,045	3,995	8.15%
	2017-2018	24,250	1,691	6.97%	51,190	4,938	9.65%	49,011	3,983	8.13%
	2018-2019	23,533	1,837	7.81%	50,929	4,778	9.38%	50,011	4,100	8.20%
	2019-2020	22,577	1,843	8.16%	51,822	4,550	8.78%	46,419	4,073	8.77%
	Payment Plan Account Enrollment Percentages vs. Change in Headcount Percentage: 2016-2017 through 2019-2020									
	Academic Year	Summer		Fall	Spring					
	Change in Headcount from prior year	Payment Plan Enrollments %	Change in Headcount from prior year	Payment Plan Enrollments %	Change in Headcount from prior year	Payment Plan Enrollments %				
2016-2017		7.66%		9.73%		8.15%				
2017-2018	-5.42%	6.97%	0.70%	9.65%	-0.07%	8.13%				
2018-2019	-2.96%	7.81%	-0.51%	9.38%	2.04%	8.20%				
2019-2020	-4.06%	8.16%	1.75%	8.78%	-7.18%	8.77%				
									<p>Previous Actions(s) to Improve Unit Services Related to this Outcome: Business Services worked with the NOVA marketing department to explore the various media outlets and implement a new marketing plan for the payment plan.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/actions: The results achieved were due to the creation of numerous documents such as post cards, flyers, and brochures about the payment plan provided to students and various campus offices. Additionally, the use of digital posts on all of the TV monitors on all campuses informing students of the payment plan.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [] Yes [X] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Increase the payment plan options for students for</p>	

**Unit: Finance and Administration
Subunit: Business and Financial Services**

	<p>Strengths of Results: With the overall decrease in headcount, the payment plan enrollment percentage remained moderately steady, thus, demonstrating an increase in payment plan enrollments. Based on results, NOVA has continued to see moderate increases in the payment plan enrollment.</p> <p>Weaknesses of Results: Increase the payment plan options for students for each term. The marketing plan should be improved to include more robust electronic communications in addition to more traditional forms of communication. This includes all media outlets.</p>	<p>each term. The marketing plan should be improved to include more robust electronic communications in addition to more traditional forms of communication. This includes all media outlets</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Director of Business Services will work with the payment plan vendor to develop more payment plan options to offer the students starting with the Fall 2020 term.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>																																										
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Business Services and Financial Services will improve the efficiency of the Accounts Receivable process.</p> <p>Strategic Plan Objective(s) #: #5 Align for Accountability with College Mission.</p>																																											
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>																																										
<p>Measure: Decrease the processing time within the Debt Set-Off program.</p> <p>Target: 2 hours.</p> <p>Acceptable Threshold: 4 hours.</p> <p>Justification for Threshold: Benchmark based on 2018-2019 data.</p>	<p>Calendar Year Current Data Collected: 2019-2020.</p> <p align="center">Virginia Debt Set-off program Process (Manual vs. Automated): 2016 through 2019</p> <table border="1" data-bbox="382 963 1549 1166"> <thead> <tr> <th rowspan="2">Calendar Year</th> <th rowspan="2">Claims Submitted</th> <th rowspan="2">Claims Processed</th> <th colspan="2">Hours Spent</th> <th rowspan="2">Hours Spent (Year)</th> <th rowspan="2">Hours Spent (Jan-May)</th> <th rowspan="2">Hours Spent (Jun-Dec)</th> </tr> <tr> <th>(Jan-May)</th> <th>(Jun-Dec)</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td align="right">9,390</td> <td align="right">2,890</td> <td align="right">1,079</td> <td align="right">846</td> <td align="right">1,925</td> <td align="right">10</td> <td align="right">6</td> </tr> <tr> <td>2017</td> <td align="right">8,262</td> <td align="right">2,459</td> <td align="right">1,097</td> <td align="right">846</td> <td align="right">1,943</td> <td align="right">10</td> <td align="right">6</td> </tr> <tr> <td>2018</td> <td align="right">9,863</td> <td align="right">2,345</td> <td align="right">1,097</td> <td align="right">846</td> <td align="right">1,943</td> <td align="right">10</td> <td align="right">6</td> </tr> <tr> <td>2019</td> <td align="right">9,047</td> <td align="right">3,470</td> <td align="right">1097</td> <td align="right">545</td> <td align="right">1642</td> <td align="right">10</td> <td align="right">4</td> </tr> </tbody> </table> <p>The Virginia Debt Set-off program (DSO) is the required legal remedy to collect past due receivables owed to Virginia's administrative government units and courts. The Virginia Debt Set-off program process consists of:</p> <ul style="list-style-type: none"> Manually creating files for Virginia Debt Set-off program – new claims file, certification claims file, deleted claims file and finalized claims file. Manually uploading and downloading files from / to the Virginia Department of Taxation External Web Applications using the required template. Manually maintaining the status of each Virginia Debt Set-off program claim on a Virginia Debt Set-off program Tracking Sheet in Excel. 	Calendar Year	Claims Submitted	Claims Processed	Hours Spent		Hours Spent (Year)	Hours Spent (Jan-May)	Hours Spent (Jun-Dec)	(Jan-May)	(Jun-Dec)	2016	9,390	2,890	1,079	846	1,925	10	6	2017	8,262	2,459	1,097	846	1,943	10	6	2018	9,863	2,345	1,097	846	1,943	10	6	2019	9,047	3,470	1097	545	1642	10	4	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): During 2019-2020 the Financial Services team and the consultant continued to work on the automation of the payment process within the Virginia Debt Set-off program. Virginia Debt Set-off program Share Point and improving the certification letter process.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: We were able to reduce the number of hours spent on the debt set-off process due to the automation of most of the files.</p> <p>Target Met:</p>
Calendar Year	Claims Submitted				Claims Processed	Hours Spent				Hours Spent (Year)	Hours Spent (Jan-May)	Hours Spent (Jun-Dec)																																
		(Jan-May)	(Jun-Dec)																																									
2016	9,390	2,890	1,079	846	1,925	10	6																																					
2017	8,262	2,459	1,097	846	1,943	10	6																																					
2018	9,863	2,345	1,097	846	1,943	10	6																																					
2019	9,047	3,470	1097	545	1642	10	4																																					

Unit: Finance and Administration
Subunit: Business and Financial Services

	<ul style="list-style-type: none"> • Manually creating and uploading to the Virginia Department of Taxation External Web Applications using the required templates for the following files: certification match file, deleted claims file and finalized claim file. • Manually creating certification letters with Microsoft Word and mail merge and mailing the certification letters. <p>With the Virginia Debt Set-off program Share Point implementation – 7/1/19 (with pending future enhancements), the streamlined Virginia debt set-off process consists of:</p> <ul style="list-style-type: none"> • Virginia Debt Set-off program Share Point automatically looks for specific events that are setup to trigger the creation and generation of a new claims file, a certification claims file, a deleted claims file and a finalized claims file in the format required for submission to Virginia Department of Taxation External Web Applications. • Manually uploading and downloading files from / to the Virginia Department of Taxation External Web Applications. • Automatically maintaining the status of each Virginia Debt Set-off program claim on the Virginia Debt Set-off program claims list. • Automatically creating the following files: certification match file, deleted claims file and finalized claim file with the required format for uploading to the Virginia Department of Taxation External Web Applications. • Automatically creating and generating the letters to be printed and mailed. <p>Strengths of Results:</p> <ul style="list-style-type: none"> • The number of hours spent on the debt set-off process decreased to 2 hours per day with the automation of the creation of the new claims file, certification claims file, deleted claims file, finalized claims file and the paid claims file which were previously manually created • Improved internal controls through automated process. • Eliminating the risk of payments being posted incorrectly. • A more efficient Virginia Debt Set-off program process <p>Weaknesses of Results: The efficiency of the current printing and mailing of the certification letters.</p>	<p>[X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: The Financial Services team and the consultant need to continue working on improving the certification letter process.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): During 2020-2021 the Financial Services team and the consultant will develop and implement the automation of generating and emailing the certification letters to students.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
--	--	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Finance and Administration

Subunit: Controller

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Office of the Controller is to advance NOVA's mission and strategic plan by maintaining controls over financial resources and compliance with the financial standards for Virginia Community College System (VCCS) colleges.

Expected Outcome (O) Operational [X]	Expected Outcome: Unqualified audit opinion from Auditor of Public Accounts with the issuance of Virginia Community College System (VCCS) financial statements.																																			
	Strategic Plan Objective(s) #: #5 Align for Accountability with College Mission.																																			
Measure with Target	Results	Use of Results																																		
<p>Measure: Year-end schedules, monthly Administrative Information System (AIS) to Cardinal reconciliation, Auditor of Public Accounts (APA) audit findings.</p> <p>Target:</p> <ul style="list-style-type: none"> • Submit year-end schedules by due date. • Reconcile Administrative Information System to Cardinal by Department of Accounts established deadlines. • No more than 2 Auditor of Public Accounts audit findings. <p>Acceptable Threshold:</p> <ul style="list-style-type: none"> • Submit year-end schedules by approved extension request. • Reconcile Administrative Information System to Cardinal by Department of Accounts established deadlines. • More than two audit findings, but no more than 2 compliance audit findings. 	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Audit Findings and Deadlines: 2015-2016 through 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015-2016</th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020*</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Audit Findings</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td style="text-align: center;">7</td> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Compliance Findings</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Schedules submitted on time</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p>*Not available until following report.</p> <p>There are dozens of areas tested by both Auditor of Public Accounts and Agency Risk Management and Internal Control Standards (ARMICS) auditors. We cannot provide an exact population, but it would be in excess of 50 requests for documents each year.</p> <p>Strengths of Results: Staff completed required monthly and year-end job functions.</p> <p>Weaknesses of Results: Inaccurate schedules may be submitted to the Virginia Community College System resulting in inaccurate financial statements. Decisions may be made based on inaccurate reports. There is the possibility for misappropriation of funds.</p>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020*	Change from 2018-2019		#	%	Audit Findings	2	4	7	4				Compliance Findings	0	1	3	2				Schedules submitted on time	Yes	Yes	Yes	Yes	Yes	N/A	N/A	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Controller, Human Resources and warehouse and property control staff implemented recommendations proposed by auditors. Corrective actions were implemented on or before June 30, 2020 and efforts will be ongoing.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: Both accounting operations and auditing emphasizes constant change. Accounting operations are affected by changes in technology, personnel and accounting principles. Audits are often conducted on a risk-based approach and different areas are selected for detailed review each year. The goal is to see consistent results across all audit areas over time. Our results between fiscal year 2016 to 2019 are quite consistent, however, we strive to improve each year.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain: The college reduced the number of findings from fiscal year 2018 to 2019 and submitted the year-end schedules on time. However, there were more than two audit findings.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain: The college reduced the number of findings from fiscal year 2018 to 2019 and submitted the year-end schedules on time.</p>
	2015-2016							2016-2017	2017-2018	2018-2019	2019-2020*	Change from 2018-2019																								
		#	%																																	
Audit Findings	2	4	7	4																																
Compliance Findings	0	1	3	2																																
Schedules submitted on time	Yes	Yes	Yes	Yes	Yes	N/A	N/A																													

**Unit: Finance and Administration
Subunit: Controller**

<p>Justification for Threshold: These are deadlines and limits set by Virginia Community College System (VCCS) and Department of Accounts (DOA).</p>		<p>However, the trend is inconsistent. More consistent results need to be achieved before the acceptable threshold is met.</p> <p>Areas Needing Improvement Based on Current Results: Internal controls over certain Human Resources, fixed asset and accounting operations.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Controller, Human Resources, warehouse and property control staff made changes to procedures based on auditor recommendations. Corrective actions were implemented on or before June 30, 2020 and efforts will be ongoing. How effective our corrective actions are will be determined during future audits.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>																											
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Office of the Controller will ensure efficient transaction processing</p> <p>Strategic Plan Objective(s) #: #5 Align for Accountability with College Mission.</p>																												
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																											
<p>Measure: Reduce number of items in Shared Services Center (SSC) exception queue.</p> <p>Target: Reduce wait time in queue from 35-45 days to less than 20 days based on Image Now time stamp.</p> <p>Acceptable Threshold: An average wait time up to 25 days.</p> <p>Justification for Threshold: Suppliers are typically paid with 30-day terms. If we clear up exceptions before 20 – 25 days, payment should go out timely. There will always be some disputed items that require negotiation with the vendor to clear, taking longer than 20 days to resolve.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Accounts Payable: Number of Days Items to be in Processing Queue:</p> <p align="center">2018-2019 through 2019-2020</p> <table border="1" data-bbox="506 992 1262 1195"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Avg % on time</td> <td align="center">-</td> <td align="center">68</td> <td align="center">-</td> <td align="center">-</td> </tr> <tr> <td>Avg % late</td> <td align="center">-</td> <td align="center">22</td> <td align="center">-</td> <td align="center">-</td> </tr> <tr> <td>Avg % dispute</td> <td align="center">-</td> <td align="center">10</td> <td align="center">-</td> <td align="center">-</td> </tr> <tr> <td>Invoice count at year end</td> <td align="center">86</td> <td align="center">68</td> <td align="center">-18</td> <td align="center">21</td> </tr> </tbody> </table> <p>Strengths of Results: Both the number and length of time in the exception queue have decreased. At June 30, 2020, only one invoice in dispute and % dropped to 1%.</p> <p>Weaknesses of Results: Continue to work with suppliers and Shared Services Center to clear up old outstanding invoices.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Avg % on time	-	68	-	-	Avg % late	-	22	-	-	Avg % dispute	-	10	-	-	Invoice count at year end	86	68	-18	21	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Began collecting data in March 2019 to establish a baseline. . Accounts Payable manager improved communication and working relationship with SSC staff. Our accounts payable staff have better understanding of SSC procedures than they did during last fiscal year 2020</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: Suppliers understand SSC requirements plus we continue to stress prompt receiving by college staff.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain: It is often difficult for our accounts payable personnel to identify the buyer if the purchase order number is not on the invoice. When contacting the vendor, the vendor often does not know who at the college placed the order. Once accounts payable identifies the person responsible for placing the order, they contact them requesting them to perform receiving in our purchase order system or show evidence the goods or services</p>
	2018-2019				2019-2020	Change from 2018-2019																							
		#	%																										
Avg % on time	-	68	-	-																									
Avg % late	-	22	-	-																									
Avg % dispute	-	10	-	-																									
Invoice count at year end	86	68	-18	21																									

**Unit: Finance and Administration
Subunit: Controller**

		<p>were returned or defective. Not until the goods or services are received or returned to the vendor can the accounts payment staff move the invoice from the exception queue.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain: It is often difficult for our accounts payable personnel to identify the buyer if the purchase order number is not on the invoice. When contacting the vendor, the vendor often does not know who at the college placed the order. Once accounts payable identifies the person responsible for placing the order, they contact them requesting them to perform the receiving in our purchase order system or show evidence the goods or services were returned or defective. Not until the goods or services are received or returned to the vendor can the accounts payment staff move the invoice from the exception queue.</p> <p>Areas Needing Improvement Based on Current Results: College staff responsible for receiving goods and services must perform the task timely. Invoice disputes must be brought to the vendor's attention as soon as discovered.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Accounts Payable team will continue to educate purchasers and stress need for timely receiving. Accounts payable staff will also work with vendors to stress the need for valid purchase order numbers to be included on the invoice. Monitor monthly throughout 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): Monitor monthly throughout FY2021.</p>
--	--	--

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Finance and Administration

Subunit: Emergency Management and Safety

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The mission of the Office of Emergency Management and Safety is to advance NOVA's mission and strategic plan by providing provide guidance, direction and training to the College and its students, faculty, staff and visitors in the prevention, protection, response to and recovery from all incidents or events. We also serve as a link to the federal, state and local emergency management and to public safety agencies.

Expected Outcome (O) Operational [X]	Expected Outcome: Emergency Management and Safety will work with members of the NOVA Community to build, sustain, and improve their capability to prepare for, protect against, respond to, recover from, and mitigate all hazards.																																								
Measure with Target	Strategic Plan Objective(s) #: #5 Align for Accountability with College Mission.																																								
	Results	Use of Results																																							
<p>Measure: Emergency Management and Safety will work with members of the NOVA community to build, sustain and improve their capability to prepare for, protect against, respond to, recover from, and mitigate all hazards and emergencies.</p> <p>Target: Provide 60 drills/classes/exercises to the NOVA community in emergency preparedness.</p> <p>Acceptable Threshold: Compliance with mandated drills/classes/exercises of 41 per year.</p> <p>Justification for Threshold: Meets mandated requirements from state law for</p>	<p>Fiscal Year Current Data Collected: FY2020.</p> <p style="text-align: center;">Drills/Classes/Exercises Provided: FY2019-FY2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e0e0e0;">Class/Exercise Type</th> <th style="background-color: #e0e0e0;">2018-2019</th> <th style="background-color: #e0e0e0;">2019-2020</th> </tr> </thead> <tbody> <tr> <td>Cardiopulmonary Resuscitation/Automatic External Defibrillator Classes</td> <td style="text-align: center;">-</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Loudoun Village Weather Training</td> <td style="text-align: center;">-</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Community Emergency Response Team Classes</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr> <td>*Campus Fire Drills (by building)</td> <td style="text-align: center;">38</td> <td style="text-align: center;">38</td> </tr> <tr> <td>*Campus Administration Emergency Leadership Class</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> <tr> <td>*Tornado Drills</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Earthquake Drills</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>*Full-Scale Functional Exercises</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Campus Warden Program</td> <td style="text-align: center;">14</td> <td style="text-align: center;">14</td> </tr> <tr> <td>Certified Instructors in Office of Emergency Management and Safety</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Ergonomics Assessments</td> <td style="text-align: center;">-</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="background-color: #e0e0e0;">Total</td> <td style="background-color: #e0e0e0;">66</td> <td style="background-color: #e0e0e0;">73</td> </tr> </tbody> </table> <p>*Mandated and/or required</p> <p>Strengths of Results: Prior to the College moving to remote in March 2020, Office of Emergency Management and Safety was able to exceed last year's numbers due to the addition of three new modules: Cardiopulmonary Resuscitation/Automatic External Defibrillator classes, Loudoun Village Weather Training and Ergonomics Assessment.</p>	Class/Exercise Type	2018-2019	2019-2020	Cardiopulmonary Resuscitation/Automatic External Defibrillator Classes	-	7	Loudoun Village Weather Training	-	1	Community Emergency Response Team Classes	2	0	*Campus Fire Drills (by building)	38	38	*Campus Administration Emergency Leadership Class	4	2	*Tornado Drills	1	0	Earthquake Drills	1	1	*Full-Scale Functional Exercises	1	1	Campus Warden Program	14	14	Certified Instructors in Office of Emergency Management and Safety	5	5	Ergonomics Assessments	-	4	Total	66	73	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): During FY2019, Office of Emergency Management and Safety began planning for and obtaining certifications in three new areas that were a recognized need at the College: 1) Cardiopulmonary Resuscitation, Automatic External Defibrillator, and "Stop the Bleed" classes; 2) Weather Sessions (watching and reacting to severe weather); 3) Ergonomics Assessments.</p> <p>During FY2020, Office of Emergency Management and Safety staff members began providing regularly scheduled sessions of Cardiopulmonary Resuscitation/ Automatic External Defibrillator/"Stop The Bleed" to NOVA employees. Seven sessions were completed, and more were scheduled, however, those were cancelled due to the COVID-19 outbreak.</p> <p>Due to severe weather concerns, Office of Emergency Management and Safety conducted one Loudoun Village Weather Training session for those NOVA employees working in the new trailers. More of these sessions were also planned, but due to COVID-19 they did not occur.</p> <p>Finally working in concurrence with specific requests, the Office of Emergency Management and Safety, Safety Manager conducted four ergonomics assessments. These are conducted with coordination of the College Americans with Disabilities Act Coordinator. No additional requests occurred once the College went remote for COVID-19.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/actions: The college benefits from having Office of Emergency Management and Safety certified</p>
Class/Exercise Type	2018-2019	2019-2020																																							
Cardiopulmonary Resuscitation/Automatic External Defibrillator Classes	-	7																																							
Loudoun Village Weather Training	-	1																																							
Community Emergency Response Team Classes	2	0																																							
*Campus Fire Drills (by building)	38	38																																							
*Campus Administration Emergency Leadership Class	4	2																																							
*Tornado Drills	1	0																																							
Earthquake Drills	1	1																																							
*Full-Scale Functional Exercises	1	1																																							
Campus Warden Program	14	14																																							
Certified Instructors in Office of Emergency Management and Safety	5	5																																							
Ergonomics Assessments	-	4																																							
Total	66	73																																							

Unit: Finance and Administration
Subunit: Emergency Management and Safety

<p>classes/exercises minimums.</p>	<p>Weaknesses of Results: Due to the College moving to remote in March 2020 during the pandemic, Office of Emergency Management and Safety was not able to complete “in-person” delivery of classes or meet mandated drill requirements (several of which were waived by Commonwealth of Virginia during the pandemic).</p>	<p>instructors gaining additional certifications and experience to teach classes in the realm of emergency management and safety. This additional safety training further empowers the NOVA community to play a positive role in their own safety.</p> <p>Because of the addition of the Cardiopulmonary Resuscitation/ Automatic External Defibrillator/“Stop the Bleed” classes, Weather Training and Ergonomics Assessments and despite the COVID-19 crisis occurring and not achieving the threshold, the new sessions helped exceed the Office of Emergency Management and Safety set target.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Although 41 of the mandated drills and exercises were completed, the Statewide Tornado Drill scheduled for March 17, 2020 in Virginia was cancelled, as a result of the State of Emergency declared for the coronavirus response.</p> <p>Areas Needing Improvement Based on Current Results: None (Office of Emergency Management and Safety would have met all acceptable thresholds had the College not been impacted by the COVID pandemic.)</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Once the College reopens with no restrictions, Office of Emergency Management and Safety will begin conducting in-person classes/exercises and assessments. This will include one CPR class per month with up to fourteen attendees. When the College has no restrictions, this will also allow for Office of Emergency Management and Safety to comply with all state-mandated requirements for drills and exercises.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
------------------------------------	---	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Finance and Administration

Subunit: Facilities Planning and Support Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: Provide world-class management of facilities planning, projects, maintenance and operations, sustainability and energy efficiency initiatives, and the vehicle fleet by leveraging internal and external team expertise and technology. Effectively utilize NOVA assets and resources by considering engineering, financial, operational and procurement factors. Exceed the expectations of NOVA students, faculty, staff, and community by providing a compelling physical environment in support of the NOVA Mission.

Expected Outcome (O) Operational [X]	Expected Outcome: Facilities Planning and Support will improve effectiveness through professional and technical development and Employee Recognition.							
Strategic Plan Objective(s) #: #5 Align for Accountability with College Mission.								
Measure with Target	Results	Use of Results						
<p>Measure: All employees attendance at professional development activities.</p> <p>Target: 180 events/year.</p> <p>Acceptable Threshold: 168 events/year.</p> <p>Justification for Threshold: Acceptable threshold set at 2 events per location, per month. With 6 campuses and central administration, this is 168 events per year and balances the need for professional development activities with day-to-day operations. Target increases by approximately 10%.</p>	<p>Academic or Fiscal Year Current Data Collected: FY2020.</p> <p>Number of Professional Development Activities: FY2019 through FY2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>FY2019</th> <th>FY2020</th> </tr> </thead> <tbody> <tr> <td>Professional Development Activities</td> <td style="text-align: center;">150</td> <td style="text-align: center;">183</td> </tr> </tbody> </table> <p>Note: FY2020 goal and data collection modified from prior year to capture both internal and external professional development activities.</p> <p>Strengths of Results: Target for the fiscal year was met. Professional development activities consist of many different types of training- provided by NOVA, custom NOVA training, free external training and conference related training.</p> <p>Weaknesses of Results: Results for FY2020 met target but were reduced due to a number of conferences and activities being cancelled due to COVID-19 at the end of the fiscal year.</p>		FY2019	FY2020	Professional Development Activities	150	183	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-2020, Facilities Planning and Support Services personnel participated in conferences as well as office-based training.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Overall results for year exceeded target, despite limitations presented by COVID-19 at the end of the fiscal year.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: This target met with the quantity of professional development activities attended/completed by staff. Information is tracked on spreadsheet titled "APERS – Conferences and Professional Development."</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Target met for fiscal year.</p> <p>Areas Needing Improvement Based on Current Results: None. However, the next data year may pose challenges with meeting targets due to limited number of traditional professional development activities due to COVID-19.</p>
	FY2019	FY2020						
Professional Development Activities	150	183						

Unit: Finance and Administration
Subunit: Facilities Planning and Support Services

		<p>Action Plan Based on Current Results (What? Who? How? When?): In FY2021. Facilities Planning and Support Services will continue with the training class plans and identify additional training opportunities to ensure personnel have opportunities to attend classes. Due to COVID-19 and impact on potential professional development activities, leadership will identify online training offerings by doing extensive research to identify remote training opportunities. Opportunities tracked and provided to staff.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
--	--	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Finance and Administration

Subunit: NOVA Police

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the NOVA Police Department is to advance the College's mission and strategic plan by preserving the peace, protecting life and property and upholding the laws of the Commonwealth of Virginia while providing excellent customer service.

Expected Outcome (O) Operational [X]	Expected Outcome: NOVA Police will provide a safe, secure and ready environment where students can pursue their academic goals and faculty/staff can accomplish their respective missions.																																																	
	Strategic Plan Objective(s) #: #5 Align for accountability with NOVA mission.																																																	
Measure with Target	Results				Use of Results																																													
<p>Measure: Community Outreach (CO) events.</p> <p>Target: Create 125 opportunities per year to interact with students, faculty and staff in non-enforcement activities that provide self-empowering safety and security information (through lectures, training, community events and publications) that enhance the police image and police-citizen partnerships that keep campuses safe and secure.</p> <p>Acceptable Threshold: 104 Community Outreach events and activities per year.</p> <p>Justification for Threshold: Benchmark based upon providing an average of two opportunities per week.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Community Outreach Events: 2016-2017 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Presentations/ Lectures</td> <td>59</td> <td>89</td> <td>111</td> <td>69</td> <td>-42</td> <td>-37.8%</td> </tr> <tr> <td>Training</td> <td>41</td> <td>48</td> <td>57</td> <td>64</td> <td>0</td> <td>--</td> </tr> <tr> <td>Community Events and Tabling</td> <td>17</td> <td>35</td> <td>22</td> <td>30</td> <td>7</td> <td>12.3%</td> </tr> <tr> <td>Newsletters and Publications</td> <td>15</td> <td>17</td> <td>19</td> <td>16</td> <td>8</td> <td>36.4%</td> </tr> <tr> <td>Total</td> <td>132</td> <td>189</td> <td>209</td> <td>179</td> <td>-3</td> <td>-15.8%</td> </tr> </tbody> </table> <p>Strengths of Results: All categories saw increases in some numbers, with decreases in newsletters and publications.</p> <p>Weaknesses of Results: We saw a decrease in presentations/lectures from FY2019 to FY2020 due to the Community Outreach Officer position being vacant.</p>					2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	Presentations/ Lectures	59	89	111	69	-42	-37.8%	Training	41	48	57	64	0	--	Community Events and Tabling	17	35	22	30	7	12.3%	Newsletters and Publications	15	17	19	16	8	36.4%	Total	132	189	209	179	-3	-15.8%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?) After remaining vacant for over a year, in September 2019, the Community Outreach Officer position was filled. This new officer increased the number of presentations/ lectures made during the last quarter 2019-2020.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Filing this position resulted in additional opportunities for presentations/lectures, training, community events and tabling in 2020.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: None. Action Plan Based on Current Results (What? Who? How? When?): To increase interest among the Community Outreach program's key consumers, the College's faculty, students, and staff as well as selected local community groups, new topics will be developed and added to the menu of other presentation topics. The Commander, Strategic</p>	
	2016-2017	2017-2018	2018-2019	2019-2020						Change from 2018-2019																																								
					#	%																																												
Presentations/ Lectures	59	89	111	69	-42	-37.8%																																												
Training	41	48	57	64	0	--																																												
Community Events and Tabling	17	35	22	30	7	12.3%																																												
Newsletters and Publications	15	17	19	16	8	36.4%																																												
Total	132	189	209	179	-3	-15.8%																																												

Unit: Finance and Administration
Subunit: NOVA Police

		<p>Planning and Outreach will be responsible for planning and execution of the outreach efforts. This will include developing different delivery options that will begin during the Fall semester 2020 to include, but not be limited to, topics via virtual conferencing, social media, Police website and/or blogposts. The timeline is to have 50% of the acceptable threshold completed prior to Fall 2020 semester.</p> <p>Next Evaluation of this Expected Outcome: FY2021.</p>
--	--	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Institutional Effectiveness and Student Success

Subunit: Academic Assessment

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Office of Institutional Effectiveness and Student Success is to advance NOVA's mission and strategic plan by conducting analytical studies and providing information in support of institutional planning, policy formulation, and decision making. The Office of Academic Assessment advances NOVA's mission and strategic plan by providing research, support, and leadership to promote a culture of continuous improvement at NOVA through assessment practices that enhance student learning and promote student success.

<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Academic Assessment will provide resources, support, and feedback to improve the annual planning and evaluation process for instructional programs.</p> <p>Strategic Plan Objective(s) #: #3 Informed Pathways for Seamless Transitions, #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission.</p>																																																	
Measure with Target	Results	Use of Results																																																
<p>Measure: Content evaluation of Annual Planning and Evaluation Reports (APER) for Instructional Programs, evaluated using a rubric broken down by four criteria:</p> <ol style="list-style-type: none"> 1. SLOs, CLO, and Program Goals 2. Assessment Methods 3. Assessment Results 4. Use of Results <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Rubric Scale</th> </tr> <tr> <th style="text-align: center;">Score on Rubric</th> <th style="text-align: center;">Performance Level</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">90%-100%</td> <td style="text-align: center;">Meeting expectations</td> </tr> <tr> <td style="text-align: center;">80-89%</td> <td style="text-align: center;">Mostly meeting expectations</td> </tr> <tr> <td style="text-align: center;">70%-79%</td> <td style="text-align: center;">Partially meeting expectations</td> </tr> <tr> <td style="text-align: center;">Below 70%</td> <td style="text-align: center;">Not meeting expectations</td> </tr> </tbody> </table> <p>Target: Overall the College rubric score is greater than or equal to the previous year, and individual College criteria scores of 90% or higher (i.e., meeting expectations).</p>	Rubric Scale		Score on Rubric	Performance Level	90%-100%	Meeting expectations	80-89%	Mostly meeting expectations	70%-79%	Partially meeting expectations	Below 70%	Not meeting expectations	<p>Academic or Fiscal Year Current Data Collected: 2018-2019 APERs for Instructional programs collected in Fall 2019.</p> <p style="text-align: center;">Assessment Rubric Results College-Wide: 2015-2016 through 2018-2019</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2015-2016 *N=56</th> <th style="text-align: center;">2016-2017 *N=55</th> <th style="text-align: center;">2017-2018 *N=59</th> <th style="text-align: center;">2018-2019 *N=57</th> <th style="text-align: center;">Change from 2017-2018 to 2018-2019 %</th> </tr> </thead> <tbody> <tr> <td>SLOs, CLO, Program Goals</td> <td style="text-align: center;">97.2%</td> <td style="text-align: center;">98.2%</td> <td style="text-align: center;">95.3%</td> <td style="text-align: center;">94.8%</td> <td style="text-align: center;">-0.5%</td> </tr> <tr> <td>Assessment Methods</td> <td style="text-align: center;">96.7%</td> <td style="text-align: center;">97.2%</td> <td style="text-align: center;">96.7%</td> <td style="text-align: center;">96.2%</td> <td style="text-align: center;">-0.5%</td> </tr> <tr> <td>Assessment Results</td> <td style="text-align: center;">89.7%</td> <td style="text-align: center;">91.9%</td> <td style="text-align: center;">93.9%</td> <td style="text-align: center;">96.3%</td> <td style="text-align: center;">2.4%</td> </tr> <tr> <td>Use of Results</td> <td style="text-align: center;">86.0%</td> <td style="text-align: center;">82.2%</td> <td style="text-align: center;">90.4%</td> <td style="text-align: center;">89.7%</td> <td style="text-align: center;">-0.7%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">92.4%</td> <td style="text-align: center;">92.4%</td> <td style="text-align: center;">93.4%</td> <td style="text-align: center;">93.8%</td> <td style="text-align: center;">0.4%</td> </tr> </tbody> </table> <p>Strengths of Results: The overall rubric score for the College increased by 0.4%. Additionally, the Assessment Results category increased by 2.4%, indicating that programs are regularly breaking down assessment results into student learning outcome (SLO) and core learning outcome (CLO) criteria in order to determine areas</p>		2015-2016 *N=56	2016-2017 *N=55	2017-2018 *N=59	2018-2019 *N=57	Change from 2017-2018 to 2018-2019 %	SLOs, CLO, Program Goals	97.2%	98.2%	95.3%	94.8%	-0.5%	Assessment Methods	96.7%	97.2%	96.7%	96.2%	-0.5%	Assessment Results	89.7%	91.9%	93.9%	96.3%	2.4%	Use of Results	86.0%	82.2%	90.4%	89.7%	-0.7%	Total	92.4%	92.4%	93.4%	93.8%	0.4%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Academic Assessment continues to offer one-on-one sessions with new and continuing SLO Leads to assist with the assessment process, brainstorm new assessment methods and/or data collection techniques and foster a greater understanding of NOVA's assessment process. The SLO Coordinator held 59 meetings in person and via phone/Zoom with SLO Leads and program personnel between July 2019 and May 2020.</p> <p>The Office of Academic Assessment also conducts regular SLO assessment training workshops throughout the year for SLO Leads, program administrators, and faculty. The SLO Coordinator conducted seven workshops in 2019-2020 (6 in Fall 2019 and 1 in Spring 2020) on the following topics: Introduction to Assessment and APERs for Instructional Programs; and Advanced Topics on Assessment. In addition, the SLO Coordinator presented at the annual Power Up Your Pedagogy Conference hosted by CETL in January 2020 on the topic of Classroom Assessment Techniques.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: There was a significant increase in the Assessment Results category of the rubric, indicating that programs are understanding the need and benefits of reporting on individual SLO criteria. Also, the meetings between the SLO Coordinator and SLO Leads as well as the assessment presentations appear to have improved understanding</p>
Rubric Scale																																																		
Score on Rubric	Performance Level																																																	
90%-100%	Meeting expectations																																																	
80-89%	Mostly meeting expectations																																																	
70%-79%	Partially meeting expectations																																																	
Below 70%	Not meeting expectations																																																	
	2015-2016 *N=56	2016-2017 *N=55	2017-2018 *N=59	2018-2019 *N=57	Change from 2017-2018 to 2018-2019 %																																													
SLOs, CLO, Program Goals	97.2%	98.2%	95.3%	94.8%	-0.5%																																													
Assessment Methods	96.7%	97.2%	96.7%	96.2%	-0.5%																																													
Assessment Results	89.7%	91.9%	93.9%	96.3%	2.4%																																													
Use of Results	86.0%	82.2%	90.4%	89.7%	-0.7%																																													
Total	92.4%	92.4%	93.4%	93.8%	0.4%																																													

Unit: Institutional Effectiveness and Student Success

Subunit: Academic Assessment

<p>Acceptable Threshold: College rubric score is equal to the previous year (meeting expectations), and individual College criteria scores are equal to the previous year's rubric scores (meeting or mostly meeting expectations).</p> <p>Justification for Threshold: Benchmark based on last year's data.</p>	<p>where students are meeting targets and areas that require further improvement at the program level.</p> <p>The Office of Academic Assessment also conducts an annual <i>Institutional Effectiveness Audit of Educational Programs</i> which analyzes that year's <i>Annual Planning and Evaluation Report (APER) for Instructional Programs</i> for the types of changes that were implemented by programs to improve student learning. In 2018-19, 57 reports were submitted by educational programs, and there was a total of 2,422 changes that were made by the programs as a result of the assessment process that year. This equates to 42.5 changes made per program, which is an increase from the previous year's average of 35.4 changes per program. Changes are classified into five major categories, and the results of the 2018-19 <i>Institutional Effectiveness Audit of Educational Programs</i> are as follows: 41.0% of changes were made in the Curriculum Specific category; 23.5% of changes were made to the SLO Assessment Process; 18.2% of changes were made to Co-Curricular Resources; 10.7% of changes were made to College-Level activities; and 6.6% of changes were to Program Resources.</p> <p>Weaknesses of Results: The Use of Results category fell below 90%, but only by 0.3%. The category is still mostly meeting expectations. In addition, two other categories decreased in the past year: (1) SLOs, CLO, Program Goals, and (2) Assessment Methods. These criteria decreased by 0.5 percentage points each, which is not significant, but they will be monitored in the year ahead and discussed at one-on-one meetings with programs.</p>	<p>of the requirements of the APERs, thus increasing overall APER scores.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: The Assessment Methods and Use of Results scores need to be monitored. In addition, based on each program's individual rubric scores, SLO Leads/programs have been encouraged to meet with the SLO Coordinator to discuss possible areas for improvement, per best practices and SACSCOC requirements. The criteria for recommending a meeting between Academic Assessment and individual programs are:</p> <ol style="list-style-type: none"> 1. Incomplete report requirements 2. Low report rubric scores 3. Not breaking down Results into SLO criteria/components <p>Action Plan Based on Current Results (What? Who? How? When?): In early Fall 2020, the SLO Coordinator will contact programs that did not meet or mostly meet expectations in order to schedule a one-on-one meeting to discuss expectations for the 2019-2020 reports. In addition, continued training workshops will be conducted in Fall 2020 and Spring 2021. The Office of Academic Assessment is planning a meeting with all SLO Leads for Fall 2020 where data from 2018-2019 APERs can be shared, best practices can be discussed, and connections can be forged between SLO Leads from different programs and the Office of Academic Assessment staff.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Academic Assessment will provide resources, support, and feedback to improve the general education core competency assessment process.</p> <p>Strategic Plan Objective(s) #: #3 Informed Pathways for Seamless Transitions, #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission.</p>	
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>
<p>Measure: Content evaluation of Core Learning Outcomes (CLO) reports,</p>	<p>Academic or Fiscal Year Current Data Collected: 2018-2019 reports are collected and reviewed in 2019-2020.</p>	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In fall of 2018 The Office of Academic Assessment offered workshops for faculty and</p>

Unit: Institutional Effectiveness and Student Success

Subunit: Academic Assessment

scored using a rubric broken down by 4 criteria:

- 1-CLO
- 2-Evaluation Method
- 3-Results
- 4-Use of Results

Target: Overall College rubric score greater than or equal to 85% (i.e., Mostly meeting expectations). Individual College Criteria scores of 80% or higher (i.e., Mostly meeting expectations)

Acceptable Threshold: Overall Total above 80%.

Justification for Threshold: 80% Bottom score for “Mostly Meeting Expectations.”

Rubric Scale

Score on Rubric	Performance Level
90%-100%	Meeting expectations
80-89%	Mostly meeting expectations
70%-79%	Partially meeting expectations
Below 70%	Not meeting expectations

Core Learning Outcomes Assessment Rubric Results College-Wide: 2017-2018 through 2018-2019

	2017-2018 *N=62	2018-2019 *N=74	Change from 2017-2018 to 2018-2019 (%)
CLO Criteria	95.5%	96%	+0.5%
Evaluation Methods	89.5%	90%	+0.5%
Results	92.3%	92%	-0.3%
Use of Results	84.2%	84%	-0.2%
Total	89.5%	90%	+0.4%

*N=Total population of programs and disciplines.

Strengths of Results: Twelve more programs and disciplines participated in 2018-2019 LO assessments than in 2017-2018. In the second series of embedded course assessments of CLOs: Civic Engagement and Written Communication totaled 90%, or Meeting Expectations.

Weaknesses of Results: Program and discipline discussions of their uses of results is an area needing improvement. Additionally, programs and disciplines need to work on improving the last step of “closing the loop,” communicating the results to faculty.

administration on assessing CE and WC. The Student Learning Outcomes and General Education Coordinators additionally offered several workshops in Fall 2018, across all six campuses, on creating useful curriculum maps (which includes a conversation about SLOs and CLOs). Spring 2019 the Student Learning Outcomes and General Education Coordinators offered a series of six workshops on 1. CLO assessment and 2. How to create a useful assessment plan. Members of the Office of Academic Assessment met with multiple programs and disciplines individually to help them create/alter/understand their assessment process. Additionally, in 2019-2020 office staff created 9 infographics to help students, faculty, and the public understand the results of the assessments and understand the areas of education being assessed. Office staff also spoke to, and emailed, faculty and administration concerning the need to “close the loop” of the assessment process.

Current Results Improved:

Yes No Partially N/A

Explain impact of previous changes/actions:

When speaking to faculty, they relate a reduction of stress-level around CLO assessment. This is in part due to increased assessment experience as well a better understanding of the assessment process. The office emphasizes assessment is on-going process that can always improve and can create data that is useful for improving student learning. The other piece of this message has been—your assessment is for you, we are here to help you get the data you need, (faculty too often think this is a top-down process imposed upon them, clarifying that alleviates a lot of stress). In addition, more programs and disciplines assessed in 2018-2019 than in 2017-2018 and the quality of 2018-2019 program and discipline assessments improved.

Target Met:

Yes No Partially N/A

Acceptable Threshold Met:

Yes No Partially N/A

Areas Needing Improvement Based on Current Results: Resources and support to aid disciplines and programs more to effectively create sample sizes. Programs and disciplines also need help in creating continuity since leads change every two to three years. Faculty and staff need intervention (workshops/meetings) to improve closing the loop, to create assessment measures to

Unit: Institutional Effectiveness and Student Success
Subunit: Academic Assessment

		<p>engage students and appropriately assess CLOs, and to ensure programs and disciplines operationalize the CLO in such a way that it falls under the scope of the VCCS definitions of the general education competencies.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The office staff will organize a working group to discuss the outcomes of each CLO assessment. This fall we will meet with faculty/staff involved in assessing Critical Thinking and Quantitative Literacy. The goal of these groups is to review the college-wide data concerning student learning and recommend policy, actions, and ideas for both the process of assessment and the teaching of each CLO.</p> <p>The Student Learning Outcomes and General Education Coordinators are planning additional workshops in 2020-2021, as well as additional web/digital resources (scholarly and practical) to be implemented in in 2020, to create awareness of the importance of Core Learning and the assessment process at NOVA. In addition, the Assessment Office will continue in 2020-2021 to attend discipline meetings and administrative meetings and encourage new SLO Leads and Discipline Chairs to meet with the Assessment Office. The Student Learning Outcomes and General Education Coordinators in 2020-2021, will suggest/encourage the use of novel assignments that “meet students where they live.” That is, assignments students find interesting/relevant to their lives.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>																
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Academic Assessment will provide resources, support, and feedback to the Pathway Councils and their programs/disciplines to improve program/discipline review.</p> <p>Strategic Plan Objective(s) #: #3 Informed Pathways for Seamless Transitions, #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission #7 It and Cyber Programs, #9 Healthcare, Biotech, and Future programs.</p>																	
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																
<p>Measure: Number of reviews started, and number completed and approved by Administrative Council.</p> <p>Target: 2 Additional reviews completed compared to the past year. Number started greater than the past year.</p>	<p>Academic or Fiscal Year Current Data Collected: AY 2019-2020.</p> <p align="center">Number of Reviews: 2017-2018 through 2019-2020</p> <table border="1" data-bbox="541 1292 1251 1446"> <thead> <tr> <th>Reviews</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>Initiated</td> <td align="center">3</td> <td align="center">7</td> <td align="center">9*</td> </tr> <tr> <td>In process from previous year</td> <td align="center">4</td> <td align="center">2</td> <td align="center">8</td> </tr> <tr> <td>Near completion</td> <td align="center">2</td> <td align="center">2</td> <td align="center">3</td> </tr> </tbody> </table>	Reviews	2017-2018	2018-2019	2019-2020	Initiated	3	7	9*	In process from previous year	4	2	8	Near completion	2	2	3	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Office of Academic Assessment implemented the use of the new Outcomes-based Program Review template in 2018-2019 with 8 programs. It was received positively by provosts, deans, and faculty. Outcomes-based template was updated in May 2020 based on feedback from review committees and OIR AVP and staff.</p> <p>Current Results Improved:</p>
Reviews	2017-2018	2018-2019	2019-2020															
Initiated	3	7	9*															
In process from previous year	4	2	8															
Near completion	2	2	3															

Unit: Institutional Effectiveness and Student Success

Subunit: Academic Assessment

<p>Acceptable Threshold: Number started and completed greater or equal to past year</p> <p>Justification for Threshold: Based on past year's data.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Completed</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">2</td> </tr> </table>	Completed	1	2	2	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: Progress is occurring in all areas reported; accept completed reports. Reviews completed are expected to increase this year since more reviews initiated in previous years are due this year.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Number of reviews initiated increased by 2, completed remained the same.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Some program reviews that began under previous review template prior to 2019-20 need to be finalized.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Four reviews are scheduled to be initiated in Fall 2020 with the updated Outcomes-based Review template. Due to COVID-19, reviews started in 2019-2020 are slightly behind, but most have reported making progress and are due to complete by December 2020. AVP of Assessment will monitor and support 2019-2020 reviews to be completed and contact Pathway Deans to ensure progress is being made and reviews will be completed by December 2020.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>							
Completed	1	2	2										
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Academic Assessment will provide the Administrative Council with updated data, research reports, and research briefs to increase the effectiveness of institutional planning, policy formation, and decision making.</p> <p>Strategic Plan Objective(s) #: #3 Informed Pathways for Seamless Transitions, #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission.</p>												
Measure with Target	Results		Use of Results										
<p>Measure: Regular reports are useful and provided in a timely manner to constituents and Administrative Council. Additional reports, as requested, are completed satisfactorily and in a timely manner.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Annual Program/Discipline SLO/CLO Feedback Returned on Previous Year's Report: 2016-2017 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>First draft</td> <td>Nov 2016</td> <td>Jan 2018</td> <td>March 2019</td> <td>Dec 2019</td> </tr> </tbody> </table>			2016-2017	2017-2018	2018-2019	2019-2020	First draft	Nov 2016	Jan 2018	March 2019	Dec 2019	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Due to COVID-19 and preparation for SACSCOC compliance reporting earlier than expected, the Office did not conduct a satisfaction survey. The AVP and staff will reconsider doing this once the SACSCOC Reaffirmation is completed. Coordinators did, however, improve APER resources, report templates, and data analysis techniques</p>
	2016-2017	2017-2018	2018-2019	2019-2020									
First draft	Nov 2016	Jan 2018	March 2019	Dec 2019									

Unit: Institutional Effectiveness and Student Success
Subunit: Academic Assessment

<p>Target: Reports completed within appropriate timeframe for pathways and/ or programs. Data meets needs of constituents and is useful for institutional planning, policy formation, and decision making of additional data.</p> <p>APER (SLO/CLO) Targets: 2 months after due date, return APER with feedback</p> <ul style="list-style-type: none"> • First draft returned with feedback: November • Second draft returned with feedback: February <p>Compiled APER Target: May Program review report templates: July (Fall); November (Spring).</p> <p>Acceptable Threshold: Completed before previous year's reports.</p> <p>Justification: Based on new Coordinators having more experience in the position the second year.</p>	<table border="1"> <tr> <td>Final draft</td> <td>May 2017</td> <td>May 2018</td> <td>July 2019</td> <td>May 2020</td> </tr> <tr> <td align="center" colspan="5">Office of Assessment Annual Institutional Reports: 2016-2017 through 2019-2020</td> </tr> <tr> <td></td> <td>2016-2017</td> <td>2017-2018</td> <td>2018-2019</td> <td>2019-2020</td> </tr> <tr> <td>APER: Instructional Programs</td> <td>May 2017</td> <td>May 2018</td> <td>August 2019</td> <td>June 2020</td> </tr> <tr> <td>Program Review Report Templates Populated</td> <td>N/A</td> <td>N/A</td> <td>Summer 2019 for Fall 2019 Kick-Offs</td> <td>Nov 2019 for Spring 2020 kick-offs; August 2020 for Fall 2020 Kick-Offs</td> </tr> </table> <p>Strengths of Results: Feedback and timeliness improved, based on second year for Coordinators reviewing reports. See first expected outcome.</p> <p>Weaknesses of Results: Timeliness improved but did not quite achieve target.</p>	Final draft	May 2017	May 2018	July 2019	May 2020	Office of Assessment Annual Institutional Reports: 2016-2017 through 2019-2020						2016-2017	2017-2018	2018-2019	2019-2020	APER: Instructional Programs	May 2017	May 2018	August 2019	June 2020	Program Review Report Templates Populated	N/A	N/A	Summer 2019 for Fall 2019 Kick-Offs	Nov 2019 for Spring 2020 kick-offs; August 2020 for Fall 2020 Kick-Offs	<p>during the academic year. In addition, the Office of Assessment webpage was completely updated Jan 2020.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Reports were completed earlier than the previous year.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Results improved in all areas, but just missed meeting the targets for APERs by one month each.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: For 2020-2021, the compiled APER report will need to be completed by Dec 2020 for the SACSCOC Compliance report.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): In order to complete the compiled APER for Instructional Programs by December, all staff duties will be primarily focused on reviewing and providing feedback on reports in Fall 2020.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
Final draft	May 2017	May 2018	July 2019	May 2020																							
Office of Assessment Annual Institutional Reports: 2016-2017 through 2019-2020																											
	2016-2017	2017-2018	2018-2019	2019-2020																							
APER: Instructional Programs	May 2017	May 2018	August 2019	June 2020																							
Program Review Report Templates Populated	N/A	N/A	Summer 2019 for Fall 2019 Kick-Offs	Nov 2019 for Spring 2020 kick-offs; August 2020 for Fall 2020 Kick-Offs																							

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Institutional Effectiveness and Student Success

Subunit: Institutional Research

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The Office of Institutional Research advances NOVA's mission and strategic plan providing the College community accurate and timely information to facilitate informed decision making and by serving as the responsible unit for regulatory reporting of institutional data to the Virginia Community College System (VCCS), the State of Virginia, the Federal Government, Accreditors, and other external entities.

Expected Outcome (O) Operational [X]	Expected Outcome: The Office of Institutional Research will expand the use of predictive analytics to generate a problem-focused body of actionable knowledge to improve student success and institutional effectiveness.																																												
	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																																												
Measure with Target	Results	Use of Results																																											
<p>Measure: Number of predictive models developed, and the functional areas in which predictive modeling is implemented during the assessment period.</p> <p>Target: 4 predictive models.</p> <p>Acceptable Threshold: 2 predictive models.</p> <p>Justification for Threshold: Based on the last year's number of predictive models built and the need of the College, two well-built and implemented predictive models will be appropriate.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Predictive Analytic Models: 2018-2019 through 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Category</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Admission</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Enrollment</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-3</td> <td style="text-align: center;">-100</td> </tr> <tr> <td>Financial Aid</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Finance</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Advancement</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Marketing</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Academic Affairs</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">-</td> </tr> </tbody> </table> <p>Strengths of Results: The breakdown of outcome into different categories is provided.</p> <p>Weaknesses of Results: Because of the priority change during the year, no prediction models were created.</p>	Category	2018-2019	2019-2020	Change from 2018-2019		#	%	Admission	0	0	0	-	Enrollment	3	0	-3	-100	Financial Aid	0	0	0	-	Finance	0	0	0	-	Advancement	0	0	0	-	Marketing	0	0	0	-	Academic Affairs	0	0	0	-	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Institutional Research analysts tried to improve services by building predictive models for various College departments and offices. However, no prediction model was built the current assessment year due to shifts in priority to data dashboard production.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: During the shift of priority, no prediction model was built the current assessment year.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: During the shift of priority, no prediction model was built the current assessment year.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: During the shift of priority, no prediction model was built the current assessment year.</p> <p>Areas Needing Improvement Based on Current Results: The Office of Institutional Research can proactively work on predictive models to assist College stakeholders.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Office of Institutional Research staff will shift their priority after</p>	
Category	2018-2019				2019-2020	Change from 2018-2019																																							
		#	%																																										
Admission	0	0	0	-																																									
Enrollment	3	0	-3	-100																																									
Financial Aid	0	0	0	-																																									
Finance	0	0	0	-																																									
Advancement	0	0	0	-																																									
Marketing	0	0	0	-																																									
Academic Affairs	0	0	0	-																																									

Unit: Institutional Effectiveness and Student Success
Subunit: Institutional Research

		the SACSCOC accreditation and build more predictive models to help other offices. Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.																							
Expected Outcome (O) Operational [X]	Expected Outcome: Institutional Research will conduct targeted research and analyses on a wide range of institutional and academic issues and synthesize diverse data points into a coherent set of actionable findings and recommendations for institutional decision-making. Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																								
Measure with Target	Results	Use of Results																							
Measure: Number of Research Studies Completed and Results Shared with NOVA Constituents (Reports and Research Briefs published) during the Assessment Period. Target: 75 Reports and Research Briefs. Acceptable Threshold: 65 Reports and Research Briefs. Justification for Threshold: Based on the last year's number of research studies completed, the number 65 is appropriate to be the threshold for the number of research studies. The threshold has been increased 8% from last year.	Academic or Fiscal Year Current Data Collected: Calendar Year 2019. Number of Reports and Research Briefs: Calendar Year 2015 through 2019 <table border="1"> <thead> <tr> <th rowspan="2"></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th colspan="2">Change from 2018</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Reports/Briefs</td> <td>102</td> <td>92</td> <td>93</td> <td>62</td> <td>96</td> <td>34</td> <td>54.8%</td> </tr> </tbody> </table> Strengths of Results: The number of reports and briefs has been increased dramatically from last year (55 percent). Weaknesses of Results: Although the number of research studies decreased compared with that of five years ago, it increased substantially from last year.		2015	2016	2017	2018	2019	Change from 2018							#	%	Reports/Briefs	102	92	93	62	96	34	54.8%	Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The number of reports and research briefs declined in 2018. However, the number increased in 2019 due to the implementation of an improved tracking system of reports and research briefs created by the Office of Institutional Research. Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: An improved tracking system resulted in an increase in reporting. Target Met: [X] Yes [] No [] Partially [] N/A Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A Areas Needing Improvement Based on Current Results: Improved communication in the reporting process. Action Plan Based on Current Results (What? Who? How? When?): The Office of Institutional Research will continue with the current reporting structure and implementation of the tracking system. Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.
	2015		2016	2017	2018	2019	Change from 2018																		
						#	%																		
Reports/Briefs	102	92	93	62	96	34	54.8%																		
Expected Outcome (O) Operational [X]	Expected Outcome: The Office of Institutional Research will publish the NOVA Fact Book. Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																								
Measure with Target	Results	Use of Results																							

Unit: Institutional Effectiveness and Student Success
Subunit: Institutional Research

<p>Measure: Timely publication and distribution of the NOVA Fact Book.</p> <p>Target: July 2020.</p> <p>Acceptable Threshold: August 2020.</p> <p>Justification for Threshold: Sometimes the data are not readily available or OIR has other priorities at that time.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Publication of the NOVA Fact Book: 2015-2016 through 2019-2020</p> <table border="1" data-bbox="485 358 1163 464"> <thead> <tr> <th>Publication</th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>Fact Book</td> <td>Aug</td> <td>Aug</td> <td>Sep</td> <td>Aug</td> <td>Jul</td> </tr> </tbody> </table> <p>Strengths of Results: The Fact Book was published one month earlier than previous years.</p> <p>Weaknesses of Results: There was a lack of detailed production deadlines in different stages.</p>	Publication	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Fact Book	Aug	Aug	Sep	Aug	Jul	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Institutional Research designated one staff member to extract data and one person to monitor the progress of the Fact Book with specific timelines in 2019-2020.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: In addition to the smoother production process of the Fact Book, one chapter on the Information and Engineering Technology program was added.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: There needs to be a more focused chapter review and proofing process.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): In 2020-2021, The Office of Institutional Research will continue using the current assignment and tracking system to have the Fact Book published and distributed on time.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
Publication	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020									
Fact Book	Aug	Aug	Sep	Aug	Jul									

<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: The Office of Institutional Research will annually publish the report, Indicators of Institutional Effectiveness.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>	
--	--	--

<p>Measure with Target</p> <p>Measure: Timely publication and distribution of the Indicators of Institutional Effectiveness.</p> <p>Target: April of Every Year.</p> <p>Acceptable Threshold: May.</p>	<p align="center">Results</p> <p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Publication of the Indicators of Institutional Effectiveness Report: 2015-2016 through 2019-2020</p> <table border="1" data-bbox="428 1268 1220 1446"> <thead> <tr> <th>Academic Year of Publication</th> <th>Academic Year of the Data</th> <th>Report Number</th> <th>Month/Year Published</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>2014-2015</td> <td>28-16</td> <td>May 2016</td> </tr> <tr> <td>2016-2017</td> <td>2015-2016</td> <td>79-17</td> <td>May 2017</td> </tr> <tr> <td>2017-2018</td> <td>2016-2017</td> <td>31-18</td> <td>May 2018</td> </tr> <tr> <td>2018-2019</td> <td>2017-2018</td> <td>12-19</td> <td>April 2019</td> </tr> <tr> <td>2019-2020</td> <td>2018-2019</td> <td>28-20</td> <td>May 2020</td> </tr> </tbody> </table>	Academic Year of Publication	Academic Year of the Data	Report Number	Month/Year Published	2015-2016	2014-2015	28-16	May 2016	2016-2017	2015-2016	79-17	May 2017	2017-2018	2016-2017	31-18	May 2018	2018-2019	2017-2018	12-19	April 2019	2019-2020	2018-2019	28-20	May 2020	<p align="center">Use of Results</p> <p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Institutional Research staff attempted to request the data needed earlier in 2019-2020 in order to finish the Indicators of Institutional Effectiveness Report before the scheduled due date. However, the availability of data was dependent on different stakeholders.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The Office of Institutional Research staff attempted to finish the Indicators of</p>
Academic Year of Publication	Academic Year of the Data	Report Number	Month/Year Published																							
2015-2016	2014-2015	28-16	May 2016																							
2016-2017	2015-2016	79-17	May 2017																							
2017-2018	2016-2017	31-18	May 2018																							
2018-2019	2017-2018	12-19	April 2019																							
2019-2020	2018-2019	28-20	May 2020																							

**Unit: Institutional Effectiveness and Student Success
Subunit: Institutional Research**

<p>Justification for Threshold: Based on previous years' timeline and availability of the data needed.</p>	<p>Strengths of Results: The Indicators of Institutional Effectiveness Report was published every year before the end of May.</p> <p>Weaknesses of Results: There was no detailed schedule established for updates.</p>	<p>Institutional Effectiveness Report first. Data availability was a hurdle to the proposed April deadline.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Data availability was a hurdle to the proposed April deadline.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Communication of the Indicators of Institutional Effectiveness Report with various stakeholders.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): 1. The Office of Institutional Research staff will reprioritize work to give higher priority to the Indicators of Institutional Effectiveness Report. 2. The Office of Institutional Research staff will give more advanced notice to appropriate stakeholders to have the report done before the proposed target.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>																																										
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: The Office of Institutional Research will ensure the College's compliance with the State of Virginia, the Federal Government and Accreditation reporting mandates by completing data submissions accurately and on time.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>																																											
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																																										
<p>Measure: Number of submissions to SCHEV, IPEDS, and SACS completed during the Assessment Period.</p> <p>Target: 20</p> <p>Acceptable Threshold: 20.</p> <p>Justification for Threshold: Based on previous years' number of submissions and expectations from</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Number of Submissions for Reporting Mandates: 2015-2016 through 2019-2020</p> <table border="1" data-bbox="426 1156 1222 1360"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015-2016</th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>SCHEV</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>8</td> <td>1</td> <td>14%</td> </tr> <tr> <td>IPEDS</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>0</td> <td>0%</td> </tr> <tr> <td>SACS</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>21</td> <td>1</td> <td>10%</td> </tr> </tbody> </table> <p>Strengths of Results: The number of report submissions are consistent each year.</p>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	SCHEV	7	7	7	7	8	1	14%	IPEDS	12	12	12	12	12	0	0%	SACS	1	1	1	1	1	0	0%	Total	20	20	20	20	21	1	10%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Institutional Research Staff has established a better communication channel between NOVA and the Virginia Community College System (VCCS) since the VCCS saves most of the reports for NOVA.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The number of submissions is consistent each year.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met:</p>
	2015-2016							2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019																																
		#	%																																									
SCHEV	7	7	7	7	8	1	14%																																					
IPEDS	12	12	12	12	12	0	0%																																					
SACS	1	1	1	1	1	0	0%																																					
Total	20	20	20	20	21	1	10%																																					

Unit: Institutional Effectiveness and Student Success
Subunit: Institutional Research

<p>SCHEV, IPEDS, and SACS.</p>	<p>Weaknesses of Results: The percent change was not very useful.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Keep submitting the required number of submissions.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Office of Institutional Research will continue to submit the required number of reports in 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>																		
<p>Expected Outcome (O) Operational <input checked="" type="checkbox"/></p>	<p>Expected Outcome: The Office of Institutional Research will respond to information requests from internal constituents and external entities by providing accurate data.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>																			
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																		
<p>Measure: Number of Internal and External Data Requests fulfilled during the Assessment Period. Only data requests that are approved for processing will be considered.</p> <p>Target: 210 Data Requests fulfilled.</p> <p>Acceptable Threshold: 200.</p> <p>Justification for Threshold: Based on last years' data and the needs of the College.</p>	<p>Academic or Fiscal Year Current Data Collected: Calendar Year 2019.</p> <p align="center">Number of Data Requests: Calendar Year 2015 through 2019</p> <table border="1" data-bbox="426 797 1222 902"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015</th> <th rowspan="2">2016</th> <th rowspan="2">2017</th> <th rowspan="2">2018</th> <th rowspan="2">2019</th> <th colspan="2">Change from 2018</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Data Requests</td> <td>68</td> <td>52</td> <td>210</td> <td>275</td> <td>309</td> <td>34</td> <td>12.4%</td> </tr> </tbody> </table> <p>Strengths of Results: The number of requests handled by Office of Institutional Research increased by 12 percent since 2018.</p> <p>Weaknesses of Results: Because of the dashboards posted on the Office of Institutional Research website, the number of requests may reduce next year. Alternative measures could be added.</p>		2015	2016	2017	2018	2019	Change from 2018		#	%	Data Requests	68	52	210	275	309	34	12.4%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Institutional Research tracked each data request in 2019-2020. Each staff member logged and saved completed data requests.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Improved tracking resulted in increased productivity.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Timeliness of the requests could be measured.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): More reports and dashboards, which are ready to use, will be created by the Office of Institutional Research staff to satisfy customer needs, so the number of requests can be reduced in 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
	2015							2016	2017	2018	2019	Change from 2018								
		#	%																	
Data Requests	68	52	210	275	309	34	12.4%													

Unit: Institutional Effectiveness and Student Success
Subunit: Institutional Research

Expected Outcome (O) Operational [X]	Expected Outcome: The Office of Institutional Research will actively develop/update data dashboards on OIR website to provide accurate and drillable customized information and report for planning and assessment to the College community.											
Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.												
Measure with Target	Results	Use of Results										
<p>Measure: Number of developed/updated dashboards posted on OIR website during the Assessment Period.</p> <p>Target: 10 dashboards posted on website in total.</p> <p>Acceptable Threshold: 8. Justification for Threshold: This is the base year that the measure is monitored. Threshold number could be adjusted depending the future development of this area.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Dashboards: 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2019</th> </tr> </thead> <tbody> <tr> <td>Student Achievement Criteria</td> <td style="text-align: center;">3</td> </tr> <tr> <td>KPI Dashboards</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Early Momentum Metrics</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">11</td> </tr> </tbody> </table> <p>Strengths of Results: The number of dashboards developed (11) by the Office of Institutional Research is higher than the target (10).</p> <p>Weaknesses of Results: This is the first year to track the number of dashboards. There is no comparison data available.</p>		2019	Student Achievement Criteria	3	KPI Dashboards	7	Early Momentum Metrics	1	Total	11	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Institutional Research initiated development of data dashboards to increase access to data for College planning and assessment in 2019-2020.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: More data, which is easy to navigate, is available to the College community.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: The data preparation process is time-intensive and could impede growth in this area.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Office of Institutional Research allocated resources for staffing to produce the data dashboards, and as an extension, a data coaching model will be implemented in 2020-2021 to take data close to practice. The Office of Institutional Research data coaches will present information from data dashboards to frontline faculty and staff in order to enhance decision-making and improve student success.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
	2019											
Student Achievement Criteria	3											
KPI Dashboards	7											
Early Momentum Metrics	1											
Total	11											

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Institutional Effectiveness and Student Success

Subunit: Planning and Evaluation

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Office of Institutional Effectiveness and Student Success is to advance NOVA's mission and strategic plan by conducting analytical studies and providing information in support of institutional planning, policy formulation, and decision making. In addition, the Office of Planning and Evaluation provides leadership and support in research-related activities to members of the NOVA community engaged in planning and evaluating the institution's effectiveness in accomplishing its mission and strategic plan.

Expected Outcome (O) Operational [X]	Expected Outcome: Office of Planning and Evaluation (OPE) will provide resources, support, workshops, and feedback to improve the annual planning and evaluation process for Administrative and Campus Units.																		
Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																			
Measure with Target	Results		Use of Results																
<p>Measure 1: Percentage of subunits submitting Annual Planning and Evaluation Reports.</p> <p>Target: 100% of subunits will submit Annual Planning and Evaluation Reports.</p> <p>Acceptable Threshold: 95% of subunits will submit Annual Planning and Evaluation Reports.</p> <p>Justification for Threshold: Meet the baseline number set in 2018-2019.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Reports Submitted in 2019-2020 for the 2018-2019 Evaluation Cycle</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Unit</th> <th>Total Number of Subunits</th> <th>Total Number of Reports Submitted</th> <th>Percentage of Reports Submitted</th> </tr> </thead> <tbody> <tr> <td>Administrative</td> <td style="text-align: center;">44</td> <td style="text-align: center;">43</td> <td style="text-align: center;">97.7%</td> </tr> <tr> <td>Campus</td> <td style="text-align: center;">95</td> <td style="text-align: center;">94</td> <td style="text-align: center;">98.9%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">139</td> <td style="text-align: center;">137</td> <td style="text-align: center;">98.6%</td> </tr> </tbody> </table> <p>Strengths of Results: The Office of Planning and Evaluation collected 137 reports from 139 subunits, which is a 99 percent submission rate.</p> <p>Weaknesses of Results: One subunit was not able to submit a report due structural changes as well as a change in leadership. Another subunit did not submit due to the reporting structure. The Office of Planning and Evaluation anticipates this subunit will submit an Annual Planning and Evaluation Report for the 2019-2020 evaluation cycle.</p>		Unit	Total Number of Subunits	Total Number of Reports Submitted	Percentage of Reports Submitted	Administrative	44	43	97.7%	Campus	95	94	98.9%	Total	139	137	98.6%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Planning and Evaluation created a systematic process for the 2018-2019 evaluation cycle which included asking Vice Presidents and Provosts to designate a subunit lead, providing training in workshops, giving feedback for revisions, and scoring the reports using a rubric in 2019-2020.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: The 2018-2019 evaluation cycle was the first year to systematize the reporting process and to provide comprehensive feedback to Administrative and Campus subunits.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: The Office of Planning and Evaluation can encourage all subunits to submit reports for the 2019-2020 evaluation cycle.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Office of Planning and Evaluation staff will develop a checklist for providing uniform feedback to the Administrative and Campus Units in 2020-2021. This will ensure that subunits are improving the reporting process and that the Campus Units are reporting on similar expected outcomes across the campuses. In 2020-2021, the</p>
Unit	Total Number of Subunits	Total Number of Reports Submitted	Percentage of Reports Submitted																
Administrative	44	43	97.7%																
Campus	95	94	98.9%																
Total	139	137	98.6%																

Unit: Institutional Effectiveness and Student Success

Subunit: Planning and Evaluation

		<p>Office of Planning and Evaluation will develop a process for Campus Units to report in a more streamlined manner with one report for each subunit which provides data for all campuses.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>																																		
<p>Measure 2: Content evaluation of Annual Planning and Evaluation Reports (APER) for Administrative and Campus Units, evaluated using a rubric broken down by four criteria:</p> <ol style="list-style-type: none"> 1. Expected Outcomes 2. Measures 3. Results 4. Use of Results <p style="text-align: center;">Rubric Scale</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Score on Rubric</th> <th style="text-align: center;">Performance Level</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">90%-100%</td> <td style="text-align: center;">Meeting expectations</td> </tr> <tr> <td style="text-align: center;">80-89%</td> <td style="text-align: center;">Mostly meeting expectations</td> </tr> <tr> <td style="text-align: center;">70%-79%</td> <td style="text-align: center;">Partially meeting expectations</td> </tr> <tr> <td style="text-align: center;">Below 70%</td> <td style="text-align: center;">Not meeting expectations</td> </tr> </tbody> </table> <p>Target: Overall the College rubric score is 90% or higher (i.e., meeting expectations).</p> <p>Acceptable Threshold: Overall the College rubric score is 80% or higher (i.e., mostly meeting expectations).</p>	Score on Rubric	Performance Level	90%-100%	Meeting expectations	80-89%	Mostly meeting expectations	70%-79%	Partially meeting expectations	Below 70%	Not meeting expectations	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">College-Wide Rubric Results for <u>Administrative Unit</u> APERS: 2018-2019 Evaluation Cycle</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Category</th> <th style="text-align: center;">2018-2019</th> </tr> </thead> <tbody> <tr> <td>Expected Outcomes</td> <td style="text-align: right;">100.0%</td> </tr> <tr> <td>Measures</td> <td style="text-align: right;">99.2%</td> </tr> <tr> <td>Results</td> <td style="text-align: right;">87.8%</td> </tr> <tr> <td>Use of Results</td> <td style="text-align: right;">91.4%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">94.1%</td> </tr> </tbody> </table> <p>N=43</p> <p style="text-align: center;">College-Wide Rubric Results for <u>Campus Unit</u> APER: 2018-2019 Evaluation Cycle</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Category</th> <th style="text-align: center;">2018-2019</th> </tr> </thead> <tbody> <tr> <td>Expected Outcomes</td> <td style="text-align: right;">99.7%</td> </tr> <tr> <td>Measures</td> <td style="text-align: right;">98.6%</td> </tr> <tr> <td>Results</td> <td style="text-align: right;">91.8%</td> </tr> <tr> <td>Use of Results</td> <td style="text-align: right;">93.7%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">95.5%</td> </tr> </tbody> </table> <p>N=66</p> <p>Strengths of Results: The overall College-wide rubric score was 94 percent for Administrative Units and 96 percent for Campus Units.</p> <p>Weaknesses of Results: The Results category was the area with the lowest overall score: 88 percent for Administrative Units and 92 percent for Campus Units, followed by the Use of Results category: 91 percent for Administrative Units and 94 percent for Campus Units. The Office of Planning and Evaluation will provide guidance to subunits in order to improve reporting on Results and Use of Results by hosting</p>	Category	2018-2019	Expected Outcomes	100.0%	Measures	99.2%	Results	87.8%	Use of Results	91.4%	Total	94.1%	Category	2018-2019	Expected Outcomes	99.7%	Measures	98.6%	Results	91.8%	Use of Results	93.7%	Total	95.5%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-2020, the Office of Planning and Evaluation created a systematic process for the 2018-2019 evaluation cycle which included giving feedback for revisions on the Annual Planning and Evaluation Reports and scoring the reports using a rubric.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain impact of previous changes/ actions: This was the first year to systematize the reporting process and to score the reports using a rubric.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: The Office of Planning and Evaluation can monitor Results and Use of Results categories while providing feedback to subunits. In addition, based on each subunit's individual rubric scores, subunit leads have been encouraged to meet with the Office of Planning and Evaluation to discuss possible areas for improvement, per best practices and SACSCOC requirements. The criteria for recommending a meeting are:</p> <ol style="list-style-type: none"> 1. Incomplete report requirements 2. Low report rubric scores 3. Not breaking down Results into expected outcome criteria/components. <p>Action Plan Based on Current Results (What? Who? How? When?): In early Spring 2021, the Office of Planning and Evaluation will contact subunits that did not meet or mostly meet expectations in order to schedule a one-on-one meeting to discuss expectations for the 2020-2021 reports. In addition, continued training workshops and one-on-one meetings will be conducted in Fall 2020 and Spring 2021.</p>
Score on Rubric	Performance Level																																			
90%-100%	Meeting expectations																																			
80-89%	Mostly meeting expectations																																			
70%-79%	Partially meeting expectations																																			
Below 70%	Not meeting expectations																																			
Category	2018-2019																																			
Expected Outcomes	100.0%																																			
Measures	99.2%																																			
Results	87.8%																																			
Use of Results	91.4%																																			
Total	94.1%																																			
Category	2018-2019																																			
Expected Outcomes	99.7%																																			
Measures	98.6%																																			
Results	91.8%																																			
Use of Results	93.7%																																			
Total	95.5%																																			

Unit: Institutional Effectiveness and Student Success

Subunit: Planning and Evaluation

Justification for Threshold: Establishing a benchmark this year.	workshops, meeting with subunit leads one-on-one, and by providing feedback in reports.	Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.																	
Measure 3: Number of meetings and workshops. Target: 50 meetings and workshops. Acceptable Threshold: 20 meetings and workshops. Justification for Threshold: Meet the baseline number set in 2018-2019.	Academic or Fiscal Year Current Data Collected: 2019-2020. Attendance of Office of Planning and Evaluation Meetings and Workshops: 2018-2019 and 2019-2020 <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Number of Meetings and Workshops</td> <td>52</td> <td>29</td> <td>-23</td> <td>-44.2%</td> </tr> <tr> <td>Number of Attendees</td> <td>363</td> <td>202</td> <td>-161</td> <td>-44.4%</td> </tr> </tbody> </table> <p>Strengths of Results: The Office of Planning and Evaluation continued to hold meetings in 2019-2020 while providing a substantial amount of individual feedback on reports to subunits by email.</p> <p>Weaknesses of Results: Since the 2018-2019 evaluation cycle was the first year the Office of Planning and Evaluation collected reports systematically for the College, subunits were unable to meet the deadline and needed more feedback on their reports from the Office of Planning and Evaluation. In addition, COVID-19 caused a delay in sending feedback as subunits adjusted to remote work and serving students. Both of these factors caused the postponement of the larger workshops until Summer 2020, which will be presented in the 2020-2021 Annual Planning and Evaluation Report.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Number of Meetings and Workshops	52	29	-23	-44.2%	Number of Attendees	363	202	-161	-44.4%	Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Office of Planning and Evaluation held individual meetings at the subunit-level in 2019-2020 in order to provide feedback on the Annual Planning and Evaluation Reports. Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Results did not improve this year since subunits required more personalized feedback by email on the reporting process. Since this was the first evaluation cycle which was systematized, the larger workshops were postponed to Summer 2020, which will be reported in next year's report. Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Areas Needing Improvement Based on Current Results: The Office of Planning and Evaluation needs to ensure the larger workshops are hosted within the same academic year in order to meet the target. Action Plan Based on Current Results (What? Who? How? When?): In 2020-2021, the Office of Planning and Evaluation will hold Administrative and Campus Units accountable to maintain the reporting process timeline in order to host the larger workshops within the same academic year. Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.
	2018-2019				2019-2020	Change from 2018-2019													
		#	%																
Number of Meetings and Workshops	52	29	-23	-44.2%															
Number of Attendees	363	202	-161	-44.4%															
Expected Outcome (O) Operational [X]	Expected Outcome: Office of Planning and Evaluation (OPE) will provide Administrative and Campus Units with updated data, research reports, research briefs, and surveys to assist with making informed and data-driven decisions. Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																		
Measure with Target	Results	Use of Results																	
Measure: Number of data requests and survey link requests fulfilled for subunits.	Academic or Fiscal Year Current Data Collected: 2019-2020. Data Requests: 2018-2019 through 2019-2020 <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Data Requests</th> <th>Change from</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Data Requests	Change from			Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-2020, the Office of Planning and Evaluation staff informed subunits during training workshops that they could request data and													
Data Requests	Change from																		

**Unit: Institutional Effectiveness and Student Success
Subunit: Planning and Evaluation**

<p>Target: 4 data requests; 1 survey link request.</p> <p>Acceptable Threshold: 3 data requests; 1 survey link request.</p> <p>Justification for Threshold: Meet the baseline number set in 2018-2019.</p>			2018-2019		
		2018-2019	2019-2020	#	%
	Administrative Subunits	1	1	0	0.0%
	Campus Subunits	3	6	3	100.0%
	Total	4	7	3	75.0%
	Survey Requests: 2018-2019 through 2019-2020				
		2018-2019	2019-2020	Change from 2018-2019	
				#	%
	Administrative Subunits	0	1	1	--
	Campus Subunits	0	0	0	0.0%
Total	0	1	1	--	
<p>Strengths of Results: Subunits are searching for and indicating what methods of evaluation are most useful and requesting data and survey links from the Office of Planning and Evaluation as needed.</p> <p>Weaknesses of Results: The Office of Planning and Evaluation will determine what types of data were requested in 2019-2020 and develop a system to provide this data annually to meet the reporting deadline of mid-July.</p>					
<p>survey links from the Office of Planning and Evaluation in order to improve the usefulness of Administrative and Campus Planning and Evaluation.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/actions: By announcing the availability of data and survey links to subunits, more subunits contacted the Office of Planning and Evaluation for data to improve the usefulness of their Annual Planning and Evaluation Reports.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: The Office of Planning and Evaluation staff can create a process to obtain annual data from the Office of Institutional Research by creating and monitoring a data request log. In January, the Office of Planning and Evaluation can ask subunits to submit data requests and survey link requests. All data requests will be submitted to the Office of Institutional Research by May so subunits can meet the deadline for APER submission, which is mid-July.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): In 2020-2021, the Office of Planning and Evaluation staff will maintain a data request log and calendar in order to request data from the Office of Institutional Research by May so subunits can meet the deadline for APER submission, which is mid-July</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>					

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Institutional Effectiveness and Student Success

Subunit: Student Success

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Student Success subunit within the Office of Institutional Effectiveness and Student Success is to advance NOVA's mission and strategic plan by focusing on the student success agenda at the College. The Student Success subunit ensures the eight student success metrics, which are approved by the Southern Association of Colleges and Schools Commission on Colleges, are progressing at the expected target levels specified by the Institutional Effectiveness team. The eight metrics include college readiness, enrollment, course completion, retention, graduation, transfer, job placement, and licensing exams.

Expected Outcome (O) Operational [X]	Expected Outcome: Increase college readiness by increasing the rate at which developmental education students progress into college-level courses.																																																												
	Strategic Plan Objective(s) #: #1 Student Advising/Support.																																																												
Measure with Target	Results	Use of Results																																																											
<p>Measure: Percentage of first-time to NOVA students enrolled in a developmental education course in their first term who subsequently enrolled in a college-level course within two years.</p> <p>Target: For the Fall 2017 cohort of first-time to NOVA students enrolled in developmental education courses, the progression rate in the following courses will be at least: ENG 111: 88 percent. MTH 151: 18 percent. MTH 163: 10 percent.</p> <p>Acceptable Threshold: For the Fall 2017 cohort of first-time to NOVA students enrolled in developmental education courses, the progression rate</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Developmental English Student Progression to ENG 111: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Cohort</th> <th rowspan="2">N</th> <th colspan="2">Progressed</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>1675</td> <td>1452</td> <td>86.7</td> </tr> <tr> <td>Fall 2014</td> <td>1468</td> <td>1270</td> <td>86.5</td> </tr> <tr> <td>Fall 2015</td> <td>1434</td> <td>1243</td> <td>86.7</td> </tr> <tr> <td>Fall 2016</td> <td>1390</td> <td>1232</td> <td>88.6</td> </tr> <tr> <td>Fall 2017</td> <td>1201</td> <td>1031</td> <td>85.8</td> </tr> </tbody> </table> <p>Developmental Math Student Progression to MTH 151: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Cohort</th> <th rowspan="2">N</th> <th colspan="2">Progressed</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>1,785</td> <td>306</td> <td>17.1</td> </tr> <tr> <td>Fall 2014</td> <td>2,318</td> <td>400</td> <td>17.3</td> </tr> <tr> <td>Fall 2015</td> <td>2,193</td> <td>353</td> <td>16.1</td> </tr> <tr> <td>Fall 2016</td> <td>2,025</td> <td>308</td> <td>15.2</td> </tr> <tr> <td>Fall 2017</td> <td>1,702</td> <td>281</td> <td>16.5</td> </tr> </tbody> </table> <p>Developmental Math Student Progression to MTH 163: Fall 2013 through Fall 2017 First-Time to NOVA Cohorts</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Cohort</th> <th>N</th> <th>Progressed</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Cohort	N	Progressed		#	%	Fall 2013	1675	1452	86.7	Fall 2014	1468	1270	86.5	Fall 2015	1434	1243	86.7	Fall 2016	1390	1232	88.6	Fall 2017	1201	1031	85.8	Cohort	N	Progressed		#	%	Fall 2013	1,785	306	17.1	Fall 2014	2,318	400	17.3	Fall 2015	2,193	353	16.1	Fall 2016	2,025	308	15.2	Fall 2017	1,702	281	16.5	Cohort	N	Progressed				<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): NOVA adopted a multiple measures placement policy in Fall 2018 intended to more accurately place students into the appropriate level developmental course. Additionally, the College has developed co-requisite developmental and college-level courses for both math and English that will help developmental students to enroll in college-level courses more quickly. In 2019, the Virginia Community College System (VCCS) announced a direct enrollment pilot project at eight colleges, to begin in Fall 2020. The pilot will eliminate the Virginia Placement Test and the use of pre-requisite developmental courses. Given this pilot and the potential upcoming changes to both placement and the developmental curriculum at NOVA, in 2019-20, the College continued to examine the rates at which students' progress to college-level courses and supported students in the developmental curriculum through enhanced advising and course supports such as tutoring and MASTER Math Labs.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p>	
Cohort	N			Progressed																																																									
		#	%																																																										
Fall 2013	1675	1452	86.7																																																										
Fall 2014	1468	1270	86.5																																																										
Fall 2015	1434	1243	86.7																																																										
Fall 2016	1390	1232	88.6																																																										
Fall 2017	1201	1031	85.8																																																										
Cohort	N	Progressed																																																											
		#	%																																																										
Fall 2013	1,785	306	17.1																																																										
Fall 2014	2,318	400	17.3																																																										
Fall 2015	2,193	353	16.1																																																										
Fall 2016	2,025	308	15.2																																																										
Fall 2017	1,702	281	16.5																																																										
Cohort	N	Progressed																																																											

Unit: Institutional Effectiveness and Student Success
Subunit: Student Success

<p>in the following courses will be at least: ENG 111: 86 percent. MTH 151: 15 percent. MTH 163: 7 percent.</p> <p>Justification for Threshold: The threshold gives consideration to historical trends, the adoption of the multiple measures placement policy, and the implementation of co-requisite developmental and college-level courses. Further, the thresholds are appropriate given that the College strives for incremental improvement with each entering cohort.</p>	<table border="1" data-bbox="625 256 1150 418"> <thead> <tr> <th></th> <th></th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>1,785</td> <td>134</td> <td>7.5</td> </tr> <tr> <td>Fall 2014</td> <td>2,318</td> <td>185</td> <td>8.0</td> </tr> <tr> <td>Fall 2015</td> <td>2,193</td> <td>186</td> <td>8.5</td> </tr> <tr> <td>Fall 2016</td> <td>2,025</td> <td>175</td> <td>8.6</td> </tr> <tr> <td>Fall 2017</td> <td>1,702</td> <td>175</td> <td>10.3</td> </tr> </tbody> </table> <p>Strengths of Results: The progression rate into both math courses increased for the Fall 2017 cohort compared to the Fall 2016 cohort. The College met its target for progression to MTH 163 for the Fall 2017 cohort.</p> <p>Weaknesses of Results: The progression rate to English 111 decreased, from 89 percent for the Fall 2016 cohort to 86 percent for the Fall 2017 cohort. The Fall 2017 cohort fell just below the acceptable threshold (85.6 percent compared to 86.0 percent, respectively).</p>			#	%	Fall 2013	1,785	134	7.5	Fall 2014	2,318	185	8.0	Fall 2015	2,193	186	8.5	Fall 2016	2,025	175	8.6	Fall 2017	1,702	175	10.3	<p>Explain impact of previous changes/ actions: Changes to the developmental math curriculum have led to increased progression rates into college-level courses.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>The College met its target for progression to MTH 163 for the Fall 2017 cohort but failed to meet the target for progression to ENG 111 and MTH 151.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>The College met the threshold for the Fall 2017 cohort progression to both college-level math courses. The progression rate to ENG 111 fell just below the threshold.</p> <p>Areas Needing Improvement Based on Current Results: Despite increases in the progression rates into the two college-level math courses, the rates are significantly lower than those for English. The College needs to continue to support its developmental students and ensure they are both prepared for and enrolling in college-level coursework following completion of their developmental curriculum.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Faculty in developmental courses will continue to emphasize core content in 2020-2021. Faculty and advisors will emphasize the importance of enrolling in fundamental college-level courses early in a student's academic career. OIESS will distribute data to First-Year Advisors. First-year advisors will use data to determine additional measures for assisting developmental students to enroll in college-level courses.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>
		#	%																							
Fall 2013	1,785	134	7.5																							
Fall 2014	2,318	185	8.0																							
Fall 2015	2,193	186	8.5																							
Fall 2016	2,025	175	8.6																							
Fall 2017	1,702	175	10.3																							

Unit: Institutional Effectiveness and Student Success

Subunit: Student Success

Expected Outcome (O) Operational [X]	Expected Outcome: Increase student enrollment. Strategic Plan Objective(s) #: #1 Student Advising/Support.																																													
Measure with Target	Results	Use of Results																																												
<p>Measure: Headcount of students in Fall, and the unduplicated headcount of students enrolled at any time during the entire 12-month academic year (annual = Summer, Fall, Spring).</p> <p>Target: In 2019-20, fall headcount will be at least 52,000 and annual headcount will be at least 75,500.</p> <p>Acceptable Threshold: In 2019-20, fall headcount will be at least 50,000 and annual headcount will be at least 73,000.</p> <p>Justification for Threshold: The threshold for 2019-20 accounts for modest increases in enrollment given recent declines at NOVA and in postsecondary institutions nationwide.</p> <p>The thresholds set for 2020-21 account for expected declines in enrollment at postsecondary institutions nationwide following the COVID-19 pandemic and also consider NOVA's efforts at increasing retention which may help to mitigate some of the enrollment decline.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Headcount at NOVA: 2014-2015 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Academic Year</th> <th colspan="2">Annual Headcount</th> <th colspan="2">Fall Headcount</th> </tr> <tr> <th>Headcount</th> <th>Growth Rate (%)*</th> <th>Headcount</th> <th>Growth Rate (%)*</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td style="text-align: center;">76,868</td> <td style="text-align: center;">--</td> <td style="text-align: center;">51,487</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2015-2016</td> <td style="text-align: center;">75,858</td> <td style="text-align: center;">-1.3</td> <td style="text-align: center;">52,078</td> <td style="text-align: center;">1.1</td> </tr> <tr> <td>2016-2017</td> <td style="text-align: center;">74,283</td> <td style="text-align: center;">-2.1</td> <td style="text-align: center;">50,835</td> <td style="text-align: center;">-2.4</td> </tr> <tr> <td>2017-2018</td> <td style="text-align: center;">73,657</td> <td style="text-align: center;">-0.8</td> <td style="text-align: center;">51,190</td> <td style="text-align: center;">0.7</td> </tr> <tr> <td>2018-2019</td> <td style="text-align: center;">73,639</td> <td style="text-align: center;">0.0</td> <td style="text-align: center;">50,929</td> <td style="text-align: center;">-0.5</td> </tr> <tr> <td>2019-2020</td> <td style="text-align: center;">71,837</td> <td style="text-align: center;">-2.4</td> <td style="text-align: center;">51,822</td> <td style="text-align: center;">1.8</td> </tr> <tr> <td colspan="2"><i>Average Annual Change in Growth Rate</i></td> <td style="text-align: center;">-1.3</td> <td></td> <td style="text-align: center;">0.1</td> </tr> </tbody> </table> <p>Source: OIR. *Percent change over previous year. Note: Annual headcount is unduplicated (i.e., students are counted once per academic year - Summer, Fall, and Spring).</p> <p>Strengths of Results: NOVA's fall headcount increased by nearly 2 percentage points in Fall 2019 and was just 178 students below its enrollment target.</p> <p>Weaknesses of Results: Annual enrollment in 2019-20 declined largely due to decreased enrollment in Spring 2020 given the COVID-19 pandemic and the transition to remote instruction. Annual enrollment fell below the acceptable threshold in 2019-20.</p>	Academic Year	Annual Headcount		Fall Headcount		Headcount	Growth Rate (%)*	Headcount	Growth Rate (%)*	2014-2015	76,868	--	51,487	--	2015-2016	75,858	-1.3	52,078	1.1	2016-2017	74,283	-2.1	50,835	-2.4	2017-2018	73,657	-0.8	51,190	0.7	2018-2019	73,639	0.0	50,929	-0.5	2019-2020	71,837	-2.4	51,822	1.8	<i>Average Annual Change in Growth Rate</i>		-1.3		0.1	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): NOVA has sought to increase enrollment through increased retention among current students. In 2019-2020, NOVA enhanced advising procedures and developed predictive models to identify students who may be at-risk of attrition. Additionally, NOVA has focused on increasing dual enrollment and the dual conversion rate.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Fall headcount increased in 2019-20, but annual headcount declined. NOVA's efforts at increasing retention and marketing seemed to result in increased enrollment in Fall 2019. The annual decline can be attributed to a decline in Spring 2020 due to the unexpected pandemic and the shift to remote instruction.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Fall headcount was fewer than 200 students below the target. Annual headcount did not meet the target. Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain: Fall headcount met the threshold and was just below the target. Annual headcount did not meet the threshold due to a steep decline in Spring 2020 enrollment given the COVID-19 pandemic and the transition to remote instruction.</p> <p>Areas Needing Improvement Based on Current Results: The decline in enrollment in Spring 2020 signifies enrollment as an area of concern in the future due to the economic uncertainty in the region.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): NOVA will leverage its position as an affordable option for individuals who are out-of-work or seeking skills to</p>
Academic Year	Annual Headcount		Fall Headcount																																											
	Headcount	Growth Rate (%)*	Headcount	Growth Rate (%)*																																										
2014-2015	76,868	--	51,487	--																																										
2015-2016	75,858	-1.3	52,078	1.1																																										
2016-2017	74,283	-2.1	50,835	-2.4																																										
2017-2018	73,657	-0.8	51,190	0.7																																										
2018-2019	73,639	0.0	50,929	-0.5																																										
2019-2020	71,837	-2.4	51,822	1.8																																										
<i>Average Annual Change in Growth Rate</i>		-1.3		0.1																																										

Unit: Institutional Effectiveness and Student Success

Subunit: Student Success

		<p>re-enter the job market. NOVA will also market itself as an opportunity for area high school graduates to take courses while delaying entry into a four-year institution until the COVID-19 situation stabilizes. Advisors will continue to utilize new technologies to focus on increasing retention. Associate Deans will utilize data from OIESS and Ad Astra to optimize course scheduling to maximize student course loads. OIESS will share reports with the Administrative Council who use data in their units to improve effectiveness. For example, one of NOVA's Strategic Plan objectives is workforce development. NOVA Workforce programs will be enhanced in 2020-2021 to support regional job demand.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																																																																																			
Expected Outcome (O) Operational [X]	<p>Expected Outcome: Increase course success rates.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																																																																																				
Measure with Target	Results	Use of Results																																																																																			
<p>Measure: The overall course success rate and the one-year success rate for first-time to NOVA students in five gatekeeper courses.</p> <p>Target: The overall course success rate will be at least 76 percent in Fall 2019.</p> <p>The targets for the Fall 2018 cohort of first-time to NOVA students within one year of initial enrollment in each of the five gatekeeper courses are: ACC 211: 66% BIO 101: 80% ENG 111: 78% MTH 151/154: 72% MTH 163/161: 61% Acceptable Threshold: In Fall 2019, the overall course</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Overall Course Success Rates: Fall 2015 through Fall 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Term</th> <th rowspan="2">Total Course Enrollment</th> <th colspan="2">Success Rate</th> <th rowspan="2">Change in Success Rate</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>148,622</td> <td>109,214</td> <td>73.5</td> <td>--</td> </tr> <tr> <td>Fall 2016</td> <td>142,480</td> <td>105,825</td> <td>74.3</td> <td>0.8</td> </tr> <tr> <td>Fall 2017</td> <td>141,179</td> <td>104,696</td> <td>74.2</td> <td>-0.1</td> </tr> <tr> <td>Fall 2018</td> <td>138,507</td> <td>102,495</td> <td>74.0</td> <td>-0.2</td> </tr> <tr> <td>Fall 2019</td> <td>135,426</td> <td>103,274</td> <td>76.3</td> <td>2.3</td> </tr> <tr> <td colspan="4">Average Annual Change in Success Rate</td> <td>0.7</td> </tr> </tbody> </table> <p style="text-align: center;">Success Rates in Gatekeeper Courses: Fall 2015 through Fall 2018 First-Time to NOVA Cohorts</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="3">Course</th> <th colspan="3">Fall 2015</th> <th colspan="3">Fall 2016</th> <th colspan="3">Fall 2017</th> <th colspan="3">Fall 2018</th> </tr> <tr> <th rowspan="2">N</th> <th colspan="2">Successes</th> <th rowspan="2">N</th> <th colspan="2">Successes</th> <th rowspan="2">N</th> <th colspan="2">Successes</th> <th rowspan="2">N</th> <th colspan="2">Successes</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>ACC 211</td> <td>67</td> <td>42</td> <td>62</td> <td>53</td> <td>36</td> <td>67</td> <td>44</td> <td>29</td> <td>65</td> <td>40</td> <td>27</td> <td>68</td> </tr> </tbody> </table>	Term	Total Course Enrollment	Success Rate		Change in Success Rate	#	%	Fall 2015	148,622	109,214	73.5	--	Fall 2016	142,480	105,825	74.3	0.8	Fall 2017	141,179	104,696	74.2	-0.1	Fall 2018	138,507	102,495	74.0	-0.2	Fall 2019	135,426	103,274	76.3	2.3	Average Annual Change in Success Rate				0.7	Course	Fall 2015			Fall 2016			Fall 2017			Fall 2018			N	Successes		#	%	#	%	#	%	#	%	ACC 211	67	42	62	53	36	67	44	29	65	40	27	68	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-20, NOVA has emphasized teaching and advising as well as student support services such as tutoring and the libraries. Beginning in Spring 2020, NOVA provided these services on a remote basis to accommodate student needs during the COVID-19 pandemic. Together, these efforts have helped support student learning and course success.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: The overall course success rate has remained high and increased in Fall 2019.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>The target was met for the overall course success rate and success in ACC 211, but not the other gatekeeper courses.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p>									
Term	Total Course Enrollment			Success Rate			Change in Success Rate																																																																														
		#	%																																																																																		
Fall 2015	148,622	109,214	73.5	--																																																																																	
Fall 2016	142,480	105,825	74.3	0.8																																																																																	
Fall 2017	141,179	104,696	74.2	-0.1																																																																																	
Fall 2018	138,507	102,495	74.0	-0.2																																																																																	
Fall 2019	135,426	103,274	76.3	2.3																																																																																	
Average Annual Change in Success Rate				0.7																																																																																	
Course	Fall 2015			Fall 2016			Fall 2017			Fall 2018																																																																											
	N	Successes		N	Successes		N	Successes		N	Successes																																																																										
		#	%		#	%		#	%		#	%																																																																									
ACC 211	67	42	62	53	36	67	44	29	65	40	27	68																																																																									

Unit: Institutional Effectiveness and Student Success

Subunit: Student Success

<p>success rate will be at least 74 percent.</p> <p>The thresholds for the Fall 2019 cohort of first-time to NOVA students within one year of initial enrollment in each of the five gatekeeper courses are: ACC 211: 64% BIO 101: 74% ENG 111: 74% MTH 151/154: 68% MTH 163/161: 56%</p> <p>Justification for Threshold: NOVA's threshold is appropriate given historical trends in course success and the College's desire for higher success rates each term. NOVA recognizes the importance of course success to support students' achievement of their long-term goals, including graduation and transfer.</p> <p>The thresholds for the five gatekeeper courses were established as appropriate given the importance of the courses to students' future success in College.</p>	<table border="1" data-bbox="493 256 1281 418"> <tr> <td>BIO 101</td> <td>1,7</td> <td>1,3</td> <td>7</td> <td>1,5</td> <td>1,2</td> <td>7</td> <td>1,3</td> <td>1,0</td> <td>7</td> <td>1,5</td> <td>1,2</td> <td>7</td> </tr> <tr> <td>ENG 111</td> <td>8,2</td> <td>6,4</td> <td>7</td> <td>6,8</td> <td>5,2</td> <td>7</td> <td>6,5</td> <td>4,8</td> <td>7</td> <td>6,5</td> <td>4,9</td> <td>7</td> </tr> <tr> <td>MTH 151/154</td> <td>1,1</td> <td>81</td> <td>7</td> <td>93</td> <td>64</td> <td>6</td> <td>97</td> <td>64</td> <td>6</td> <td>1,7</td> <td>1,1</td> <td>6</td> </tr> <tr> <td>MTH 163/161</td> <td>1,8</td> <td>1,0</td> <td>5</td> <td>1,9</td> <td>1,1</td> <td>5</td> <td>1,7</td> <td>1,0</td> <td>5</td> <td>16</td> <td>92</td> <td>5</td> </tr> </table> <p>Strengths of Results: The overall course success rate increased by 2.3 percent in Fall 2019 compared to Fall 2018. The College has maintained an overall course success rate of 74 percent or higher in the four most recent fall terms and met its target in Fall 2019.</p> <p>Weaknesses of Results: The success rate for first-time to NOVA students decreased in two of the five gatekeeper courses (MTH 151/154 and MTH 163/161). The success rates for the Fall 2018 cohort in the two math gatekeeper courses fell below the acceptable threshold.</p>	BIO 101	1,7	1,3	7	1,5	1,2	7	1,3	1,0	7	1,5	1,2	7	ENG 111	8,2	6,4	7	6,8	5,2	7	6,5	4,8	7	6,5	4,9	7	MTH 151/154	1,1	81	7	93	64	6	97	64	6	1,7	1,1	6	MTH 163/161	1,8	1,0	5	1,9	1,1	5	1,7	1,0	5	16	92	5	<p>Explain: The threshold was met for the overall course success rate and success in ACC 211, BIO 101, and ENG 111, but it was not met in either of the two math gatekeeper courses.</p> <p>Areas Needing Improvement Based on Current Results: First-time students need additional support to complete the math gatekeeper courses.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): OIESS will share data with the Administrative Council and post data on the website. Pathway councils and Discipline Groups will develop initiatives to enhance course success rates in 2020-2021. Advisors and math faculty will work to support students to enroll in appropriate college-level math gatekeeper courses. In Fall 2020, given the transition to remote learning and the closure of testing centers, faculty will be administering a diagnostic pre-test on the first day of many classes, and students will be permitted to change into a different course if they are not in an appropriate course.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
BIO 101	1,7	1,3	7	1,5	1,2	7	1,3	1,0	7	1,5	1,2	7																																										
ENG 111	8,2	6,4	7	6,8	5,2	7	6,5	4,8	7	6,5	4,9	7																																										
MTH 151/154	1,1	81	7	93	64	6	97	64	6	1,7	1,1	6																																										
MTH 163/161	1,8	1,0	5	1,9	1,1	5	1,7	1,0	5	16	92	5																																										
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Increase student retention.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																																																					
<p>Measure with Target</p> <p>Measure: Fall-to-Spring and Fall-to-Fall retention rates. Target: The Fall 2018 cohort will have a Fall-to-Spring</p>	<p>Results</p> <p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Fall-to-Spring and Fall-to-Fall Retention for First-Time in College Program Placed Students: Fall 2014 through Fall 2018 Cohorts</p>	<p>Use of Results</p> <p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In support of the strategic plan, NOVA implemented Guided Pathways. The Pathways were designed to support students in staying on</p>																																																				

Unit: Institutional Effectiveness and Student Success
Subunit: Student Success

<p>retention rate of 82 percent and a Fall-to-Fall retention rate of 67 percent.</p> <p>Acceptable Threshold: The Fall 2018 cohort will have a Fall-to-Spring retention rate of 79 percent and a Fall-to-Fall retention rate of 65 percent.</p> <p>Justification for Threshold: NOVA slightly lowered its thresholds to ensure there was enough difference between the thresholds and achievement goals without increasing the goals to unachievable rates. This enables the College to continue to strive for continuous improvement while reducing the risk of falling below the threshold.</p> <p>NOVA has maintained a high threshold given its performance in relation to other VCCS institutions and its peer institutions.</p>	Cohort	Fall-to-Spring Retention			Fall-to-Fall Retention		
		N	Retained		N	Retained	
	#		%	#		%	
	Fall 2014	9,141	7,111	77.8	9,141	5,784	63.3
	Fall 2015	9,330	7,606	81.5	9,330	5,905	63.3
	Fall 2016	8,884	7,269	81.8	8,884	5,836	65.7
	Fall 2017	8,619	6,971	80.9	8,619	5,609	65.1
Fall 2018	8,800	7,172	81.5	8,800	5,679	64.5	
	<p>Strengths of Results: The Fall-to-Spring retention rate increased from 80.9 percent for the Fall 2017 cohort to 81.5 percent for the Fall 2018 cohort. The College was just below the target for the Fall 2018 cohort.</p> <p>Weaknesses of Results: The Fall-to-Fall retention rate declined from 65.1 percent for the Fall 2017 cohort to 64.5 percent for the Fall 2018 cohort. The Fall-to-Fall retention rate for the Fall 2018 cohort fell just below the threshold.</p>						<p>track to complete their academic programs, leading to increased retention. In 2019-20, enhanced advising and early alert indicators from Navigate were designed to support increased student retention.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: The Fall-to-Spring retention rate increased for the Fall 2018 cohort after a decline the prior year.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Fall-to-Spring retention increased over the prior year and fell just below the target, but Fall-to-Fall retention declined.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>The Fall 2018 cohort met the threshold for the Fall-to-Spring retention rate but did not meet the threshold for the Fall-to-Fall retention rate.</p> <p>Areas Needing Improvement Based on Current Results: The Fall-to-Fall retention rate has declined for the two most recent cohorts.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): OIESS created dashboards and added retention-related data to its website. OIESS will share this data with the Administrative Council to continue to create interventions to improve student retention rates. OIESS will distribute data to campus leadership to support student retention in Fall 2020. OIESS will compile lists of students who have not re-enrolled in Fall 2020, and Campus Provosts will ensure that the students are contacted and reminded about registration deadlines.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>

Unit: Institutional Effectiveness and Student Success
Subunit: Student Success

Expected Outcome (O) Operational [X]	Expected Outcome: Increase the graduation rate. Strategic Plan Objective(s) #: #1 Student Advising/Support.																										
Measure with Target	Results		Use of Results																								
<p>Measure: The percentage of first-time in college, full-time, program placed students completing their program within 150 percent of normal time.</p> <p>Target: The graduation rate for the Fall 2016 cohort will be at least 28 percent.</p> <p>Acceptable Threshold: The graduation rate for the Fall 2016 cohort will be at least 25 percent.</p> <p>Justification for Threshold: The threshold takes into consideration the ADVANCE partnership with George Mason University and guided pathways, which should help students to stay on track and complete their academic programs faster.</p> <p>NOVA has set its target and threshold with consideration to the graduation rate across VCCS institutions, which is slightly higher than NOVA's current graduation rate.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Graduation Rates for First-Time in College, Full-Time, Program Placed Students: Fall 2012 through Fall 2016 Cohorts</p> <table border="1" data-bbox="466 480 1310 634"> <thead> <tr> <th>Cohort</th> <th>N</th> <th>Completers</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>5,137</td> <td>1,158</td> <td>22.5</td> </tr> <tr> <td>Fall 2013</td> <td>5,819</td> <td>1,389</td> <td>23.9</td> </tr> <tr> <td>Fall 2014</td> <td>5,815</td> <td>1,456</td> <td>25.0</td> </tr> <tr> <td>Fall 2015</td> <td>5,881</td> <td>1,543</td> <td>26.2</td> </tr> <tr> <td>Fall 2016</td> <td>5,793</td> <td>1,548</td> <td>26.7</td> </tr> </tbody> </table> <p>Strengths of Results: The graduation rate increased slightly for the Fall 2016 cohort, from 26 percent to 27 percent. NOVA achieved a graduation rate above its acceptable threshold. The College has seen a steady increase in its graduation rate since the Fall 2012 cohort.</p> <p>Weaknesses of Results: Despite an increase in the graduation rate, the College did not meet its target for the Fall 2016 cohort.</p>		Cohort	N	Completers	Graduation Rate (%)	Fall 2012	5,137	1,158	22.5	Fall 2013	5,819	1,389	23.9	Fall 2014	5,815	1,456	25.0	Fall 2015	5,881	1,543	26.2	Fall 2016	5,793	1,548	26.7	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): NOVA focused on completion and graduation through its Pathway to the Baccalaureate program and the creation of the ADVANCE partnership with George Mason University. The program was launched in 2018, but in 2019-20, NOVA focused on recruiting additional students and strengthening program supports. Additionally, NOVA's structured advising helped to support increases in the graduation rate in 2019-2020.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The graduation rate increased for the most recent cohort of entering students.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A The Fall 2016 cohort did not meet the target graduation rate.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A The Fall 2016 cohort met the threshold for the graduation rate.</p> <p>Areas Needing Improvement Based on Current Results: NOVA should continue to focus on initiatives that support student completion.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): OIESS has created dashboards and posted data on its website with graduation rates disaggregated by various student groups. OIESS will share the data with the Administrative Council to continue to support initiatives that will increase student completion for all student groups at NOVA in 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
Cohort	N	Completers	Graduation Rate (%)																								
Fall 2012	5,137	1,158	22.5																								
Fall 2013	5,819	1,389	23.9																								
Fall 2014	5,815	1,456	25.0																								
Fall 2015	5,881	1,543	26.2																								
Fall 2016	5,793	1,548	26.7																								

Unit: Institutional Effectiveness and Student Success
Subunit: Student Success

Expected Outcome (O) Operational [X]	Expected Outcome: Increase the transfer rate. Strategic Plan Objective(s) #: #1 Student Advising/Support.																										
Measure with Target	Results		Use of Results																								
<p>Measure: The percentage of first-time in college, full-time, program placed students transferring to a four-year institution within 150 percent of normal time without earning a credential at NOVA.</p> <p>Target: The transfer out rate for the Fall 2016 cohort will be at least 19 percent.</p> <p>Acceptable Threshold: The transfer out rate for the Fall 2016 cohort will be at least 17 percent.</p> <p>Justification for Threshold: Despite recent declines in the transfer-out rate for first-time in college, full-time, program placed students, NOVA has maintained a modest increase in the achievement goal and threshold for future cohorts, demonstrating its commitment to continuous improvement. The threshold also considers the increase in transfer pathways between NOVA and four-year institutions, helping to facilitate the transfer process and supporting an increase in the transfer-out rate.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Transfer Out Rates for First-Time in College, Full-Time, Program Placed Students who Did Not Earn a Credential: Fall 2012 through Fall 2016 Cohorts</p> <table border="1" data-bbox="466 506 1308 662"> <thead> <tr> <th>Cohort</th> <th>N</th> <th>Transfers Out</th> <th>Transfer Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>5,137</td> <td>799</td> <td>15.6</td> </tr> <tr> <td>Fall 2013</td> <td>5,819</td> <td>965</td> <td>16.6</td> </tr> <tr> <td>Fall 2014</td> <td>5,815</td> <td>951</td> <td>16.4</td> </tr> <tr> <td>Fall 2015</td> <td>5,881</td> <td>917</td> <td>15.6</td> </tr> <tr> <td>Fall 2016</td> <td>5,793</td> <td>994</td> <td>17.2</td> </tr> </tbody> </table> <p>Strengths of Results: The transfer rate for the Fall 2016 cohort increased by over 1.5 percentage points over the Fall 2015 cohort. The transfer rate for the Fall 2015 cohort fell below the threshold, but in Fall 2016 the College met the threshold.</p> <p>Weaknesses of Results: Despite an increase in the transfer-out rate, the Fall 2016 cohort did not meet the target.</p>		Cohort	N	Transfers Out	Transfer Rate (%)	Fall 2012	5,137	799	15.6	Fall 2013	5,819	965	16.6	Fall 2014	5,815	951	16.4	Fall 2015	5,881	917	15.6	Fall 2016	5,793	994	17.2	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2017, NOVA formed ADVANCE, a partnership with George Mason University designed to better align NOVA's transfer degree programs with majors at its most popular four-year transfer institution. In 2019-20, NOVA sought to increase enrollment in ADVANCE and enhanced support services for students in the program. Transfer-out is a lagging indicator, and NOVA expects to see the impact of this program on the transfer rate for future cohorts. Additionally, NOVA implemented guided pathways to help assist students with completing their coursework and tying NOVA programs to majors at transfer institutions. Further, each year NOVA develops additional transfer pathways to facilitate transfer and support increases in the transfer-out rate.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The transfer rate increased for the most recent cohort as the transfer process has been streamlined for students.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A The Fall 2016 cohort did not meet the target transfer-out rate.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A The Fall 2016 cohort met the threshold for the transfer-out rate.</p> <p>Areas Needing Improvement Based on Current Results: NOVA will continue to support students who wish to transfer.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): OIESS has created transfer rate dashboards and has posted transfer rate data disaggregated by student characteristics on its website. OIESS will share this data with the Administrative Council. In 2020-2021, Academic Affairs</p>
Cohort	N	Transfers Out	Transfer Rate (%)																								
Fall 2012	5,137	799	15.6																								
Fall 2013	5,819	965	16.6																								
Fall 2014	5,815	951	16.4																								
Fall 2015	5,881	917	15.6																								
Fall 2016	5,793	994	17.2																								

Unit: Institutional Effectiveness and Student Success
Subunit: Student Success

		<p>will continue to evaluate existing transfer pathways while also developing additional pathways.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																													
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Improve the job placement rate.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																														
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																													
<p>Measure: The percentage of graduates employed in the Commonwealth of Virginia within one year of graduation from NOVA.</p> <p>Target: For 2017-18, the job placement rate will be at least 67 percent.</p> <p>Acceptable Threshold: For 2017-18, the job placement rate will be at least 65 percent.</p> <p>Justification for Threshold: NOVA is committed to preparing its graduates to enter and succeed in the workforce. Therefore, the College has set a threshold that represents an increase in the job placement rate for each subsequent graduating class. This increase is supported by NOVA's performance against its targets set for prior years.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Job Placement Rates of NOVA Graduates: 2013-2014 through 2017-2018</p> <table border="1" data-bbox="466 618 1308 834"> <thead> <tr> <th rowspan="3">Term</th> <th colspan="3">Total</th> </tr> <tr> <th rowspan="2">N</th> <th colspan="2">Employed</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>6,598</td> <td>4,207</td> <td>63.8</td> </tr> <tr> <td>2014-2015</td> <td>6,771</td> <td>4,467</td> <td>66.0</td> </tr> <tr> <td>2015-2016</td> <td>6,939</td> <td>4,594</td> <td>66.2</td> </tr> <tr> <td>2016-2017</td> <td>6,669</td> <td>4,449</td> <td>66.7</td> </tr> <tr> <td>2017-2018</td> <td>6,347</td> <td>4,214</td> <td>66.4</td> </tr> </tbody> </table> <p>Strengths of Results: The job placement rate has been fairly consistent and was just under the target for 2017-18 graduates.</p> <p>Weaknesses of Results: The job placement rate decreased slightly for 2017-18 graduates compared to 2016-17 graduates, from 66.7 percent to 66.4 percent.</p>	Term	Total			N	Employed		#	%	2013-2014	6,598	4,207	63.8	2014-2015	6,771	4,467	66.0	2015-2016	6,939	4,594	66.2	2016-2017	6,669	4,449	66.7	2017-2018	6,347	4,214	66.4	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-20, OIR has been utilizing EMSI to gather workforce-related data for individual academic programs to help assess how well programs are preparing students for entry into the workforce in order to improve student outcomes.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: NOVA has a better understanding of the job placement rate for graduates with different degree types and in different academic programs, which enables administrators to focus their efforts on programs lagging behind the overall College job placement rate.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>The College fell just below the target for the job placement rate in 2017-18.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>The College met the threshold for the job placement rate in 2017-18.</p> <p>Areas Needing Improvement Based on Current Results: NOVA needs to increase the job placement rate of its graduates.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): OIESS is creating dashboards with job placement rate data and will share the information with the</p>
Term	Total																														
	N		Employed																												
		#	%																												
2013-2014	6,598	4,207	63.8																												
2014-2015	6,771	4,467	66.0																												
2015-2016	6,939	4,594	66.2																												
2016-2017	6,669	4,449	66.7																												
2017-2018	6,347	4,214	66.4																												

Unit: Institutional Effectiveness and Student Success

Subunit: Student Success

		<p>Administrative Council. Vice presidents will share the data with their subunits to help develop initiatives that will increase the job placement rate. Career Services will continue to assist students with exploring, developing, and setting goals related to their educational and academic needs through career assessments, providing occupational information, and by providing employment resources.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																																																																																																								
Expected Outcome (O) Operational [X]	Expected Outcome: Increase the National and State Licensing Examinations pass rates.																																																																																																									
Measure with Target	Strategic Plan Objective(s) #: #1 Student Advising/Support.																																																																																																									
	Results	Use of Results																																																																																																								
<p>Measure: The percentage of graduates who pass the licensing exam for their program following graduation from NOVA.</p> <p>Target: Each year, the licensing exam pass rate will be 100 percent in each program with a state or national exam.</p> <p>Acceptable Threshold: Each year, the licensing exam pass rate will be at least 90 percent in each program with a state or national exam.</p> <p>Justification for Threshold: The College maintains its threshold at 90 percent as it is committed to ensuring its graduates are prepared for the workforce. NOVA is committed to providing quality academic programs that prepare students to succeed in their careers.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Licensing Exam Pass Rates for NOVA Graduates: 2017 through 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th rowspan="2">Program</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr style="background-color: #e0e0e0;"> <th># of Students</th> <th>Pass Rate</th> <th># of Students</th> <th>Pass Rate</th> <th># of Students</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Dental Assisting</td> <td>11</td> <td>100.0</td> <td>7</td> <td>100.0</td> <td>7</td> <td>100.0</td> </tr> <tr> <td>Dental Hygiene</td> <td>37</td> <td>94.6</td> <td>31</td> <td>93.5</td> <td>39</td> <td>84.6</td> </tr> <tr> <td>Diagnostic Medical Sonography*</td> <td>12</td> <td>100.0</td> <td>17</td> <td>100.0</td> <td>15</td> <td>100.0</td> </tr> <tr> <td>EMT (Basic)</td> <td>107</td> <td>92.0</td> <td>111</td> <td>81.0</td> <td>79</td> <td>82.0</td> </tr> <tr> <td>EMT (Int.)</td> <td>11</td> <td>100.0</td> <td>5</td> <td>100.0</td> <td>9</td> <td>89.0</td> </tr> <tr> <td>Medical Laboratory Technician</td> <td>16</td> <td>94.0</td> <td>9</td> <td>100.0</td> <td>13</td> <td>100.0</td> </tr> <tr> <td>Nursing</td> <td>156</td> <td>88.5</td> <td>145</td> <td>87.0</td> <td>127</td> <td>86.0</td> </tr> <tr> <td>Occupational Therapy Assistant**</td> <td>16</td> <td>100.0</td> <td>17</td> <td>100.0</td> <td>15</td> <td>100.0</td> </tr> <tr> <td>Paramedic</td> <td>29</td> <td>86.0</td> <td>25</td> <td>88.0</td> <td>24</td> <td>83.0</td> </tr> <tr> <td>Physical Therapist Assistant</td> <td>26</td> <td>100.0</td> <td>34</td> <td>100.0</td> <td>27</td> <td>96.3</td> </tr> <tr> <td>Radiography</td> <td>31</td> <td>87.0</td> <td>33</td> <td>94.0</td> <td>32</td> <td>84.0</td> </tr> <tr> <td>Respiratory Therapy</td> <td>17</td> <td>100.0</td> <td>15</td> <td>100.0</td> <td>13</td> <td>92.0</td> </tr> <tr> <td>Veterinary Technology</td> <td>46</td> <td>75.9</td> <td>58</td> <td>86.2</td> <td>38</td> <td>68.4</td> </tr> </tbody> </table> <p>Strengths of Results: In 2019, four programs met the achievement goal of a 100 percent pass rate.</p>	Program	2017		2018		2019		# of Students	Pass Rate	# of Students	Pass Rate	# of Students	Pass Rate	Dental Assisting	11	100.0	7	100.0	7	100.0	Dental Hygiene	37	94.6	31	93.5	39	84.6	Diagnostic Medical Sonography*	12	100.0	17	100.0	15	100.0	EMT (Basic)	107	92.0	111	81.0	79	82.0	EMT (Int.)	11	100.0	5	100.0	9	89.0	Medical Laboratory Technician	16	94.0	9	100.0	13	100.0	Nursing	156	88.5	145	87.0	127	86.0	Occupational Therapy Assistant**	16	100.0	17	100.0	15	100.0	Paramedic	29	86.0	25	88.0	24	83.0	Physical Therapist Assistant	26	100.0	34	100.0	27	96.3	Radiography	31	87.0	33	94.0	32	84.0	Respiratory Therapy	17	100.0	15	100.0	13	92.0	Veterinary Technology	46	75.9	58	86.2	38	68.4	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-2020, programs with national or state licensing exams have provided academic support to their students to prepare them for the exams as well as success in the workforce following graduation.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: Some programs have achieved the threshold and target while some programs have increased their pass rate in recent years.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Four programs met the target for the licensing exam pass rate in 2019.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain: Six programs met the threshold for the licensing exam pass rate in 2019; seven programs fell below the threshold.</p> <p>Areas Needing Improvement Based on Current Results: NOVA needs to increase the state and licensing exam pass rate for graduates in several programs.</p>
Program	2017		2018		2019																																																																																																					
	# of Students	Pass Rate	# of Students	Pass Rate	# of Students	Pass Rate																																																																																																				
Dental Assisting	11	100.0	7	100.0	7	100.0																																																																																																				
Dental Hygiene	37	94.6	31	93.5	39	84.6																																																																																																				
Diagnostic Medical Sonography*	12	100.0	17	100.0	15	100.0																																																																																																				
EMT (Basic)	107	92.0	111	81.0	79	82.0																																																																																																				
EMT (Int.)	11	100.0	5	100.0	9	89.0																																																																																																				
Medical Laboratory Technician	16	94.0	9	100.0	13	100.0																																																																																																				
Nursing	156	88.5	145	87.0	127	86.0																																																																																																				
Occupational Therapy Assistant**	16	100.0	17	100.0	15	100.0																																																																																																				
Paramedic	29	86.0	25	88.0	24	83.0																																																																																																				
Physical Therapist Assistant	26	100.0	34	100.0	27	96.3																																																																																																				
Radiography	31	87.0	33	94.0	32	84.0																																																																																																				
Respiratory Therapy	17	100.0	15	100.0	13	92.0																																																																																																				
Veterinary Technology	46	75.9	58	86.2	38	68.4																																																																																																				

Unit: Institutional Effectiveness and Student Success
Subunit: Student Success

	<p>Weaknesses of Results: In 2019, seven programs had pass rates that fell below the threshold. Additionally, eight programs experienced a decline in the pass rate from 2018 to 2019.</p>	<p>Action Plan Based on Current Results (What? Who? How? When?): OIESS will share licensing exam pass rate data with the Administrative Council and post related data on its website in 2020-2021. Administrative Council members will share data with their subunits to identify initiatives that will help increase the exam pass rate. NOVA's programs with licensing exams will continue to prepare their students for exams as well as entry and success in the workforce.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
--	--	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Instructional and Information Technology

Subunit: Office of the Vice President

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The Office of Instructional and Information Technology (OIIT) is to advance NOVA's mission and strategic plan by supporting,, encouraging and enhancing the use of technology by faculty, staff and students by providing planning, budgeting leadership, training and management for technology and by administering the College's technology infrastructure and central services. OIIT includes the units of College Information Systems, Enterprise Technology Services, Instructional Technology (now Academic Technology Services), and Project Management.

Expected Outcome (O) Operational [X]	Expected Outcome: Draft and implement the College Technology Plan.																					
Measure with Target	Results	Use of Results																				
Measure: College Plan is approved by VCCS. Target: 100% approved. Acceptable Threshold: 100% approved Justification for Threshold: VCCS and NOVA requirement.	Academic or Fiscal Year Current Data Collected: 2019-2020. Approval of College Technology Plan: FY19-FY20 <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>Submitted</th> <th>Approved</th> <th>Deficiencies</th> <th>% Approved</th> </tr> </thead> <tbody> <tr> <td>FY2020</td> <td>7/12/19</td> <td>9/10/19</td> <td>0</td> <td>100%</td> </tr> <tr> <td>FY2019</td> <td>7/15/18</td> <td>9/5/18</td> <td>0</td> <td>100%</td> </tr> <tr> <td>FY2018</td> <td>7/14/17</td> <td>9/20/17</td> <td>0</td> <td>100%</td> </tr> </tbody> </table> Strengths of Results: FY2020 plan was fully approved with no deficiencies. Weaknesses of Results: N/A.		Submitted	Approved	Deficiencies	% Approved	FY2020	7/12/19	9/10/19	0	100%	FY2019	7/15/18	9/5/18	0	100%	FY2018	7/14/17	9/20/17	0	100%	Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): NOVA has improved the tracking of expenditures through additional internal reporting requirements from the campuses to central IT. Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain impact of previous changes/ actions: Results continue at 100% of college plan for VCCS. Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Areas Needing Improvement Based on Current Results: Meeting Target by 100%. Action Plan Based on Current Results (What? Who? How? When?): Given changes in format required by VCCS, NOVA will need to continue to track actual and planned expenditures by specific VCCS defined service category, service name, and services offerings instead of the more general category and broader service descriptions we have been doing in order to reduce the time to prepare the plan for submission next year. Responsible Individuals: Vice President Instructional and Information Technology and Director, IT Administrative Services.
	Submitted	Approved	Deficiencies	% Approved																		
FY2020	7/12/19	9/10/19	0	100%																		
FY2019	7/15/18	9/5/18	0	100%																		
FY2018	7/14/17	9/20/17	0	100%																		

**Unit: Instructional and Information Technology
Subunit: Office of the Vice President**

		Next Evaluation of this Expected Outcome (Academic or Fiscal Year): June 2021.																
Expected Outcome (O) Operational [X]	Expected Outcome: Manage the College Technology Fund budgets. Strategic Plan Objective(s) #: #4 Effective processes and protocols.																	
Measure with Target	Results	Use of Results																
<p>Measure: Budgets are expended in a timely fashion without overages; expenditures align with budgets.</p> <p>Target: Within 3% of total allocation.</p> <p>Acceptable Threshold: Within 10% of total allocation.</p> <p>Justification for Threshold: Management Best Practice</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Budget: 2017-2018 through 2019-2020</p> <table border="1"> <thead> <tr> <th></th> <th>Original Budget</th> <th>Unspent Funds</th> <th>% Spent within Allocation</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>\$19,486,615</td> <td>\$0.00</td> <td>-0.8%</td> </tr> <tr> <td>2018-2019</td> <td>\$15,949,974</td> <td>\$228,275</td> <td>98.6%</td> </tr> <tr> <td>2019-2020</td> <td>\$15,864,593</td> <td>\$279,352</td> <td>98.24%</td> </tr> </tbody> </table> <p>Strengths of Results: As a result of COVID-19, several large purchases were made near the end of the fiscal year; most of these were processed and fully paid before the close of the fiscal year.</p> <p>Weaknesses of Results: Trying to get last minute large volume purchases through VCCS Shared Services continues to be challenging. Compressed time frames imposed by Shared Services makes tracking delivery and invoicing critical.</p>		Original Budget	Unspent Funds	% Spent within Allocation	2017-2018	\$19,486,615	\$0.00	-0.8%	2018-2019	\$15,949,974	\$228,275	98.6%	2019-2020	\$15,864,593	\$279,352	98.24%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Monthly budget reports are analyzed to ensure appropriate expenditures. The Director of IT Administrative Services conducts monthly audits of purchases and charges against the college technology fund budgets.</p> <p>Current Results Improved: [] Yes [] No [] Partially [X] N/A</p> <p>Explain impact of previous changes/ actions: Tracking of year end purchases is now done daily, resulting in more timely processing of large purchases near the end of each fiscal year.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Closer monitoring of end of year purchases for delivery and invoicing.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Office needs to continue closely monitoring our existing policies and procedures to ensure we can meet compressed timeframes imposed by VCCS Shared Services Center. This includes ensuring regular M&O dollars are expended in a timely manner throughout the year and that we have up-to-date plans for rapidly spending large amounts of end-of-year funds (as in past years). Responsible Individuals: Vice President Instructional and Information Technology, Deputy CIO and Director of Enterprise Technology Services, Director IT Administrative Services.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	Original Budget	Unspent Funds	% Spent within Allocation															
2017-2018	\$19,486,615	\$0.00	-0.8%															
2018-2019	\$15,949,974	\$228,275	98.6%															
2019-2020	\$15,864,593	\$279,352	98.24%															

Unit: Instructional and Information Technology
Subunit: Office of the Vice President

Expected Outcome (O) Operational [X]	Expected Outcome: Achieve the annual computer refresh requirement.																										
	Strategic Plan Objective(s) #: #4 Effective processes and protocols.																										
Measure with Target	Results		Use of Results																								
<p>Measure: Align computer specifications with VCCS requirements; meet annual workstation survey measurements.</p> <p>Target: 100%.</p> <p>Acceptable Threshold: 100%.</p> <p>Justification for Threshold: VCCS Requirement.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Number of Computers Refreshed Annually: FY2020</p> <table border="1" data-bbox="436 451 1157 756"> <thead> <tr> <th></th> <th># Computers to Refresh per VCCS Workstation Survey</th> <th># Computers Not Refreshed based on following FY Workstation Survey</th> <th>% Refreshed</th> </tr> </thead> <tbody> <tr> <td>FY2020</td> <td>500*</td> <td>TBD*</td> <td>TBD*</td> </tr> <tr> <td>FY2019</td> <td>2526</td> <td>TBD*</td> <td>TBD*</td> </tr> <tr> <td>FY2018</td> <td>2473</td> <td>0</td> <td>100%</td> </tr> <tr> <td>FY2017</td> <td>2254</td> <td>2</td> <td>99.9999%</td> </tr> <tr> <td>FY2016</td> <td>872</td> <td>0</td> <td>100%</td> </tr> </tbody> </table> <p>*NOTE: Due to COVID-19, the annual workstation survey was delayed by VCCS. This survey is typically completed in the Spring; it has been delayed until Fall 2020. As a result, confirmation of computers refreshed will not be possible until later in FY2021. The number of computers projected for refresh in FY2020 is 581. This is lower than usual since desktop computers have been used for over 6 months and originally due for refresh in FY2021 will not to be refreshed until FY2022, and significantly fewer computers will be used due to the majority of instruction being remote and the need for social distancing reducing the numbers that can be in any lab or classroom. The exact number of computers to refreshed will depend on the results of a computer review technical staff will do during the first half of FY2021.</p> <p>Strengths of Results: Unable to evaluate currently.</p> <p>Weaknesses of Results: Unable to evaluate at this time.</p>			# Computers to Refresh per VCCS Workstation Survey	# Computers Not Refreshed based on following FY Workstation Survey	% Refreshed	FY2020	500*	TBD*	TBD*	FY2019	2526	TBD*	TBD*	FY2018	2473	0	100%	FY2017	2254	2	99.9999%	FY2016	872	0	100%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The minimum specifications were developed in the fall by a workgroup of the Vice President for Instructional and Information Technology, The Chief Technology Officer, the Director of Client Services, and the campus IT Managers representing the needs of their users. It was reviewed by the others on the college technology staff and campus Deans of Learning Technology Resources. It was the basis for the computer refresh orders done in December and January.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Unable to evaluate at this time.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Computer specifications will be developed during FY2021 to ensure adequate funds are allocated for the annual refresh cycle. Responsible Party: Vice President Instructional and Information Technology. Computers originally due for refresh are being evaluated since they have been idle during COVID-19. Responsible Party: Vice President Instructional and Information Technology; Campus Information Technology staff.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
	# Computers to Refresh per VCCS Workstation Survey	# Computers Not Refreshed based on following FY Workstation Survey	% Refreshed																								
FY2020	500*	TBD*	TBD*																								
FY2019	2526	TBD*	TBD*																								
FY2018	2473	0	100%																								
FY2017	2254	2	99.9999%																								
FY2016	872	0	100%																								

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Instructional and Information Technology

Subunit: Academic Technology Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The mission of the Vice President of Instructional and Information Technology is to advance NOVA's mission and strategic plan and to support, encourage and enhance the use of technology by faculty, staff and students by providing planning, budgeting and leadership for technology and distance learning; and by administering the College's technical support units. These units provide technical infrastructure, programming, training, design consulting and leadership for technology and distance learning. Within IIT, Instructional Technology provides tools, resources and training programs for faculty and staff to improve teaching and learning.

Expected Outcome (O) Operational [X]	Expected Outcome: Academic Technology Services will ensure a majority of full-time faculty attend at least one Learning Management System workshop.																										
	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																										
Measure with Target	Results	Use of Results																									
<p>Measure: Track number of Full Time (FT) teaching faculty completing at least one Canvas Learning management System (LMS) training workshop.</p> <p>Target: 80% of FT teaching faculty will attend one Canvas workshop.</p> <p>Acceptable Threshold: 51% of FT teaching faculty will attend one Canvas workshop.</p> <p>Justification for Threshold: Based on benchmark set by 2018-2019 data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Full-Time Teaching Faculty Trained in Canvas: 2015-2016 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Academic Year</th> <th style="width: 15%;">#</th> <th style="width: 25%;">%</th> <th style="width: 35%;"># Change from Previous Year</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td style="text-align: center;">245</td> <td style="text-align: center;">35.6%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2016-2017</td> <td style="text-align: center;">207</td> <td style="text-align: center;">31.6%</td> <td style="text-align: center;">-38</td> </tr> <tr> <td>2017-2018</td> <td style="text-align: center;">280</td> <td style="text-align: center;">43.9%</td> <td style="text-align: center;">73</td> </tr> <tr> <td>2018-2019</td> <td style="text-align: center;">463</td> <td style="text-align: center;">55.0%</td> <td style="text-align: center;">183</td> </tr> <tr> <td>2019-2020</td> <td style="text-align: center;">469</td> <td style="text-align: center;">76.0%</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>Note: 2018-2019 total population included Administrative and Professional faculty in addition to FT teaching faculty.</p> <p>Strengths of Results: Results show the ease of finding and registering for training, and the number, frequency and types of training resources and support services provided for Canvas have significantly increased full-time faculty participation in LMS training.</p> <p>Weaknesses of Results: The results followed the previous year goal and data collection process for LMS training, which needs to be transferred to Canvas Support Services for 2020-2021 reporting. Last year's data for FT faculty included administrative and professional faculty, not just teaching faculty.</p>	Academic Year	#	%	# Change from Previous Year	2015-2016	245	35.6%	--	2016-2017	207	31.6%	-38	2017-2018	280	43.9%	73	2018-2019	463	55.0%	183	2019-2020	469	76.0%	6	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Office of Instructional and Information Technology (OIIT) established a separate Canvas Support Services unit beginning Fall 2019. A manager and two support staff provide training and support for the Canvas LMS.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: All faculty were required to begin using Canvas as the VCCS LMS in July 2019. Additional training and support for Canvas increased faculty participation in LMS training for 2019-2020.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Attending Canvas training is not required for faculty. Since it is optional, many faculty do not participate. The increase in faculty attending training shows the value of training.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results:</p>	
Academic Year	#	%	# Change from Previous Year																								
2015-2016	245	35.6%	--																								
2016-2017	207	31.6%	-38																								
2017-2018	280	43.9%	73																								
2018-2019	463	55.0%	183																								
2019-2020	469	76.0%	6																								

**Unit: Instructional and Information Technology
Subunit: Academic Technology Services**

		<p>Expectations for faculty participation in LMS training and use of the Canvas LMS needs to be clearly stated and supported by academic deans. As FT faculty become trained, expectations for adjunct training should be incorporated. Canvas Support Services should review, establish and measure the goals and outcomes for LMS training for 2020-2021.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Academic Technology Services will coordinate with Academic Deans Council ADC, Center for Excellence in Teaching and Learning CETL, and Canvas Support Services staff to provide specific Canvas training based on expectations determined by the deans and faculty leaders to support high-quality remote synchronous instruction. Offer a Canvas program jointly developed by Canvas Support Services, ADC and CETL to be completed Summer 2020.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
--	--	--

Annual Planning and Evaluation Report for Administrative Units: 2019-2020
Unit: Instructional and Information Technology
Subunit: College Information Systems

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of College Information Systems is to advance NOVA’s mission and strategic plan by analyzing and translating College business rules and processes into automated applications; supporting Information Systems needed for processing students, faculty and staff such that databases are built and maintained in accordance to policies and procedures and the enterprise data integrity is ensured. Customization and system integration are among the primary functions of this unit as well. In addition to supporting Information Systems, the mission of the unit is to disseminate accurate information to the user community, which is accomplished by generating reports electronically or via printouts.

Expected Outcome (O) Operational [X]	Expected Outcome: College Information Systems will ensure all PeopleSoft-related processes run accurately and on time.							
Measure with Target	Strategic Plan Objective(s) #: #4 Effective processes and protocols.							
	Results	Use of Results						
<p>Measure: Close monitoring of term setups for academic advising and financials. Thorough testing of processes prior to moving into a production environment.</p> <p>Target: Accurate completion of all PeopleSoft process setups and timely execution of necessary recurring processes required for daily operations of the Student Information System.</p> <p>Acceptable Threshold: Completion of critical recurring; daily and end-of-term processes. Definitions – Threshold: Time sensitive processes. Target: Requests falling outside schedule, recurring processes.</p> <p>Justification for Threshold: Processes that are critical to daily operation have priority when scheduling time is limited due to the volume of requests.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">PeopleSoft Processes Completed: 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2019-2020</th> </tr> </thead> <tbody> <tr> <td>Central Processing: Processes /Recurrences (Daily)</td> <td style="text-align: center;">105/570</td> </tr> <tr> <td>Non- Central Processing: Processes /Recurrences (Daily)</td> <td style="text-align: center;">164/521</td> </tr> </tbody> </table> <p>Strengths of Results: Continually and accurately provided data for the College community.</p> <p>Weaknesses of Results: No assumption of weaknesses with on-time data delivery.</p>		2019-2020	Central Processing: Processes /Recurrences (Daily)	105/570	Non- Central Processing: Processes /Recurrences (Daily)	164/521	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): On-time data delivery by processes were closely monitored per the documented schedule on a daily basis by College Information Systems operational support in 2019-2020.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Closer monitoring of scheduled processes.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Close monitoring and quick response to issues related to process failures.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Based on the results, College Information Systems will closely monitor operational support and review log results of running processes daily or more frequently when needed in 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2019-2020							
Central Processing: Processes /Recurrences (Daily)	105/570							
Non- Central Processing: Processes /Recurrences (Daily)	164/521							

Unit: Instructional and Information Technology
Subunit: College Information Systems

Expected Outcome (O) Operational [X]	Expected Outcome: College Information Systems will provide technical and functional support to help testing efforts for EAB – Navigate expanding functionality. Strategic Plan Objective(s) #: #4 Effective processes and protocols.																							
Measure with Target	Results	Use of Results																						
<p>Measure: Providing necessary responses for accurate and timely setup as requested by EAB (Navigate) support group.</p> <p>Target: Complete setup as requested by the EAB (Navigate) group.</p> <p>Acceptable Threshold: Setup of all requests for same day requests.</p> <p>Justification for Threshold: Setup in SIS contributes to users for EAB access. This needs to be done timely.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>EAB Requested Setups: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="577 483 1197 732"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Student Placed into Student Group Setup</td> <td align="center">147</td> <td align="center">430</td> <td align="center">283</td> <td align="center">65%</td> </tr> <tr> <td>Requests</td> <td align="center">140</td> <td align="center">250</td> <td align="center">110</td> <td align="center">44%</td> </tr> <tr> <td>Smarter Ticket Requests</td> <td align="center">55</td> <td align="center">122</td> <td align="center">67</td> <td align="center">55%</td> </tr> </tbody> </table> <p>Strengths of Results: Next business day access to user of EAB to support student activities.</p> <p>Weaknesses of Results: If not done in a timely manner, it can delay the ability for users to help with advising students within EAB.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Student Placed into Student Group Setup	147	430	283	65%	Requests	140	250	110	44%	Smarter Ticket Requests	55	122	67	55%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-2020, Navigate expanded functionality related to providing technical and functional support to help with testing efforts for EAB. Program staff offered timely response to user requests. Contact is by email so whomever received the request responded by setup within the PeopleSoft application on the same day of requests to prevent delays.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Providing ability for staff advising access to students through EAB with quicker initial response time.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Results are meeting user requirements. Improvements are not indicated with the current process.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): In 2020-2021, recipients of requests continued setup as requested in PeopleSoft based on user request. Requests will be processed same day if received during normal business hours.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2018-2019				2019-2020	Change from 2018-2019																		
		#	%																					
Student Placed into Student Group Setup	147	430	283	65%																				
Requests	140	250	110	44%																				
Smarter Ticket Requests	55	122	67	55%																				
Expected Outcome (O) Operational [X]	Expected Outcome: College Information Systems will produce queries, reports and/or data feeds in an accurate and timely manner to internal and external customers and/or systems. Strategic Plan Objective(s) #: #4 Effective processes and protocols.																							
Measure with Target	Results	Use of Results																						

Unit: Instructional and Information Technology
Subunit: College Information Systems

<p>Measure: Completion of all reports, queries, and data feeds meeting project deadlines.</p> <p>Target: Delivery of processes within expected deadlines with 100% accuracy as defined by user requirements within anticipated deadlines.</p> <p>Acceptable Threshold: Delivery of processes with 100% accuracy as defined by user requirements within limits set by staff availability and number of projects.</p> <p>Justification for Threshold: Resources to develop new processes are not always available at the time of the request and may be put in the queue to be developed once a programmer is available.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Completion (or Accuracy) of Processes: 2019-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Reports</td> <td align="center">10</td> <td align="center">15</td> <td align="center">5</td> <td align="center">50.0%</td> </tr> <tr> <td>Queries</td> <td align="center">42</td> <td align="center">43</td> <td align="center">1</td> <td align="center">2.4%</td> </tr> <tr> <td>Data Delivery: Projects</td> <td align="center">17</td> <td align="center">9</td> <td align="center">-8</td> <td align="center">-47.1%</td> </tr> <tr> <td>Total</td> <td align="center">69</td> <td align="center">67</td> <td align="center">-2</td> <td align="center">-2.9%</td> </tr> </tbody> </table> <p>Strengths of Results: Provides College community with the desired data to support their project activities.</p> <p>Weaknesses of Results: Limited number of programming staff availability due to number of requests at a given time can impact expected project deadlines and results in delays, pushing back other project completions deadlines.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Reports	10	15	5	50.0%	Queries	42	43	1	2.4%	Data Delivery: Projects	17	9	-8	-47.1%	Total	69	67	-2	-2.9%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2019-2020, program staff improved efficiencies to reduce development times through staff training and experience. Program staff acquired knowledge of SIS processes by skill improvement through training and experience through SIS system working knowledge. Program staff utilized available opportunities for training and acquired knowledge to reduce development times and complete projects by deadlines.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Volume is affected by user requests and timelines established which will impact deliveries of projects.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Not all projects were able to be completed prior to the project deadline due to number of requests and available staff.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Projects were able to be completed prior to the project deadline due to number of requests and available staff.</p> <p>Areas Needing Improvement Based on Current Results: Quicker turnaround for project completion.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): In 2020-2021, program staff will Improve time to completed project on time with timely completion of projects by the project deadline to meet customers' expectations.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2018-2019				2019-2020	Change from 2018-2019																							
		#	%																										
Reports	10	15	5	50.0%																									
Queries	42	43	1	2.4%																									
Data Delivery: Projects	17	9	-8	-47.1%																									
Total	69	67	-2	-2.9%																									

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Instructional and Information Technology

Subunit: Information Technology Support Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: To provide a world class Information Technology environment for the College's faculty and staff and students that supports NOVA's mission and strategic plan.

<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Information Technology Support Services will meet Virginia Community College System Information Technology Security Requirements (IITS).</p> <p>Strategic Plan Objective(s) #: #4 Effective processes and protocols.</p>																																																
Measure with Target	Results					Use of Results																																											
<p>Measure: Track number of system reports, queries and annual Auditor or Public Accounts (APA)/Virginia Community College System (VCCS) audits completed.</p> <p>Target: 100% completed without audit points.</p> <p>Acceptable Threshold: 96% completed without audit points.</p> <p>Justification for Threshold: Benchmark based on 2018-2019 data and the Virginia Community College System ISO Standards.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Audits Completed with No Audit Points: 2015-2016 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015-2016</th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Internal Audits/Reviews</td> <td>30</td> <td>33</td> <td>35</td> <td>42</td> <td>42</td> <td>0</td> <td>0%</td> </tr> <tr> <td>APA Audits</td> <td>4</td> <td>4</td> <td>4</td> <td>5</td> <td>5</td> <td>0</td> <td>0%</td> </tr> <tr> <td>VCCS</td> <td>4</td> <td>3</td> <td>3</td> <td>3</td> <td>4</td> <td>1</td> <td>33%</td> </tr> <tr> <td>Total</td> <td>38</td> <td>40</td> <td>42</td> <td>50</td> <td>51</td> <td>1</td> <td>.02%</td> </tr> </tbody> </table> <p>Strengths of Results: Based on results, NOVA is meeting Virginia Community College System (VCCS) 27002:2013 industry standards for information security. This plan is reviewed yearly at various points throughout the year.</p> <p>Weaknesses of Results: Educate the faculty to adhere to Virginia Community College System policies to ensure standards are met as technology and standards change.</p>						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	Internal Audits/Reviews	30	33	35	42	42	0	0%	APA Audits	4	4	4	5	5	0	0%	VCCS	4	3	3	3	4	1	33%	Total	38	40	42	50	51	1	.02%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Information Technology Support Services visited the Campus division units semiannually in the Spring and Fall, to make sure they know and adhere to the policies. In previous years Information Technology Support Services only visited when Auditors are at the College or request information be sent to them.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: We saw more audits and had no IT related findings.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A There were no audit findings reported for IT this year.</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A There were no audit findings reported for IT this year</p> <p>Areas Needing Improvement Based on Current Results: Provide additional detail in reports as to timely deletion of old accounts.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Continue to make sure the entire College complies with Virginia Community College</p>	
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020							Change from 2018-2019																																					
						#	%																																										
Internal Audits/Reviews	30	33	35	42	42	0	0%																																										
APA Audits	4	4	4	5	5	0	0%																																										
VCCS	4	3	3	3	4	1	33%																																										
Total	38	40	42	50	51	1	.02%																																										

**Unit: Instructional and Information Technology
Subunit: Information Technology Support Services**

		<p>System standards. Continue to train faculty and staff with GLS security training on a yearly basis.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																																										
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Information Technology Support Services will manage and maintain infrastructure reliability (networks, servers, and telecommunications).</p> <p>Strategic Plan Objective(s) #: #4 Effective processes and protocols.</p>																																											
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																																										
<p>Measure: Percentage of “up tie” for What’s Up Gold, system monitoring software and reports (constant 24/7 monitoring).</p> <p>Target: 99% up time.</p> <p>Acceptable Threshold: 98.5% up time.</p> <p>Justification for Threshold: Based on 2018-2019 results and national averages to keep IT systems up and running.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">System Monitoring Reports: 2017-2018 through 2019-2020</p> <table border="1" data-bbox="493 646 1381 836"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015-2016</th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Servers</td> <td>99.75</td> <td>99.80</td> <td>99.86</td> <td>99.99</td> <td>99.98</td> <td>.01</td> <td>.01%</td> </tr> <tr> <td>Network</td> <td>99.85</td> <td>99.80</td> <td>99.63</td> <td>99.95</td> <td>99.95</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Telecom</td> <td>99.90</td> <td>99.74</td> <td>99.91</td> <td>99.97</td> <td>99.98</td> <td>.01</td> <td>.01%</td> </tr> <tr> <td>Total</td> <td>299.50</td> <td>299.34</td> <td>299.40</td> <td>299.91</td> <td>299.91</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>Strengths of Results: The College has a state-of-the-art system with redundancy built in.</p> <p>Weaknesses of Results: Due to the overwhelming demand on the system this year there were some delays getting some systems back up due to COVID-19 restrictions.</p>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	Servers	99.75	99.80	99.86	99.99	99.98	.01	.01%	Network	99.85	99.80	99.63	99.95	99.95	0	0%	Telecom	99.90	99.74	99.91	99.97	99.98	.01	.01%	Total	299.50	299.34	299.40	299.91	299.91	0	0%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Continued to build in redundancy across the environment to ensure greater up time.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The results show an improvement in services available to the NOVA environment.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Look for ways to improve redundancy in servers.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Information Technology Support Services will look at other data carriers over the course of the next year for new equipment and process to improve redundancy in network.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2015-2016							2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019																																
		#	%																																									
Servers	99.75	99.80	99.86	99.99	99.98	.01	.01%																																					
Network	99.85	99.80	99.63	99.95	99.95	0	0%																																					
Telecom	99.90	99.74	99.91	99.97	99.98	.01	.01%																																					
Total	299.50	299.34	299.40	299.91	299.91	0	0%																																					

**Unit: Instructional and Information Technology
Subunit: Information Technology Support Services**

Expected Outcome (O) Operational [X]	Expected Outcome: Information Technology Support Services will provide help desk support to faculty, staff and students. Strategic Plan Objective(s) #: #4 Effective processes and protocols.																															
Measure with Target	Results	Use of Results																														
<p>Measure: Number of SmartTrack Ticket reports and analysis of the tickets and survey questions related to service.</p> <p>Target: First call resolution at 65%.</p> <p>Acceptable Threshold: First call resolution at 55%.</p> <p>Justification for Threshold: Data collected from 2018-2019 and national averages.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Number and Percentage of First Call Resolutions: 2016-2017 through 2019-2020.</p> <table border="1" data-bbox="493 480 1381 646"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Number of Tickets</td> <td>61,095</td> <td>65,392</td> <td>55,958</td> <td>44,127</td> <td></td> <td></td> </tr> <tr> <td>First call Resolution #</td> <td>42,766</td> <td>47,082</td> <td>42,215</td> <td>35,517</td> <td>-6,698</td> <td>-</td> </tr> <tr> <td>First call Resolution %</td> <td>70%</td> <td>72%</td> <td>75%</td> <td>80%</td> <td>-</td> <td>5%</td> </tr> </tbody> </table> <p>Strengths of Results: Providing timely and accurate assistance to students, faculty and staff. Even though the volume has gone down due to improvements on the system the actual closed on first contact rate has gone up.</p> <p>Weaknesses of Results: Increase the first call resolution to 80%. The higher the number closed by the helpdesk the less time the student/Faculty or staff must wait for the problem to be solved.</p>		2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	Number of Tickets	61,095	65,392	55,958	44,127			First call Resolution #	42,766	47,082	42,215	35,517	-6,698	-	First call Resolution %	70%	72%	75%	80%	-	5%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome We have added additional tier 2 staff able to handle more complex problem resolutions and increased the number of people on at a given time.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/actions:</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Increase the first call resolution to 80%.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The IT Helpdesk supervisor and the IT Manager for College Staff will review tickets and calls of staff to find better ways to train Helpdesk staff to get higher First call resolutions by using live video training and zoom sessions. This review will be done monthly to help locate areas of improvement. Information Technology Support Services will identify and utilize new technologies like Remote control of computers to assist end users.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2016-2017						2017-2018	2018-2019	2019-2020	Change from 2018-2019																						
		#	%																													
Number of Tickets	61,095	65,392	55,958	44,127																												
First call Resolution #	42,766	47,082	42,215	35,517	-6,698	-																										
First call Resolution %	70%	72%	75%	80%	-	5%																										

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Instruction and Information Technology

Subunit: Library Technology Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The mission of the Vice President of Instructional and Information Technology is to support, encourage and enhance the use of technology by faculty, staff and students by providing planning, budgeting and leadership for technology and distance learning; by administering the College's technical support units and to advance NOVA's mission and strategic plan by providing technical infrastructure, programming, training, design consulting and leadership for technology and distance learning. Within IIT, Library Technical Services (LTS) provide access to a vast collection of materials in a variety of print, audio-visual, and electronic formats that support the curriculum of each discipline, college programs, and popular interests.

Expected Outcome (O) Operational [X]	Expected Outcome: Library Technology Services will improve discoverability of ebooks by enhancing access points in catalog records.																											
	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																											
Measure with Target	Results	Use of Results																										
<p>Measure: Actual percentage of individual eBook titles that were added to the collection.</p> <p>Target: Enhance a minimum of 30% of individually added eBook titles.</p> <p>Acceptable Threshold: 20%.</p> <p>Justification for Threshold: Determine benchmark for future analysis.</p> <p>Enhancement means that the records meets the minimum standard of access points based on the type of subject and genre.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">eBook Titles Added to the Collection: 2015-2016 through 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015-2016</th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>eBooks added</td> <td>N/A</td> <td>N/A</td> <td>10,434</td> <td>1,153</td> <td>1,875</td> <td>722</td> <td>38</td> </tr> <tr> <td>eBooks enhanced</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>433</td> <td>433</td> <td>0</td> </tr> </tbody> </table> <p>Strengths of Results: Library Technology Services (LTS) are focusing on the individual titles that we are adding this year, not on the total number of ebooks in the collection. No ebook records were enhanced prior to 2019. FY20 eBooks added: 23% (433/1,875) of eBooks were enhanced.</p> <p>Weaknesses of Results: Library Technology Services started this project later in the 2019-2020. No comparable data, yet.</p>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	eBooks added	N/A	N/A	10,434	1,153	1,875	722	38	eBooks enhanced	0	0	0	0	433	433	0	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): There were changes to staffing at Library Technology Services including a new Coordinator and a new Head of Cataloging in Fall 2019. Additionally, Library Technology Services has a new library management system and changes to the catalog's search results interface.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: In Fall 2019, Library Technology Services began improving discoverability of ebooks.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Areas Needing Improvement Based on Current Results: Access points</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Enhance access points to improve discoverability.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2015-2016							2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019																
		#	%																									
eBooks added	N/A	N/A	10,434	1,153	1,875	722	38																					
eBooks enhanced	0	0	0	0	433	433	0																					

**Unit: Instruction and Information Technology
Subunit: Library Technology Services**

Expected Outcome (O) Operational [X]	Expected Outcome: Library Technology Services will improve collection relevancy in support of College programs. Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.											
Measure with Target	Results	Use of Results										
<p>Measure: Percentage of data requests fulfilled for units.</p> <p>Target: 100% fulfilled.</p> <p>Acceptable: 80% fulfilled.</p> <p>Justification for Threshold: Data will be collected this year to set a benchmark.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Data Requests Fulfilled: 2019-2020</p> <table border="1" data-bbox="550 451 1192 607"> <thead> <tr> <th></th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>Summer</td> <td align="right">1</td> </tr> <tr> <td>Fall</td> <td align="right">2</td> </tr> <tr> <td>Spring</td> <td align="right">40</td> </tr> <tr> <td>Total</td> <td align="right">43</td> </tr> </tbody> </table> <p>Note: Library Technology Services answered 47 out of 48 requests for a 97.9% fulfillment rate.</p> <p>Strengths of Results: Increased use of the new ticket system.</p> <p>Weaknesses of Results: There was a transition period where we needed to remind library staff to use the ticket system and it is difficult to track email and voice mail request.</p> <p>*Ticket system is new and office unable to track previous years' requests since they went to individuals who are no longer with the College.</p>		2019-2020	Summer	1	Fall	2	Spring	40	Total	43	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Created a ticket system in 2019-2020 for data requests. Campus library staff request data regarding usage stats, cost per use, and program review requirements.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: Provides a central contact point for all requests that Library Technology Services can track.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Improve response time and create core data collection points for more robust and useful reports that allow campus librarians to make data driven decisions.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Library Technology Services Coordinator will establish a collection mapping procedure in. The data requested will be used by other departments to help make data driven decisions and to answer program reviews and accreditation requests in 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2019-2020											
Summer	1											
Fall	2											
Spring	40											
Total	43											

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Strategic Partnerships and Workforce Innovation

Subunit: Grants and Sponsored Programs

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The primary purpose of the Office of Grants and Sponsored Programs is to advance NOVA's mission and strategic plan by providing technical assistance to faculty and staff interested in external funding from federal, state, and local governments to pursue academic excellence. The Office of Grants and Sponsored Programs ensures that NOVA complies with fiduciary responsibilities associated with requesting and receiving external funding.

Expected Outcome (O) Operational [X]	Expected Outcome: Grants and Sponsored Programs will increase opportunities for large grants (\$250,000 and above).															
	Strategic Plan Objective(s) #: #4 Effective Processes/ Protocols.															
Measure with Target	Results		Use of Results													
<p>Measure: Number of Proposals submitted for large grants (\$250,000) and above.</p> <p>Target: Increase by 3 proposals.</p> <p>Acceptable Threshold: Increase by 2 proposals.</p> <p>Justification for Threshold: Based on previous year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Large Grants Submitted: 2018-2019 through 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Proposals => \$250K</td> <td style="text-align: center;">4</td> <td style="text-align: center;">9</td> <td style="text-align: center;">5</td> <td style="text-align: center;">125.0%</td> </tr> </tbody> </table> <p>Strengths of Results: Increase is the result of new faculty leads, sustained outreach to all campuses, and new grant funding opportunities.</p> <p>Weaknesses of Results: The impact of COVID-19 stalled federal grant programs/awards and faculty capacity to initiate proposals starting Spring 2020, with the focus of federal support instead on emergency funding through the CARES Act. A series of briefings for employees capitalizing on Convocation and other "events" was cut short.</p>			2018-2019	2019-2020	Change from 2018-2019		#	%	Proposals => \$250K	4	9	5	125.0%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Increased response provided to inquiries and outcomes from outreach initiatives, including word of mouth among faculty members and administrative contacts across the college during FY2020. The size and capacity of the project proposal development teams expanded at the campus level. For example, large grants were submitted to new program under Dept. of Defense, Early Educator Investment Collaborative. We anticipate this trend will continue as larger grant opportunities are announced by the Federal, State, and local governments and the private sector post-COVID-19, and by building on relationships with Systemic, Workforce and other divisions.</p> <p>Moreover, the number of staff assigned to the Office of Grants and Sponsored Programs will increase with the selection of the new Director of Grants in summer 2020, a priority identified by the new president.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: Improved outreach used the full capacity of the Office of Grants and Sponsored Programs. The number of faculty contacted increased and the efficacy of outreach improved with quality and duration of communications. Office of Grants and Sponsored Programs helped produce more applications through sustained contact with faculty members, including new faculty leads, seeking grants.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>	
	2018-2019	2019-2020				Change from 2018-2019										
			#	%												
Proposals => \$250K	4	9	5	125.0%												

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: Grants and Sponsored Programs**

		<p>Areas Needing Improvement Based on Current Results: Setting targets for next year will require additional analysis of results. This review will take place when the interviews and hiring decision is made for the new Director of Grants in the late Summer or Fall of 2020.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Given the success that was achieved this year in increasing the number of proposals that exceeded \$250K, it is anticipated that the new Director of Grants will continue the outreach through Pathway and Campus Provosts, Deans, and to faculty. Should the Pandemic continue, modifications of the plan to fit the conditions presented will also continue in 2020-2021. The key remains to identify and nurture faculty members who are motivated and capable of seeking grant awards. If time and resources are available, we also intend to provide training to faculty on proposal and budget development. The individual responsible for the review, updating, and execution of the plan for FY2021 is anticipated to be the new Director of Grants.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.</p>
--	--	---

Expected Outcome (O) Operational [X]	<p>Expected Outcome: Grants and Sponsored Programs will increase pool of faculty familiar with the grants process.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/ Protocols.</p>	
---	---	--

Measure with Target	Results	Use of Results
----------------------------	----------------	-----------------------

<p>Measure: The number of faculty who have been contacted directly or have inquired and received assistance regarding grants or sponsored programs.</p> <p>Target: Increase contacts by 20 faculty.</p> <p>Acceptable Threshold: Increase total contacts by 15 faculty.</p> <p>Justification for Threshold: Based on previous year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Faculty Contacts: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="430 1031 1186 1226"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Systematic Outreach</td> <td align="center">2</td> <td align="center">5</td> <td align="center">3</td> <td align="center">150.0%</td> </tr> <tr> <td>Individuals Contacted</td> <td align="center">33</td> <td align="center">105</td> <td align="center">72</td> <td align="center">218.2%</td> </tr> <tr> <td>Total</td> <td align="center">35</td> <td align="center">110</td> <td align="center">75</td> <td align="center">214.3%</td> </tr> </tbody> </table> <p>*N=Total population for Systematic Outreach (i.e., presentations) based on OGSP briefings for 8 MEC participants, 80 participants including Dean and Provost for Engineering Pathway Convocation, 10 at NSF Presentation at Convocation, 1 VCCS Grants Director, Briefing for 5 Education Foundation Staff and Leadership, and 1 AVP Academic Affairs.</p> <p>Strengths of Results: Increase in Outreach and increase in quality and size of proposal development teams.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Systematic Outreach	2	5	3	150.0%	Individuals Contacted	33	105	72	218.2%	Total	35	110	75	214.3%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Two forms, one brand new—the Grant Pre-Proposal Clearance Form – and the revised Proposal Transmission Form allow for improved communications and procedures. Moreover, VP for Strategic Partnerships and Workforce Innovation was given final signatory authority on the proposal transmittal form (105-052) to better expedite the process of proposal submissions. The new Pre-Proposal form enhances clarification of authority for the final go, no go decision on grants application and removes non-compliant proposals to be submitted on behalf of NOVA. This new form has already shown an immediate improvement in institutional processes for pre-proposal clearance.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Prior approval for proposal development from campus and pathway leadership reduces</p>
	2018-2019				2019-2020	Change from 2018-2019																		
		#	%																					
Systematic Outreach	2	5	3	150.0%																				
Individuals Contacted	33	105	72	218.2%																				
Total	35	110	75	214.3%																				

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: Grants and Sponsored Programs**

	<p>Weaknesses of Results: Impacts of COVID-19 compounded diminished outreach activities due to transition in the Office of Grants and Sponsored Program leadership.</p>	<p>false starts and ensures applications are competitive and fully compliant with the funding agency.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: The Office of Grants and Sponsored Programs expects to add a Director of Grants and continue to build on the success of the last fiscal year. We plan to continue the outreach, technical briefings, and technical assistance activities to strengthen NOVA's performance in grants and broaden and deepen knowledge of the Office of Grants and Sponsored Programs among leadership, faculty, and staff at the college. As the college has shown, innovative and new approaches may be needed if COVID-19 continues to constrain personal visits and communications, which the Office of Grants and Sponsored Programs will respond to.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Early notification to Pathway Deans and Provosts of upcoming outreach activities and events to be held at different campuses. We are planning that this will include faculty meeting with federal agency program officers either on campus or an online event to discuss grant opportunities and agency priorities. Even with department restraints, we would also hope to hold bi-annual faculty training sessions on grants.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): We expect a review and evaluation of this plan in the fall of Fiscal Year 2021 after the New Director of Grants is hired, and then again at the end of FY2021 when performance results are evaluated for the Office of Grants and Sponsored Programs are made.</p>								
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Grants and Sponsored Programs will improve internal compliance performance.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/ Protocols.</p>									
<p>Measure with Target</p> <p>Measure: Provide timely guidance to Project Directors and their</p>	<p align="center">Results</p> <p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">NOVA Compliance Protocol: 2019-2020</p> <table border="1" data-bbox="420 1412 1197 1461"> <tr> <td>Benchmark 2019</td> <td>30 Days</td> <td>45 Days</td> <td>>45 Days</td> <td>ELIGIBLE GRANTS</td> <td>% <30</td> <td>% <45</td> <td>% >45</td> </tr> </table>	Benchmark 2019	30 Days	45 Days	>45 Days	ELIGIBLE GRANTS	% <30	% <45	% >45	<p align="center">Use of Results</p> <p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The number of kickoff meetings was appropriate to new awards and the changes in project leadership. The variance between the increase in awards noted in the first Expected</p>
Benchmark 2019	30 Days	45 Days	>45 Days	ELIGIBLE GRANTS	% <30	% <45	% >45			

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: Grants and Sponsored Programs**

<p>teams to effectively manage grants.</p> <p>Target: 100% of kickoff meetings for newly awarded grants within 30 days from receipt of award documents.</p> <p>Acceptable Threshold: 100% of kickoffs conducted within 45 days from receipt of award documents.</p> <p>Justification for Threshold: Based on previous year's data. Threshold and Target established by internal compliance recommendation.</p>	Within Number of Days							
	New Award	0	2	3	7	0%	29%	43%
	Project Director Change	0	0	1				
	Total	0	2	4	8	0%	25%	50%
	Performance 2020							
	New Award	1	1		2	50%	50%	100%
	Project Director Change	1			1		100%	100%
	Total	1	1	1	3	50%	75%	75%
	PD: Project Director							
	<p>Strengths of Results: Transitions in Project Directors remained the same and the meeting of the target of 100% within 30 days of award was met. While new awards with new team leaders were down from the benchmark year, the timeliness and overall successful delivery of the kickoff meetings was met and exceeded.</p> <p>Weaknesses of Results: Kickoff Meetings remain a constricted lens through which to view technical assistance to support compliance. In depth communication of grants expertise and guidance from the Office of Grants and Sponsored Programs to the project teams charged with executing grants during the period of the grant (including quarterly check-ins) and remain a more effective performance measurement to ensure NOVA's record of compliance is continued. The explanation of grant documents and announcements, and the opportunity to review any questions and answers, particularly personnel processes, are essential. However, kickoff meetings are only the first in a series of communications and, as a result, are limited as a measure of performance. The Office of Grants and Sponsored Programs spends considerable time advising Project Directors on grant technical policies and procedures, i.e., changes to grants and grant budgets, ensuring compliance of work, and adhering to the terms and conditions of the award, in addition to the interpretation of state and federal policies.</p>							

Outcome (Increase Large Grants >\$250K) resulted from continued engagement with veteran grant proposal teams and project directors and new faculty leads interested in grants.

Current Results Improved:
 Yes No Partially N/A
 Explain impact of previous changes/ actions: An increased priority to hold timely kick-off meeting within a defined timeframe has helped communications and process with Project Directors, as has continued focus on providing quick technical assistance to faculty teams when requested.

Target Met:
 Yes No Partially N/A
 Explain: Target was partially met due to delays in receiving award documents which originate with the donor agency, often under pressure to move money out, and which require signatures and countersignatures.

Acceptable Threshold Met:
 Yes No Partially N/A

Areas Needing Improvement Based on Current Results: Continued emphasis on timely kick-offs in coordination with the Project Directors will ensure that such action is considered standard procedure and not a compliance gap. Project Directors should see this as an opportunity to ask questions and receive direction on how to initiate the project activities successfully.

Action Plan Based on Current Results (What? Who? How? When?): It is expected that the Director of Grants, along with the entire grants team, will revisit this "grant compliance focused" constricted lens on technical assistance with new data to keep the college in compliance with federal, state and local regulators and the College's own internal audit.

Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY2021.

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Strategic Partnerships and Workforce Innovation

Subunit: Marketing and Communication

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: Marketing and Creative Services advances NOVA's mission and strategic plan by promoting NOVA and keeping our many audiences informed through various Web platforms including NOVA's website, mobile site, social media and digital signage. In addition, WSDM provides assistance, support, coordination and consultation involving College-wide Web initiatives. The department creates materials to inform target audiences of the programs NOVA offers and encourages them to enroll.

<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Marketing and Communication will increase marketing tools to support enrollment and student success at NOVA.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support, #3 Informed Pathways for Seamless Transitions, #7 IT and Cyber Programs, #9 Healthcare, Biotech, and Future Programs.</p>																																																					
Measure with Target	Results	Use of Results																																																				
<p>Measure: Measure number and type of marketing materials generated for enrollment and student success.</p> <p>Target: 8 Posters, 8 Flyers, 8 banners, 8 booklets, 8 videos, 8 information sheets, 8 DMS, 8 social media posts.</p> <p>Acceptable Threshold: 4 Posters, 6 Flyers, 3 banners, 4 booklets, 6 videos, 8 information sheets, 8 DMS, 10 social media posts.</p> <p>Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.) Based on the production of materials last year we found some materials were not needed so we have shifted those efforts into new areas such as emails to help with student success.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Number of Creative Pieces by Marketing and Communication: 2018-2019 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Posters</td> <td>4</td> <td>8</td> <td>4</td> <td>50</td> </tr> <tr> <td>Flyers</td> <td>6</td> <td>7</td> <td>1</td> <td>16.6</td> </tr> <tr> <td>Banners</td> <td>3</td> <td>4</td> <td>1</td> <td>33</td> </tr> <tr> <td>Booklets</td> <td>4</td> <td>4</td> <td>0</td> <td>0</td> </tr> <tr> <td>Videos</td> <td>6</td> <td>4</td> <td>-2</td> <td>-33</td> </tr> <tr> <td>Information Sheets</td> <td>8</td> <td>9</td> <td>1</td> <td>11</td> </tr> <tr> <td>DMS</td> <td>8</td> <td>12</td> <td>4</td> <td>33</td> </tr> <tr> <td>Social Media</td> <td>10</td> <td>21</td> <td>11</td> <td>110</td> </tr> <tr> <td>Total</td> <td>49</td> <td>69</td> <td>20</td> <td>40.8</td> </tr> </tbody> </table> <p>Strengths of Results: We were able to increase the marketing materials that reached the largest audiences, which was on social media.</p> <p>Weaknesses of Results: Although we were able to reach our goal for creating posters, we have not been able to measure the impact of them, in addition to the fact that we have not been on campus for them to be viewed.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Posters	4	8	4	50	Flyers	6	7	1	16.6	Banners	3	4	1	33	Booklets	4	4	0	0	Videos	6	4	-2	-33	Information Sheets	8	9	1	11	DMS	8	12	4	33	Social Media	10	21	11	110	Total	49	69	20	40.8	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Marketing and Communication created information materials in October 2019 for students that give necessary information for enrolling. Marketing and Communication have seen an increase in the use of templates through leadership and other various departments, but the department is working to find a way to fully measure the use and impact. To improve unit services, we are looking at implementing a branding platform that will allow for us to share branded marketing materials College-wide with faculty and staff. Marketing and Communication have created materials that are targeting specific audiences such as current students, high school students, adults that are looking to start a career and upskill.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: By creating materials on social media that are targeted at different demographics we are able to ensure that the intended message is reaching the right audience.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>
	2018-2019				2019-2020	Change from 2018-2019																																																
		#	%																																																			
Posters	4	8	4	50																																																		
Flyers	6	7	1	16.6																																																		
Banners	3	4	1	33																																																		
Booklets	4	4	0	0																																																		
Videos	6	4	-2	-33																																																		
Information Sheets	8	9	1	11																																																		
DMS	8	12	4	33																																																		
Social Media	10	21	11	110																																																		
Total	49	69	20	40.8																																																		

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: Marketing and Communication**

		<p>Areas Needing Improvement Based on Current Results: We need to create more videos to share content with current and prospective students.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Marketing Director and Associate Director of Creative Services will begin to focus on a establishing a faster paced timeline, so we are able to produce more videos. The need for faster production of videos was determined by the fact we were not able to develop our set goal of videos for the 2019-2020 year.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																																															
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Marketing and Communication will train staff in brand compliance within NOVA.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols, #5 Align for Accountability with College Mission.</p>																																																
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																																															
<p>Measure: Number of individuals who are trained in branding.</p> <p>Target: Train 5 staff per campus that interact most with public audiences such as Community Outreach Specialists, High School Outreach, and Dual Enrollment.</p> <p>Acceptable Threshold: 2 staff trained per campus.</p> <p>Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.) Based on the number of staff and faculty we were able to train the first we started with brand training across the College.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Number of Individuals Trained by Marketing and Communication: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="527 891 1278 1323"> <thead> <tr> <th rowspan="2">Campus</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td align="center">2</td> <td align="center">4</td> <td align="center">2</td> <td align="center">100</td> </tr> <tr> <td>AN</td> <td align="center">3</td> <td align="center">5</td> <td align="center">2</td> <td align="center">66</td> </tr> <tr> <td>LO</td> <td align="center">2</td> <td align="center">3</td> <td align="center">1</td> <td align="center">50</td> </tr> <tr> <td>MA</td> <td align="center">3</td> <td align="center">3</td> <td align="center">0</td> <td align="center">0</td> </tr> <tr> <td>MEC</td> <td align="center">1</td> <td align="center">2</td> <td align="center">1</td> <td align="center">100</td> </tr> <tr> <td>WO</td> <td align="center">4</td> <td align="center">5</td> <td align="center">1</td> <td align="center">25</td> </tr> <tr> <td>Other: IT, Designers, Marketing Specialist, Social Media Specialist, Communication Specialist, PIO</td> <td align="center">20</td> <td align="center">30</td> <td align="center">10</td> <td align="center">50</td> </tr> <tr> <td>Total</td> <td align="center">35</td> <td align="center">52</td> <td align="center">17</td> <td align="center">48.5</td> </tr> </tbody> </table> <p>Strengths of Results: We were able to successfully increase the number of faculty and staff that were trained on the NOVA brand across the College.</p>	Campus	2018-2019	2019-2020	Change from 2018-2019		#	%	AL	2	4	2	100	AN	3	5	2	66	LO	2	3	1	50	MA	3	3	0	0	MEC	1	2	1	100	WO	4	5	1	25	Other: IT, Designers, Marketing Specialist, Social Media Specialist, Communication Specialist, PIO	20	30	10	50	Total	35	52	17	48.5	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Yes, we were able to develop a training style that was able to reach larger groups of faculty and staff from across all departments. In addition to training we were able to launch a website with additional resources to use after the training and share across the College.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A</p> <p>Explain impact of previous changes/ actions: Having additional trainings and creating resources for those to take away and share across the College has allowed the training on the NOVA brand to have a wider impact.</p> <p>Target Met: [] Yes [] No [X] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Based on the current results we need to develop a way to get</p>
Campus	2018-2019				2019-2020	Change from 2018-2019																																											
		#	%																																														
AL	2	4	2	100																																													
AN	3	5	2	66																																													
LO	2	3	1	50																																													
MA	3	3	0	0																																													
MEC	1	2	1	100																																													
WO	4	5	1	25																																													
Other: IT, Designers, Marketing Specialist, Social Media Specialist, Communication Specialist, PIO	20	30	10	50																																													
Total	35	52	17	48.5																																													

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: Marketing and Communication**

	<p>Weaknesses of Results: We did not meet the target of training at least 5 faculty and staff on every campus. There were a few campuses that were harder to get in front of than others.</p>	<p>in front of faculty and staff that are based at a campus versus College-wide.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Now that we are working remotely the Director of marketing and Associate Creative Director will need to develop a brand training style that will allow us to work with different groups remotely. We will look to develop training videos to put out in January 2021 that can be viewed by faculty and staff on their own time in order to increase the numbers that have been trained on the NOVA brand.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																						
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Marketing and Communication will create stories and Op Ed placements in both mainstream media outlets and targeted higher education publications about NOVA academic programs.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>																							
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																						
<p>Measure: Number of press releases and op eds placed and types of pieces.</p> <p>Target: 34 featured stories and 6 Media Alerts</p> <p>Acceptable Threshold: Featured Stories: 30 Media Alerts: 18 Press Release: 60</p> <p>Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.) Based on 2019-2020 pieces that were developed the acceptable threshold was developed.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Stories and Op Ed Placement by Marketing and Communication: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="533 919 1272 1097"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019 Year</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Featured Stories</td> <td align="center">32</td> <td align="center">31</td> <td align="center">-1</td> <td align="center">-3.1%</td> </tr> <tr> <td>Media Alerts</td> <td align="center">17</td> <td align="center">18</td> <td align="center">1</td> <td align="center">5.9%</td> </tr> <tr> <td>Total</td> <td align="center">49</td> <td align="center">49</td> <td align="center">0</td> <td align="center">0.0%</td> </tr> </tbody> </table> <p>Strengths of Results: The acceptable threshold was met in both areas. The media alerts were able to improve a small amount.</p> <p>Weaknesses of Results: There was no benchmark to compare them to.</p>		2018-2019	2019-2020	Change from 2018-2019 Year		#	%	Featured Stories	32	31	-1	-3.1%	Media Alerts	17	18	1	5.9%	Total	49	49	0	0.0%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The PIO has worked with leadership on a continuous basis across all campuses and departments to uncover important events happening in a timely manner to develop stories to push out to inform the public.</p> <p>Current Results Improved: [] Yes [] No [X] Partially [] N/A Explain impact of previous changes/ actions: By having the PIO interact with leadership the stories that were produced were College-wide and gained more attention by external media channels.</p> <p>Target Met: [] Yes [] No [X] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: We will work to develop more pieces but being this is the first time recording a benchmark it is hard to gauge. The area surrounding the creation of content was needed to be</p>
	2018-2019				2019-2020	Change from 2018-2019 Year																		
		#	%																					
Featured Stories	32	31	-1	-3.1%																				
Media Alerts	17	18	1	5.9%																				
Total	49	49	0	0.0%																				

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: Marketing and Communication**

		<p>improved from last year. The PIO is actively working with leadership to have a better understanding of College-wide initiatives to actively push out priority stories on a continuous basis.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Communications Director and PIO will focus on tracking newsworthy stories at NOVA and continue to push them out to the public. There will be a communication strategy developed and approved by the Communications Director by January 2021 to help guide the direction and needs of the team.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>												
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Marketing and Communications will increase community knowledge and interest in College activities via press releases.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>													
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>												
<p>Measure: Number of press releases picked up/covered by print, radio, or TV outlets and topic areas.</p> <p>Target: 50 Press releases.</p> <p>Acceptable Threshold: 60 press releases.</p> <p>Justification for Threshold: Based on 2019-2020 numbers a benchmark was able to be established. With the team adding an additional person this threshold should be met.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Press Release: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="541 922 1268 1024"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Press Release</td> <td align="center">38</td> <td align="center">62</td> <td align="center">24</td> <td align="center">38%</td> </tr> </tbody> </table> <p>Strengths of Results: The PIO and Director of Communications were able to almost double the number of press releases put out on behalf of the College.</p> <p>Weaknesses of Results: There is a need to track more specific data around the press releases to give a better understanding of views, shares and what press channels picked up the stories.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Press Release	38	62	24	38%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Marketing and Communications' Media Relations looked at previous types of releases sent and changed announcements from event-based to highlighting programs, partnerships, faculty, and outstanding students. Media relations PIO reviewed software platforms such as Cision or Meltwater to be purchased in August 2019.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: The Communications Director and PIO were able to develop direct communications with campus contacts and department leads to have an ongoing calendar of events to write press releases in shorter amounts of time allowing more press releases to be developed over all. The use of Cision allowed for media contacts in the area to receive important press releases automatically versus sending them out manually through email.</p> <p>Target Met:</p>
	2018-2019				2019-2020	Change from 2018-2019								
		#	%											
Press Release	38	62	24	38%										

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: Marketing and Communication**

		<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Media Relations PIO needs to build relationships with reporters. In order to increase the number of press releases that get shared via local news channels. There needs to be tracking for each press release to find more information about who is reading the information.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Communication Director and PIO are developing a content calendar and strategy to guide content creation to put into action by January 2021 to allow for more time to share stories with the media. The PIO is actively reaching out to build relationships with reporters throughout the local news channels to increase the contacts in our data base.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																																												
<p>Expected Outcome (O) Operational <input checked="" type="checkbox"/></p>	<p>Expected Outcome: Marketing and Communications will provide prospective students with timely, clear, and engaging website content that help them decide their educational path at NOVA.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support and #4 Effective Processes/Protocols.</p>																																													
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>																																												
<p>Measure: Number/percentage of pages reviewed or updated on an annual basis.</p> <p>Target: 50% content reviewed or updated within 1 year of original publication.</p> <p>Acceptable Threshold: We are establishing a baseline this year.</p> <p>Justification for Threshold: We are establishing a baseline this year.</p>	<p>Semester/Year Data Collected: 2019-2020.</p> <p align="center">Number of Web Pages/Blogs Reviewed vs. Total Number of Pages/Blogs: 2017-2018 through 2019-2020</p> <table border="1" data-bbox="514 1166 1291 1399"> <thead> <tr> <th rowspan="2">Web Site</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>NVCC.edu</td> <td>100</td> <td>200 / 1500</td> <td>500 / 1500</td> <td>300</td> <td>250%</td> </tr> <tr> <td>Admissions</td> <td>0</td> <td>50 / 200</td> <td>100 / 200</td> <td>50</td> <td>200%</td> </tr> <tr> <td>NOVAarts</td> <td>0</td> <td>0 / 20</td> <td>10 / 20</td> <td>10</td> <td>--</td> </tr> <tr> <td>Brand</td> <td>0</td> <td>0 / 30</td> <td>30 / 30</td> <td>30</td> <td>--</td> </tr> <tr> <td>Blogs</td> <td>5</td> <td>10 / 750</td> <td>250 / 750</td> <td>240</td> <td>100%</td> </tr> <tr> <td>Total</td> <td>105</td> <td>260 / 2500</td> <td>890 / 2500</td> <td>630</td> <td>342%</td> </tr> </tbody> </table>	Web Site	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	NVCC.edu	100	200 / 1500	500 / 1500	300	250%	Admissions	0	50 / 200	100 / 200	50	200%	NOVAarts	0	0 / 20	10 / 20	10	--	Brand	0	0 / 30	30 / 30	30	--	Blogs	5	10 / 750	250 / 750	240	100%	Total	105	260 / 2500	890 / 2500	630	342%	<p>Previous Actions(s) to Improve Unit Services related to Outcome (Who? How? When?): In 2019-20, web pages were reviewed and updated on a biannual basis to update content, change images, and add current information. New webpages were documented for review.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: The ongoing tracking of web page content has allowed us to have a better view of outdated content and the contact that will provide updated information for that page. This process allows for a more seamless process to keep more pages updated in a shorter amount of time.</p>
Web Site	2017-2018					2018-2019	2019-2020	Change from 2018-2019																																						
		#	%																																											
NVCC.edu	100	200 / 1500	500 / 1500	300	250%																																									
Admissions	0	50 / 200	100 / 200	50	200%																																									
NOVAarts	0	0 / 20	10 / 20	10	--																																									
Brand	0	0 / 30	30 / 30	30	--																																									
Blogs	5	10 / 750	250 / 750	240	100%																																									
Total	105	260 / 2500	890 / 2500	630	342%																																									

Unit: Strategic Partnerships and Workforce Innovation
Subunit: Marketing and Communication

	<p>Strengths of Results: Overall, reviews increased the most for the web pages in the category of Other. 890 web pages/blogs were reviewed or updated in 2019-20. 630 more than in 2018-19.</p> <p>Weaknesses of Results: The goal is to have all live pages updated on a continuous basis by having page owners automatically send over new information without being asked to increase productivity.</p>	<p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Results: Review admissions, NOVAarts, brand, and blog web sites. Review admissions, arts.nvcc.edu microsite, brand.nvcc.edu microsite, and blog web sites.</p> <p>Action Plan Based on Results (Who? How? When?): Web Services and Digital Media will ensure the admissions, arts.nvcc.edu, brand.nvcc.edu, and blog web sites are reviewed annually starting in 2019-2020. Web services will review at least 50% of web pages not reviewed in 2019-2020 and recommend updates where needed in 2020-2021. The web services team will use a content inventory system to measure and define pages that need updating. Currently, there are about 2,500 pages/blogs in our collection. The Director of Web Services will oversee the process of updating webpages and the overall tracking of outdated content.</p> <p>Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.</p>												
<p>Expected Outcome (O) Operational <input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>Expected Outcome: Marketing and Communication will increase enrollment success using a Customer Relationship Management (CRM) system.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support and #4 Effective Processes/Protocols.</p>													
<p>Measure with Target</p> <p>Measure: Number/percentage of prospective student leads generated year-over-year in the CRM. Student leads are contacts into the College who have indicated an interest in taking classes but have not yet enrolled.</p> <p>Target: 1% annual growth in lead generation.</p>	<p align="center">Results</p> <p>Semester/Year Data Collected: 2019-2020.</p> <p align="center">Number of Prospect Leads Tracked by Marketing and Communication: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="508 1221 1297 1325"> <thead> <tr> <th rowspan="2">Leads</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Prospective Student</td> <td align="center">6,182</td> <td align="center">42,077</td> <td align="center">35,895</td> <td align="center">580.6%</td> </tr> </tbody> </table> <p>Strengths of Results: Baseline established to allow for future tracking. The number of leads tracked for 2018-19 was 6,182 which increased to 35,895 in 2019-2020.</p>	Leads	2018-2019	2019-2020	Change		#	%	Prospective Student	6,182	42,077	35,895	580.6%	<p align="center">Use of Results</p> <p>Previous Action(s) to Improve Unit Services related to Outcome (Who? How? When?): Salesforce was instituted to help track prospective students.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> NA</p> <p>Explain impact of previous changes/ actions: The use of Salesforce has allowed for the capturing of student leads to be able to directly communicate with and provide information on NOVA and the offerings of the College.</p> <p>Target Met:</p>
Leads	2018-2019				2019-2020	Change								
		#	%											
Prospective Student	6,182	42,077	35,895	580.6%										

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: Marketing and Communication**

<p>Acceptable Threshold: We are establishing a baseline this year.</p> <p>Justification for Threshold: We are establishing a baseline this year.</p>	<p>Weaknesses of Results: There was a lack of data previous to setting the benchmark therefore the increase in change is skewed.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> NA</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> NA</p> <p>Areas Needing Improvement Based on Results: We will continue to monitor content on website landing pages that we capture leads from to ensure the numbers of leads does not drop.</p> <p>Action Plan Based on Results (Who? How? When?): Continue tracking prospective leads in 2020-2021. Expand areas of leads capture to ensure all prospects are tracked appropriately. These areas would include calls to action on other digital properties including NVCC.edu, arts.nvcc.edu, and social media platforms, such as Facebook by the Digital Marketing Specialist and Director of Marketing.</p> <p>Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.</p>												
<p>Expected Outcome (O) Operational <input checked="" type="checkbox"/></p>	<p>Expected Outcome: Marketing and Communication will support faculty and staff to enhance web content for publishing.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support and #4 Effective Processes/Protocols.</p>													
<p>Measure with Target</p>	<p align="center">Results</p>													
<p>Measure: Percentage of content that meets brand standards.</p> <p>Target: 50% content meets brand standards.</p> <p>Acceptable Threshold: We are establishing a baseline this year.</p> <p>Justification for Threshold: We are establishing a baseline this year.</p>	<p>Semester/Year Data Collected: 2019-2020.</p> <p align="center">Number of Pages Meeting Brand Standards: 2019-2020</p> <table border="1" data-bbox="522 1029 1283 1133"> <thead> <tr> <th rowspan="2">Website</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>NVCC.edu</td> <td>N/A</td> <td>0 / 1,500</td> <td>0</td> <td>-</td> </tr> </tbody> </table> <p>Strengths of Results: Baseline established to allow for future tracking.</p> <p>Weaknesses of Results: We were not able to track brand compliance due to complicating issues caused by COVID-19 and the need to refresh the NVCC.edu website.</p>	Website	2018-2019	2019-2020	Change from 2018-2019		#	%	NVCC.edu	N/A	0 / 1,500	0	-	<p align="center">Use of Results</p> <p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2018-2019, Marketing and Communication began to develop brand guidelines to allow for brand compliance checks on websites.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> NA</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Results: Compliance measures need to be documented and a plan of action created to move forward.</p>
Website	2018-2019				2019-2020	Change from 2018-2019								
		#	%											
NVCC.edu	N/A	0 / 1,500	0	-										

Unit: Strategic Partnerships and Workforce Innovation
Subunit: Marketing and Communication

		<p>Action Plan Based on Results (Who? How? When?): Web Services and Digital Media will work with Marketing to complete brand guidelines development. Brand compliance will be tracked against web sites to ensure content meets the standards defined by Marketing. Our plan to ensure compliance did not achieve results due to the changing nature of the website during the COVID-19 pandemic. Based on this, the Director of Web Services and Director of Marketing will develop new compliance measures that we can use to evaluate web pages on NVCC.edu.</p> <p>Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.</p>
--	--	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Strategic Partnerships and Workforce Innovation

Subunit: NOVA Workforce

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: NOVA Workforce will advance NOVA’s Mission and Strategic Plan by providing informed data-driven career options and training opportunities to meet individual needs and business demands.

Expected Outcome (O) Operational [X]	Expected Outcome: NOVA Workforce will increase the number of high-demand credentials attained.					
	Strategic Plan Objective(s) #: #6 Workforce Development; #7 IT and Cyber Programs; #8 Re-envision Workforce Development; #9 Healthcare, Biotechnology, and Future Programs.					
Measure with Target	Results			Use of Results		
Measure: Number of credentials attained, disaggregated by industry sector. Target: 300. Acceptable Threshold: 250. Justification for Threshold: Based on previous year’s data.	Academic or Fiscal Year Current Data Collected:					
	Credentials Attained: Fiscal Year 2020					
		FY 2018 *N= 5129	FY 2019 *N= 4414	FY 2020 *N= 3621	Change from FY 2019	
					#	%
	IT and Computer Skills	162	320	249	29	9%
	Healthcare and Dental	126	190	217	27	14%
	Business and Management	27	11	0	-11	-100%
	Trades and Industry	0	26	0	-26	-100%
	Total	315	547	566	19	3%
		*N=Total population: Individual students enrolled in Continuing Education Units (CEU) bearing classes, including Open Enrollment and Contract Training).				
	Strengths of Results: Total number of credentials attained exceeded acceptable threshold and target.					
	Weaknesses of Results: The COVID-19 pandemic has disrupted instructional settings, class clinical requirements, and proctored assessments in a controlled environment. This has prevented many candidates from completing their certification exams during the measurement period.					
	*Note: Data was not measured for FY 2016 and FY 2017.					
	Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Associate Directors of Allied Health and IT & Business expanded opportunities for students to prepare for two new industry-recognized credentials: Amazon Web Services Certified Cloud Practitioner and Certified Phlebotomy Technician (NHA). Director of Corporate and Workforce Engagement and Apprenticeship team expanded apprenticeship programs. Student and Program Support team improved support to apprenticeship students by extending proctoring services to the Reston Center in July 2019. Corporate and Workforce Engagement and Student and Program Support teams partnered with the Information and Engineering Technologies (IET) division to support Perkins grant efforts which offered exam vouchers to eligible credit students to sit for IT industry certification exams during the 2020-2021 academic year. Reassigned an existing full-time position to work with IET personnel and students receiving vouchers. Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Increased support for and addition of new, in-					

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: NOVA Workforce**

		<p>demand programs directly resulted in increased number of credentials attained.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Track the number of students in FastForward approved classes that attempted to earn credentials versus the number of students that passed their exams. (Virginia's FastForward Workforce Grant Program is a subsidized short-term workforce credential program to train Virginians for in- demand occupations in technology, healthcare, and skilled trades.)</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Director of Student & Program Support and Associate Directors of IT and Business and Allied Health will explore further ways to boost NOVA's capabilities to proctor and provide direct opportunity for NOVA students to complete high-stakes IT certification exams.</p> <p>Implement Massage Therapy classes, new industry-recognized credential and FastForward program. Tentative program launch date is scheduled for November 2020.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
<p>Expected Outcome (O) Operational <input checked="" type="checkbox"/></p>	<p>Expected Outcome: NOVA Workforce will expand employer engagement to encourage more companies to recruit NOVA students and alumni for jobs and internships.</p> <p>Strategic Plan Objective(s) #: #6 Workforce Development; #8 Healthcare, Biotechnology, and Future Programs.</p>	
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: NOVA Workforce**

<p>Measure: Number of jobs and internships that are posted in the Career Connection database, disaggregated by types of jobs and events posted.</p> <p>Target: 2,500 postings.</p> <p>Acceptable Threshold: 2,000 postings. Justification for Threshold: Estimated threshold based on new data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Career Connection Postings: Fiscal Year 2019-20</p> <table border="1"> <thead> <tr> <th></th> <th align="center">2019-2020 *N=4,069; *E=104; *C=2,937</th> </tr> </thead> <tbody> <tr> <td>Total Job Postings (Non-Internship)</td> <td align="right">2,504</td> </tr> <tr> <td>Total Internship Postings</td> <td align="right">1,565</td> </tr> <tr> <td>Total Number of Events Posted</td> <td align="right">144</td> </tr> <tr> <td>Total Number of Employers</td> <td align="right">2,937</td> </tr> <tr> <td>Total</td> <td align="right">7,150</td> </tr> </tbody> </table> <p>*N=Total postings; *E=Total events; *C=Total companies</p> <p>Strengths of Results: Total number of job postings and internships exceeded acceptable threshold and target.</p> <p>Weaknesses of Results: Provided it is the first year that the team was able to access this type of data, thresholds were difficult to project. There is an opportunity to increase number of job and internship postings and number of employers registered to facilitate connections between employment opportunities and NOVA students.</p> <p>Note: Career Connection was implemented on July 1, 2019 therefore data is unavailable and does not exist for FY2016, FY2017, FY2018, and FY2019.</p>		2019-2020 *N=4,069; *E=104; *C=2,937	Total Job Postings (Non-Internship)	2,504	Total Internship Postings	1,565	Total Number of Events Posted	144	Total Number of Employers	2,937	Total	7,150	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In response to student needs, implemented industry-recognized and standard career services management software (Career Connection) in July 2019. The Career Services manager and team lead efforts to engage with all college divisions to distribute information about Career Connection throughout the fiscal year. The Career Services manager and team developed a brand for the career services management system (Career Connection) and communication plan to share information about new system with key stakeholders. This brand launched in July 2019. Working with NOVA IT department, career services developed accounts for more than 130,000 NOVA students and alumni in first year. Career services also conducted a student survey in February 2019 with more than 1,200 student responses to identify student interest and needs for career services management software.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain impact of previous changes/ actions: Due to the change in vendor of the career services management software in July 2019, data is not available for comparison of past years.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: While threshold and target numbers were met, continue to increase number of job and internship opportunities and employer registrations in Career Connection to serve more students.</p>
	2019-2020 *N=4,069; *E=104; *C=2,937													
Total Job Postings (Non-Internship)	2,504													
Total Internship Postings	1,565													
Total Number of Events Posted	144													
Total Number of Employers	2,937													
Total	7,150													

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: NOVA Workforce**

		<p>Action Plan Based on Current Results (What? Who? How? When?): Career services manager and team, Director of Corporate and Workforce Engagement, and all members of the Corporate and Workforce Engagement team will continue to encourage more employers to register and post-employment opportunities in Career Connection in 2020-2021.</p> <p>Career services team will continue to work with student services and faculty to encourage more student engagement. Career services team will work with other college divisions and employers to continue to post and grow number of event opportunities in Career Connection. Career services will also continue to identify additional resources to support students with career readiness with additional resources for underrepresented student populations.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																																																						
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: NOVA Workforce will serve the needs of regional employers by offering innovative classes based on labor market demand and changing certification/skills requirements sought employers.</p> <p>Strategic Plan Objective(s) #: #6 Workforce Development; #7 IT and Cyber Programs; #8 Re-invision Workforce Development; #9 Healthcare, Biotechnology, and Future Programs.</p>																																																							
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>																																																						
<p>Measure: Number of new courses offered, disaggregated by category and enrollment numbers by industry sectors.</p> <p>Target: 15 courses.</p> <p>Acceptable Threshold: 10 courses.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">New Courses Offered: 2017-2018 through 2019-2020</p> <table border="1" data-bbox="386 1138 1444 1409"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2017-2018 *N=10913 *C=638</th> <th colspan="2">2018-2019 *N=8150 *C=254</th> <th colspan="2">2019-2020 *N=6760 *C=203</th> <th colspan="2">Change from 2018-2019</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th># of new Courses</th> <th># of Enrollments in New Courses</th> <th># of New Courses</th> <th># of Enrollments in New Courses</th> <th># of New Courses</th> <th># of Enrollments in New Courses</th> <th>Change in # of Courses</th> <th>Change in % of Courses</th> <th>Change in # of Enrollments</th> <th>Change in % of Enrollments</th> </tr> </thead> <tbody> <tr> <td>English as a Second Language</td> <td>44</td> <td>1341</td> <td>2</td> <td>26</td> <td>2</td> <td>50</td> <td>0</td> <td>0%</td> <td>24</td> <td>92%</td> </tr> <tr> <td>Business & Management</td> <td>20</td> <td>70</td> <td>7</td> <td>54</td> <td>2</td> <td>0</td> <td>-5</td> <td>-71%</td> <td>-54</td> <td>-100%</td> </tr> <tr> <td>Healthcare & Dental</td> <td>1</td> <td>5</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>-2</td> <td>-100%</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?):</p> <ul style="list-style-type: none"> • Administrator of Economic Development, Corporate and Workforce Engagement Director, and Associate Directors of Allied Health, ACLI, and IT and Business analyzed labor market to support its decision making to develop new programs and program review and discontinuance. • Apprenticeship manager and team expanded apprenticeship programs to include more technology occupations leading to credentials. 			2017-2018 *N=10913 *C=638		2018-2019 *N=8150 *C=254		2019-2020 *N=6760 *C=203		Change from 2018-2019		Change from 2018-2019		# of new Courses	# of Enrollments in New Courses	# of New Courses	# of Enrollments in New Courses	# of New Courses	# of Enrollments in New Courses	Change in # of Courses	Change in % of Courses	Change in # of Enrollments	Change in % of Enrollments	English as a Second Language	44	1341	2	26	2	50	0	0%	24	92%	Business & Management	20	70	7	54	2	0	-5	-71%	-54	-100%	Healthcare & Dental	1	5	2	0	0	0	-2	-100%	0	0%
	2017-2018 *N=10913 *C=638			2018-2019 *N=8150 *C=254		2019-2020 *N=6760 *C=203		Change from 2018-2019		Change from 2018-2019																																														
	# of new Courses	# of Enrollments in New Courses	# of New Courses	# of Enrollments in New Courses	# of New Courses	# of Enrollments in New Courses	Change in # of Courses	Change in % of Courses	Change in # of Enrollments	Change in % of Enrollments																																														
English as a Second Language	44	1341	2	26	2	50	0	0%	24	92%																																														
Business & Management	20	70	7	54	2	0	-5	-71%	-54	-100%																																														
Healthcare & Dental	1	5	2	0	0	0	-2	-100%	0	0%																																														

**Unit: Strategic Partnerships and Workforce Innovation
Subunit: NOVA Workforce**

Justification for Threshold: Based on previous year's data.	IT & Computer Skills	21	138	23	70	24	421	1	4%	351	501%
	Personal Interest & Enrichment	2	1	4	23	0	0	-4	-100%	-23	-100%
	Trades & Industry	0	0	2	20	0	0	-2	-100%	-20	-100%
	Professional Education & Training	27	447	3	146	2	22	-1	-33%	-124	-85%
	Total	115	2002	43	339	30	493	-13	-30%	154	45%

*N=Total population: Total enrollments (duplicated) including Open Enrollment and Contract Customized courses (excluding non-training activities).
*C=Total number of courses offered including Open Enrollment and Contract Customized courses (excluding non-training activities).

Strengths of Results: Total number of new courses developed exceeded acceptable threshold and target.

Weaknesses of Results: The number of new courses decreased this academic year. This development was due in part to the challenges related to COVID-19, with a plan to launch new courses that were ultimately paused to further evaluate future opportunities and strategy.

Note:

- Data was not measured for FY16 and FY17.
- A new course is defined as a brand-new subject (first time ever offered) or previously offered but content is significantly changed (51% or more of curriculum is changed).
- Open Enrollment courses are courses designed for public registration.
- Contract Customized courses are courses designed for employers and supporting their unique training needs.

• Associate Directors of Allied Health, ACLI, and IT and Business, and program managers hired new adjunct instructors as required to support new courses.

Current Results Improved:
[X] Yes [] No [] Partially [] N/A
Explain impact of previous changes/ actions: By increasing the number of program offerings and apprenticeship programs, the Associated Directors of Allied Health, IT & Business, and Corporate Programs significantly increased the number of credentials attained. Using labor market data and other assessments, removed some program offerings that were no longer relevant in regional market.

Target Met: [X] Yes [] No [] Partially [] N/A

Acceptable Threshold Met:
[X] Yes [] No [] Partially [] N/A

Areas Needing Improvement Based on Current Results: Following re-evaluation of strategy for new courses, increase number of new courses for next academic year. Use labor market research to identify opportunities, specifically in business and management, and trades.

Action Plan Based on Current Results (What? Who? How? When?): The Corporate and Workforce Engagement Director, Administrator, Economic Development, and Associate Directors of Allied Health, ACLI and IT and Business will continue to conduct business and industry needs assessments and labor market research to identify new courses. The Corporate and Workforce Engagement Director will also continue to assess current program offerings to identify required changes to programs. Associate Director, IT and Business will fill the new role of Program Manager for Business and

Unit: Strategic Partnerships and Workforce Innovation
Subunit: NOVA Workforce

		<p>Management position by July 2020 to support efforts.</p> <p>Associate Director, Allied Health will implement Massage Therapy program. This program is tentatively scheduled to launch in November 2020. Corporate and Workforce Engagement will expand programming on the Alexandria and Annandale campuses in Fall 2020 and Spring 2021. Corporate and Workforce Engagement will readjust threshold considering current results.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
--	--	--

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: Adult Career Pathways

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Office of Institutional Effectiveness and Student Success Initiatives is to advance NOVA's mission and strategic plan by conducting analytical studies and providing information in support of institutional planning, policy formulation, and decision making. In addition, Adult Career Pathways provides a holistic approach to services that are responsive, individualized, and appropriate to support and prepare adults to develop the academic and/or career skills needed to enter or re-enter the workforce.

<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Adult Career Pathways will expand the number of new participants that will complete and sign an Adult Career Pathways application each semester.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																								
Measure with Target	Results	Use of Results																							
<p>Measure: Number of new or existing participants to enroll in at least one course each semester (Fall and Spring).</p> <p>Target: 90 new or existing participants will enroll in a credit/non-credit course each semester.</p> <p>Acceptable Threshold: 50 new or existing participants will apply/reapply, and/or register in a credit/non-credit course (Fall or Spring).</p> <p>Justification for Threshold: Based on last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Completed Applications: 2018-2019 through 2019-2020</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Term</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">50</td> <td style="text-align: center;">48</td> <td style="text-align: center;">-2</td> <td style="text-align: center;">-4.0%</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">88</td> <td style="text-align: center;">22</td> <td style="text-align: center;">-66</td> <td style="text-align: center;">-75.0%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">138</td> <td style="text-align: center;">70</td> <td style="text-align: center;">-68</td> <td style="text-align: center;">-49.3%</td> </tr> </tbody> </table> <p>Strengths of Results: Threshold was exceeded.</p> <p>Weaknesses of Results: Provide more efficient, early advising and student outreach procedures; to have students register for classes during early advising. This will be done by providing additional advising hours, offering more advising options (e.g. phone and virtual) and collaborating with the advising centers on each campus to assist in advising Adult Career Pathways students. COVID 19 and remote learning directly affected the results.</p>	Term	2018-2019	2019-2020	Change from 2018-2019		#	%	Fall	50	48	-2	-4.0%	Spring	88	22	-66	-75.0%	Total	138	70	-68	-49.3%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Adult Career Pathways coordinator will provide the following services:</p> <ul style="list-style-type: none"> • Academic/Career Advising • NOVA application assistance • Assistance with applying for financial aid/scholarships • Individualized pathway map or plan of action • Career workshops (resume writing, interviewing skills, etc.) <p>A P14 is currently working to assist in the administrative functions of the program (e.g. answering calls, emails, etc.).</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/actions: COVID-19 and remote learning has directly affected the results.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Higher numbers of students enrolling in next semester (Retention).</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Adult Career Pathways Coordinator will develop/Implement a more</p>	
Term	2018-2019				2019-2020	Change from 2018-2019																			
		#	%																						
Fall	50	48	-2	-4.0%																					
Spring	88	22	-66	-75.0%																					
Total	138	70	-68	-49.3%																					

**Unit: Student Services, Administrative
Subunit: Adult Career Pathways**

		<p>efficient early academic advising plan and student outreach. This plan will be influenced by COVID-19 and working remotely. This plan will be re-evaluated in the Summer 2021. Steps included evaluating the efficiency of remote advising and services. After evaluating, Adult Career Pathways will develop plans to improve this plan if/when remote learning continues for the following academic year.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																											
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Adult Career Pathways (ACP) will increase enrollment of adult students (based on program eligibility requirements*) in both credit and non- credit courses.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support and #6 Workforce Dev/Community Prosperity.</p>																												
<p align="center">Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																											
<p>Measure: Number of new or existing participants to enroll in at least one course each semester (Fall and Spring).</p> <p>Target: 90 new or existing participants will enroll in a credit/non-credit course each semester (Fall or Spring).</p> <p>Acceptable Threshold: 50 new or existing participants will apply, re-apply, and/or register in a credit/non-credit course. (Fall or Spring).</p> <p>Justification for Threshold: Based on last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Continuous Enrollment: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="562 781 1220 992"> <thead> <tr> <th rowspan="2">Term</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td align="center">50</td> <td align="center">167</td> <td align="center">117</td> <td align="center">234.0%</td> </tr> <tr> <td>Spring</td> <td align="center">86</td> <td align="center">124</td> <td align="center">38</td> <td align="center">44.2%</td> </tr> <tr> <td>Summer</td> <td align="center">75</td> <td align="center">50</td> <td align="center">-25</td> <td align="center">-33.3%</td> </tr> <tr> <td>Total</td> <td align="center">138</td> <td align="center">341</td> <td align="center">203</td> <td align="center">147.1%</td> </tr> </tbody> </table> <p>Strengths of Results: Threshold was exceeded.</p> <p>Results: 167 students enrolled in a credit course during Fall 2019; 124 students enrolled in a credit course during Spring 2020. Out of the 167 students who enrolled during Fall 2019 and Spring 2019, a total of 50 Adult Career Pathways students have enrolled in Summer 2020.</p> <p>Weaknesses of Results: Provide more efficient, early advising and student outreach procedures; have students register for classes during early advising. This will be done by providing additional advising hours, offering more advising options (e.g. phone and virtual) and collaborating with the advising centers on each campus to assist in advising Adult Career Pathways students.</p>	Term	2018-2019	2019-2020	Change from 2018-2019		#	%	Fall	50	167	117	234.0%	Spring	86	124	38	44.2%	Summer	75	50	-25	-33.3%	Total	138	341	203	147.1%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Adult Career Pathways coordinator will continue implementing early academic advising. Virtual outreach will become a focus for the Fall and Spring semesters.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions:</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Higher numbers of students enrolling in next semester (Retention).</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Adult Career Pathways Coordinator will develop/Implement a more efficient early academic advising plan and student outreach. This plan will be influenced by COVID-19 and working remotely. This plan will be re-evaluated in the Summer 2021. Steps included evaluating the efficiency of remote advising and services. After evaluating, Adult Career Pathways will develop plans to improve this</p>
Term	2018-2019				2019-2020	Change from 2018-2019																							
		#	%																										
Fall	50	167	117	234.0%																									
Spring	86	124	38	44.2%																									
Summer	75	50	-25	-33.3%																									
Total	138	341	203	147.1%																									

**Unit: Student Services, Administrative
Subunit: Adult Career Pathways**

		<p>plan if/when remote learning continues for the following academic year.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																						
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Adult Career Pathways' students will successfully complete their program of study at NOVA.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support, #3 Informed Pathways for Seamless Transitions, and #4 Effective Processes/Protocols.</p>																							
<p align="center">Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																						
<p>Measure: Number of participants who complete a program of study annually.</p> <p>Target: 75% of participants will complete their program of study (POS) within 4 years or transfer to a 4-year institution (including workforce certification, associate, and certificates).</p> <p>Acceptable Threshold: 50% of participants will complete their program of study within 4 years or transfer to a 4-year institution (including workforce certification, associate, and certificates).</p> <p>Justification for Threshold: Based on last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Completion of Program: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="546 646 1236 800"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1-yr</td> <td align="center">5</td> <td align="center">7</td> <td align="center">2</td> <td align="center">40.0%</td> </tr> <tr> <td>2-yr</td> <td align="center">TBD</td> <td align="center">TBD</td> <td align="center">-</td> <td align="center">-</td> </tr> <tr> <td>Total</td> <td align="center">5</td> <td align="center">7</td> <td align="center">2</td> <td align="center">40.0%</td> </tr> </tbody> </table> <p>Strengths of Results: That students are already graduating.</p> <p>Weaknesses of Results: Needs faster graduation rates.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	1-yr	5	7	2	40.0%	2-yr	TBD	TBD	-	-	Total	5	7	2	40.0%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Adult Career Pathways Coordinator will work with registrar to monitor the graduation rates within the Adult Career Pathways program. These data points will be conveyed on a yearly basis moving forward.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions:</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain:</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Higher graduation/Completion Rates. Action Plan Based on Current Results (What? Who? How? When?): Adult Career Pathways Coordinator will develop a retention plan to increase graduation/completion by the end of Fall 2019; pilot plan during Spring 2020, make revisions (if needed) to fully implement plan starting Fall 2020. Plan will include the following: Wrap around services (e.g. Single Stop, Financial Stability Program, etc.). These will also include virtual and remote services due to COVID-19.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2018-2019				2019-2020	Change from 2018-2019																		
		#	%																					
1-yr	5	7	2	40.0%																				
2-yr	TBD	TBD	-	-																				
Total	5	7	2	40.0%																				

**Unit: Student Services, Administrative
Subunit: Adult Career Pathways**

Expected Outcome (O) Operational [X]	Expected Outcome: Adult Career Pathways participants will develop an educational plan each semester in order to progressively select courses to successfully achieve their goals. Strategic Plan Objective(s) #: #1 Student Advising/Support, #3 Informed Pathways for Seamless Transitions.																														
Measure with Target Measure: Number of participants who complete an academic advising plan each semester. Target: 75% of participants will complete a student or academic (course) plan. Acceptable Threshold: 50% of participants will complete a student or academic (course) plan. Justification for Threshold: Based on last year's data.	Results Academic or Fiscal Year Current Data Collected: 2019-2020. Number of Adult Career Pathways Students with Action Plans: 2018-2019 through 2019-2020 <table border="1" data-bbox="548 532 1234 813"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Fall Completed Action Plan</td> <td align="center">50</td> <td align="center">77</td> <td align="center">27</td> <td align="center">54.0%</td> </tr> <tr> <td>Spring Completed Action Plan</td> <td align="center">88</td> <td align="center">35</td> <td align="center">-53</td> <td align="center">-60.2%</td> </tr> <tr> <td>Fall Missing Action Plan</td> <td align="center">13</td> <td align="center">10</td> <td align="center">-3</td> <td align="center">-23.1%</td> </tr> <tr> <td>Spring Missing Action Plan</td> <td align="center">0</td> <td align="center">45</td> <td align="center">45</td> <td align="center">--</td> </tr> </tbody> </table> Strengths of Results: Staff is consistent in creating an action plan for students. Weaknesses of Results Staff was reduced to one full time member.				2018-2019	2019-2020	Change from 2018-2019		#	%	Fall Completed Action Plan	50	77	27	54.0%	Spring Completed Action Plan	88	35	-53	-60.2%	Fall Missing Action Plan	13	10	-3	-23.1%	Spring Missing Action Plan	0	45	45	--	Use of Results Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): During the Fall 2019, there was a transition where there was only 1 full time staff member in the department and some students were not created action plans. Remote learning during the Spring 2020 semester also had an effect. Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The changes to having only 1 full time staff member and the effects of going virtual due to COVID-19, the number of action plans was affected. Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Areas Needing Improvement Based on Current Results: Consistent communication with Adult Career Pathways students. This will ensure each of them is provided with the proper resources. Action Plan Based on Current Results (What? Who? How? When?): To increase the target percentage from 75% to 90% and the acceptable threshold from 50% to 70%. Steps include remote services and virtual meetings to ensure each student is receiving a proper action plan. The 1 full time staff member will be responsible for this action. Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.
	2018-2019	2019-2020	Change from 2018-2019																												
			#	%																											
Fall Completed Action Plan	50	77	27	54.0%																											
Spring Completed Action Plan	88	35	-53	-60.2%																											
Fall Missing Action Plan	13	10	-3	-23.1%																											
Spring Missing Action Plan	0	45	45	--																											

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: Advising

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of Advising at NOVA is to advance NOVA's mission and strategic plan by promoting inter-campus consistency in information provision and availability, student service, and access to data. Advising supports campus operations through Advising Training, Early Advising Initiatives, Advising Technology Support, and Virtual Advising Services.

Expected Outcome (O) Operational [X]	Expected Outcome: Advising Professionals will effectively advise students by using the NAVIGATE tool to take notes correctly as instructed in the training sessions.															
Measure with Target	Strategic Plan Objective(s) #: #1 Student Advising/Support, #2 VIP-PASS.															
Measure with Target	Results		Use of Results													
<p>Measure: Advisors will record an average of 5,000 advising notes in Navigate per month.</p> <p>Target: 5,000 notes per month.</p> <p>Acceptable Threshold: 3,000 notes per month.</p> <p>Justification for Threshold: Last year's data.</p>	<p>Semester/Academic or Fiscal Year Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Notes in Navigate: 2018-2019 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Notes per Month</td> <td style="text-align: center;">5,804</td> <td style="text-align: center;">6,957</td> <td style="text-align: center;">1,153</td> <td style="text-align: center;">19.9%</td> </tr> </tbody> </table> <p>Strengths of Results: Strong. A total of 538 advisors, both professional and faculty, recorded 83,488 notes, well exceeding the target average of 5000 per month. (Average per month = 6,957).</p> <p>Weaknesses of Results: As the use of the tool (Navigate) widens college-wide, the metrics will need to change to include other uses of the tool, including emails/campaigns sent to students, progress reports raised, reviews of academic plans via shared workspace, etc.</p>			2018-2019	2019-2020	Change from 2018-2019		#	%	Notes per Month	5,804	6,957	1,153	19.9%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Targeted training, conducted by the college's advising trainer and coordinator of advising technology and communications, have proven successful in promoting the tool's use in 2019-2020. Training has been provided in-person over the course of the last year and is also available virtually, along with one-page instructional sheets to be accessed via the CANVAS site.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/actions:</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Results: Changing the metric to include other uses including emails/campaigns sent to students, progress reports raised, reviews of academic plans via shared workspace. (After pilot with WO Campus for early alerts)</p> <p>Action Plan Based on Current Results (What? Who? How? When?): As the use of NAVIGATE is expanded to include other components in addition to the note-taking capacity, we will need to include those usage numbers in the metrics and further specifics can be delineated for the data. The team will keep</p>	
	2018-2019	2019-2020				Change from 2018-2019										
			#	%												
Notes per Month	5,804	6,957	1,153	19.9%												

**Unit: Student Services, Administrative
Subunit: Advising**

		<p>promoting accountability standards to the Dean and Admin Council level. In future cycles, we will have baseline data for some aspects of Navigate (early alert/progress reports; academic plans/shared workspace), as we are piloting these aspects currently (We anticipate expanding early alerts to ALL campuses for Fall 2020). It may prove beneficial to be able to illustrate particular campus and program usage to promote accountability. The coordinator of advising technology will compile and keep these data in the future.</p> <p>Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.</p>												
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Advisors will enhance their knowledge of advising information through attending training and engaging with the library of electronic resources.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>													
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>												
<p>Measure 1: Number of Advisors accessing the Academic Advising Canvas Site to gather resources to aid in successful advising of students.</p> <p>Target: 50 advisors.</p> <p>Acceptable Threshold: 30 advisors.</p> <p>Justification for Threshold: Growth over the past year. Upcoming advising model</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Number of Advisors Accessing Canvas Site: 2018-2019 through 2019/2020</p> <table border="1" data-bbox="520 865 1283 971"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Usage</td> <td align="center">61</td> <td align="center">468</td> <td align="center">407</td> <td align="center">7.7%</td> </tr> </tbody> </table> <p>Strengths of Results: Advisors using the Academic Advising Canvas Site has gone from 61 to 468 in less than 12 months. As a result of increased attendance at in-person and virtual advising training, advisors are using the Canvas Advising Site resource. Grew from 40 completions in Fall of 2019 to 155 completions in Spring/Summer 2020.</p> <p>Weaknesses of Results: Trainings should be made mandatory for all college advisors.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Usage	61	468	407	7.7%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): More support for the Canvas Site was provided by the leadership in March 2020. Positive comments shared by faculty to other faculty to encourage use of resources. Updates during the pandemic to keep current changes in view for faculty advisors.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/actions: New canvas site from previous bb site. More emphasis on training importance for successful advising practices. Sequence of trainings and timeline of trainings scheduled.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: 767% improvement in training participation from 18-19 to 19-20. Mandatory training supported by leadership. Schedule of training published in Canvas Site.</p>
	2018-2019				2019-2020	Change from 2018-2019								
		#	%											
Usage	61	468	407	7.7%										

**Unit: Student Services, Administrative
Subunit: Advising**

		<p>Action Plan Based on Current Results (What? Who? How? When?): March 2020 – to present as we are in a virtual environment. Fall/Spring more marketing of Canvas Site, updates to site, leadership promoted use of canvas site and better communication plan in use by Central Advising Office. Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																																
<p>Measure2: Attendance at Trainings and Number of Advisors Completing Advising Basics Level Training.</p> <p>Target: 150 – increase completion level by 25% in 20/21</p> <p>Acceptable Threshold: 100</p> <p>Justification for Threshold: # of advisors attending training. (Only in-person trainings were conducted in 18/19 and most were at Pender. No virtual trainings were conducted in 18/19)</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Advising/Navigate Training: 2018-2019 through 2019-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Advising in Person</td> <td align="center">99</td> <td align="center">223</td> <td align="center">124</td> <td align="center">125.3%</td> </tr> <tr> <td>Virtual Advising</td> <td align="center">0</td> <td align="center">512</td> <td align="center">512</td> <td align="center">-</td> </tr> <tr> <td>Virtual Navigate</td> <td align="center">0</td> <td align="center">329</td> <td align="center">329</td> <td align="center">-</td> </tr> <tr> <td>Basics Training Completion</td> <td align="center">40</td> <td align="center">155</td> <td align="center">115</td> <td align="center">287.5%</td> </tr> <tr> <td>Total</td> <td align="center">139</td> <td align="center">1309</td> <td align="center">1080</td> <td align="center">841.7%</td> </tr> </tbody> </table> <p>Strengths of Results: More importance given to advising/navigate trainings from Deans and Associate Deans. Faculty Advisors getting a completion certificate and sharing those names within newsletter.</p> <p>Weaknesses of Results: Training needs to be mandatory and an Advising Model needs to be completed and approved.</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Advising in Person	99	223	124	125.3%	Virtual Advising	0	512	512	-	Virtual Navigate	0	329	329	-	Basics Training Completion	40	155	115	287.5%	Total	139	1309	1080	841.7%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): More emphasis on training as important to successful advising by leadership. More communication and marketing of advising support.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: New instructional design to Canvas Site for more intuitive use by advisors. Additional features including discussion board for different segments of the advising community. More data pulled to show most used features/pages in Canvas site.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Advising will add more synchronous virtual trainings in coordination with Coordinator of Advising Technology in 2020-2021. Include training schedule on Canvas Calendar and continue to include in the Daily Flyer communication piece. Grow course selections by utilizing “experts” at NOVA for additional topical training, i.e. diversity training, international student training.</p> <p>Next Evaluation of this Expected Outcome: 2020-2021.</p>
	2018-2019				2019-2020	Change from 2018-2019																												
		#	%																															
Advising in Person	99	223	124	125.3%																														
Virtual Advising	0	512	512	-																														
Virtual Navigate	0	329	329	-																														
Basics Training Completion	40	155	115	287.5%																														
Total	139	1309	1080	841.7%																														
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: New2NOVA, NOVA’s online orientation program - Students will gain knowledge of NOVA’s policies by accessing and completing New2NOVA’s online, interactive orientation program.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																																	

**Unit: Student Services, Administrative
Subunit: Advising**

Measure with Target	Results	Use of Results								
<p>Measure: Percentage of students who will access and complete New2NOVA.</p> <p>Target: 75% of new admits.</p> <p>Acceptable Threshold: Threshold: 50% of new admits, 90% of GPS students.</p> <p>Justification for Threshold: Last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: Summer 2020.</p> <p align="center">New Students Completing New2NOVA: 2019-2020</p> <table border="1" data-bbox="520 370 1283 472"> <thead> <tr> <th>Year</th> <th># New Admits</th> <th>% of Total Admits Completing</th> <th>% of Total Completing GPS Students</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>9,961</td> <td>66.2</td> <td>69.3</td> </tr> </tbody> </table> <p>Strengths of Results: 15% increase in number of students who activated a New2NOVA profile. 17.9% increase in GPS students completing New2NOVA.</p> <p>Weaknesses of Results: 10.6% decrease in total admits completing New2NOVA.</p>	Year	# New Admits	% of Total Admits Completing	% of Total Completing GPS Students	2020	9,961	66.2	69.3	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): During the 2019-2020 year, students continued to be encouraged to utilize New2NOVA as part of the onboarding process. Completion is not required.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: While the total admits completing went down, the % of GPS improved.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: The % of total admits completing New2NOVA feel short of its goal of 75% by 8.8%. NOVA does not mandate completion of New2NOVA for new admits. Targets may need to be adjusted going forward.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: The acceptable threshold for new admits was met and exceeded by 16.2%. The acceptable threshold for GPS students fell short by 20.7%. NOVA does not mandate completion of New2NOVA for new admits. Targets may need to be adjusted going forward.</p> <p>Areas Needing Improvement Based on Current Results: Increase total % of new admits completing New2NOVA and total % of GPS completing New2NOVA.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): During Summer and Fall 2020, improving the communication about New2NOVA to ensure that every new applicant knows about it, including the XAP communications from the application—timely immediate post application communication will help catch students and keep them engaged. New2NOVA has been included in updated XAP communications. However, following the July 2020 decision by the admin council to make orientation optional for the previously mandated population (GPS), future orientation programming is under review. New2NOVA remains live and accessible to students.</p>
Year	# New Admits	% of Total Admits Completing	% of Total Completing GPS Students							
2020	9,961	66.2	69.3							

**Unit: Student Services, Administrative
Subunit: Advising**

		Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.																
Expected Outcome (O) Operational [X]	Expected Outcome: Advising Technology Support will help advising professionals troubleshoot issues with Navigate Advisor side.																	
	Strategic Plan Objective(s) #: #1 Student Advising/Support.																	
Measure with Target	Results	Use of Results																
<p>Measure: Percentage of all inquiries rectified within 1 week to maintain confidence in the tool and the support process.</p> <p>Target: 80% of inquiries rectified within one week.</p> <p>Acceptable Threshold: 50% of inquiries rectified within one week.</p> <p>Justification for Threshold: Previous experience with Hobson's.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Percentage of Inquires Rectified: 2019-2020</p> <table border="1"> <thead> <tr> <th>Semester</th> <th># of Inquires per Week</th> <th># Rectified per Week</th> <th>% of Inquiries Rectified</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td align="center">14</td> <td align="center">13</td> <td align="center">92</td> </tr> <tr> <td>Spring 2020</td> <td align="center">15</td> <td align="center">14</td> <td align="center">93</td> </tr> <tr> <td>Summer 2020</td> <td align="center">10</td> <td align="center">9</td> <td align="center">90</td> </tr> </tbody> </table> <p>Strengths of Results: Strong. Average 91.6% rectified within one week.</p> <p>Weaknesses of Results: Tracking and codifying the nature of inquiries will allow for targeted troubleshooting and training if applicable.</p>	Semester	# of Inquires per Week	# Rectified per Week	% of Inquiries Rectified	Fall 2019	14	13	92	Spring 2020	15	14	93	Summer 2020	10	9	90	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Coordinator of Advising Technology attended the EAB App Administrator bi-weekly webinars to get answers for troubleshooting issues as they arise with the system to support NOVA in 2019-2020.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain: Initial measure – no comparison data.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Results: Tracking and codifying the nature of inquiries will allow for targeted troubleshooting and training if applicable.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The coordinator of advising technology will maintain the current method of dealing with inquiries in 2020-2021. The coordinator is working to improve access to this service and to advance this service to the next level by mitigating the wait time for an answer or to have the issue rectified. Use of the service will grow as the use of advising technology expands. Both will influence each other. In addition to supporting advising, the coordinator of advising technology supports the tutoring and inquiries from the IT Helpdesk pertaining to Navigate.</p> <p>Next Evaluation of this Expected Outcome: FY 2021.</p>
Semester	# of Inquires per Week	# Rectified per Week	% of Inquiries Rectified															
Fall 2019	14	13	92															
Spring 2020	15	14	93															
Summer 2020	10	9	90															

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: Call Center

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the College Call Center is to advance NOVA's mission and strategic plan by delivering efficient and effective customer service to the internal and external NOVA community. In addition, the unit supports marketing and recruitment efforts by nurturing prospective students to enrollment and provides informational advising to current students needing in-depth and account-related support.

Expected Outcome (O) Operational [X]	Expected Outcome: The Call Center will support institutional effectiveness by providing excellent quality customer service.																																								
Measure with Target	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.																																								
	Results					Use of Results																																			
<p>Measure: <i>Customer Service quality</i> – Real time automated live chat and email customer feedback surveys.</p> <p><i>Agent efficiency and effectiveness:</i> Agent evaluation tools; phone call recordings and logs; chat and email transcripts and logs; Indirect feedback from external department and program heads,</p> <p>Target: 90% customer satisfaction rate.</p> <p>Acceptable Threshold: 87% customer satisfaction rate.</p> <p>Justification for Threshold: Benchmark based on last few years of data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Customer Service Quality/Agent Efficiency and Effectiveness 2015-2016 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>Change from 2018 -2019</th> </tr> </thead> <tbody> <tr> <td>Customer Service Quality</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">-6%</td> </tr> <tr> <td>Agent Efficiency</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">-24%</td> </tr> <tr> <td>Agent Effectiveness</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">-73%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">-34%</td> </tr> </tbody> </table> <p>Strengths of Results: None during this period.</p> <p>Weaknesses of Results: Both the target and threshold goals were not met for all areas, significant decrease in agent efficiency and effectiveness.</p>						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018 -2019	Customer Service Quality	86%	87%	88%	89%	83%	-6%	Agent Efficiency	92%	95%	88%	87%	63%	-24%	Agent Effectiveness	89%	89%	92%	95%	22%	-73%	Total	89%	90%	89%	90%	56%	-34%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): To improve live chat service, 2 part-time employees would be hired to respond to increasing chat volume with tentative start date November 2019; supervisor would modify job aids to increase clarity, productivity and decrease redundancy among agents. The Call Center Director was responsible for the hiring of the two part time reps which did occur. However, during this period, three additional part time reps resigned, and those positions could not be filled due to hiring freeze.</p> <p>Customer service quality focuses on direct customer feedback received from live chat and email surveys. There was a total of 34,276 live chats and 19,568 emails during 2019-2020 period. A total of 46,893 surveys were offered of which 14,663 and 1,648 users responded for chats and email respectively.</p> <p>Effectiveness focuses on the result of each task; whether an objective was accomplished. The quality of service agents provides is a key measurement used to determine effectiveness. Key performance indicators used to assess quality of service includes average speed to answer inquiries, average number of inquiries missed, abandoned or unanswered) and number of calls</p>
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018 -2019																																			
Customer Service Quality	86%	87%	88%	89%	83%	-6%																																			
Agent Efficiency	92%	95%	88%	87%	63%	-24%																																			
Agent Effectiveness	89%	89%	92%	95%	22%	-73%																																			
Total	89%	90%	89%	90%	56%	-34%																																			

**Unit: Student Services, Administrative
Subunit: Call Center**

		<p>transferred/escalated to external departments for resolution. For each of these KPIs, the lower the rating the higher the quality of service which positively impact effectiveness goals.</p> <p>Efficiency focuses on how much time and effort was expended to perform a task. The overall efficiency goal is high output with minimal input. KPIs used to measure efficiency include average talk time, average calls waiting, agent to supervisor ratio and average agent attendance (adherence to work schedule). A total of 170,451 phone calls were received of which 41,020 (24%) went unanswered (abandoned) during this period due to severe staff shortage.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Unable to hire two additional part-time reps due to college-wide hiring freeze; updates to job aids were made however any benefit derived from this change cannot be truly measured due to significant high volume of inquiries limited staff have to process.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Severe staff shortage in the Call Center dept. due do inability to fill vacant positions as a result of hiring freeze implemented by senior leadership.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Severe staff shortage in the Call Center dept. due do inability to fill vacant positions as a result of hiring freeze implemented by senior</p> <p>Areas Needing Improvement Based on Current Results: All areas need improvement.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Due to college-wide hiring</p>
--	--	---

**Unit: Student Services, Administrative
Subunit: Call Center**

		<p>freeze, existing college employees will be transitioned to the Call Center department. They are to be trained by the Call Center director. this activity started June 2020.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>																												
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: The Call Center will deliver informational advising to current students.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																													
<p>Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>																												
<p>Measure: Posted operational hours – peak and non-peak periods – Availability of service and accuracy/reliability of information. A checklist was established by Advising department head. Data collection was done from external department for reference/job aids. Data collection was done into Navigate, a student advising application. Real time, automated chat and email customer feedback surveys were used.</p> <p>Target: Availability for service 98%.</p> <p>Accuracy and reliability of information provided: 99%.</p> <p>Acceptable Threshold: Availability for service 95%.</p> <p>Accuracy and reliability of information provided: 98%.</p> <p>Justification for Threshold: Benchmark based on previous years data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>Rate of Availability of Service and Accuracy/Reliability of Information: 2015-2016 through 2019-2020</p> <table border="1" data-bbox="594 716 1388 954"> <thead> <tr> <th></th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>Change from 2018-2019</th> </tr> </thead> <tbody> <tr> <td>Rate of Availability for Service</td> <td>100%</td> <td>100%</td> <td>99.5%</td> <td>99.0%</td> <td>97.0%</td> <td>-2.0%</td> </tr> <tr> <td>Accuracy/Reliability of Information</td> <td>99.0%</td> <td>99.0%</td> <td>94.5%</td> <td>99.0%</td> <td>96.5%</td> <td>-2.5 %</td> </tr> <tr> <td>Total</td> <td>99.5%</td> <td>99.5%</td> <td>96.75%</td> <td>99.0%</td> <td>96.7%</td> <td>-2.25%</td> </tr> </tbody> </table> <p>Strengths of Results: The reliability, availability and accuracy of the call center technologies as well as information provided by Advising department remains consistently high.</p> <p>Weaknesses of Results: Due to high volume of inquiries minimal staff have to process, most reps are not submitting information in Navigate which decreases reliability of the information in the application; increased turnover in staffing negatively impacted the availability of services (phone and live chat service hours had to be decreased).</p>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019	Rate of Availability for Service	100%	100%	99.5%	99.0%	97.0%	-2.0%	Accuracy/Reliability of Information	99.0%	99.0%	94.5%	99.0%	96.5%	-2.5 %	Total	99.5%	99.5%	96.75%	99.0%	96.7%	-2.25%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Collaborate with Advising department head to ensure that accurate and timely advising information is conveyed as well as greater communication with IT personnel.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Significant decrease in Call Center staff impacted availability to meet posted hours of operation and limited input of data into Navigate.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Severe staff shortage in the Call Center dept. due do inability to fill vacant positions impacted number of hours services can be provided.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Threshold was established in response to the increasing staff shortages in the Call Center dept. due do inability to fill vacant positions.</p> <p>Areas Needing Improvement Based on Current Results: Increase in and consistent submission of information into Navigate; stabilized staff levels to</p>
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019																								
Rate of Availability for Service	100%	100%	99.5%	99.0%	97.0%	-2.0%																								
Accuracy/Reliability of Information	99.0%	99.0%	94.5%	99.0%	96.5%	-2.5 %																								
Total	99.5%	99.5%	96.75%	99.0%	96.7%	-2.25%																								

**Unit: Student Services, Administrative
Subunit: Call Center**

		<p>ensure consistent and effective hours of operation.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Due to college-wide hiring freeze, existing college employees will be transitioned to the Call Center to be trained by Call Center director; this activity started June 2020.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>														
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: The Call Center will support institutional marketing and recruitment efforts by engaging in lead generation and nurturing initiatives.</p> <p>Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.</p>															
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>														
<p>Measure: Average response time through data collection from Pardot email marketing application and Salesforce CRM. Pardot allows prospective students (leads) to submit requests for College information via multiple media including online web forms and social media. Each record is considered a lead that needs to be nurtured. The information that is captured is sent to the Call Center in email form for follow up. In addition to automated emails sent to the leads by the Marketing department, the Call Center staff makes live outbound phone calls to each lead. The goal is to convert the leads into students who have enrolled for classes.</p> <p>Target: 4 hours.</p> <p>Acceptable Threshold: 8 hours.</p> <p>Justification for Threshold: To allow for significant increase in number of leads,</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Average Response Time to Lead Data from Pardot/Salesforce): 2018-2019 through 2019-2020</p> <table border="1" data-bbox="583 889 1398 1019"> <thead> <tr> <th rowspan="2"></th> <th>2018-2019 *N= 9,222</th> <th>2019-2020 *N= 21,327</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th></th> <th></th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Average Response Time</td> <td>5 hours and 47 minutes</td> <td>9 hours and 47 minutes</td> <td>4 hours</td> <td>80%</td> </tr> </tbody> </table> <p>N=Total number of leads/prospects received during given period.</p> <p>Strengths of Results: This activity is still being provided despite significant shortage of Call Center staff.</p> <p>Weaknesses of Results: Despite doubling the target and threshold from last period, the average response time increased over 80% in 2019-2020 from last period due to staff shortage and to inability to fill vacant positions.</p>		2018-2019 *N= 9,222	2019-2020 *N= 21,327	Change from 2018-2019				#	%	Average Response Time	5 hours and 47 minutes	9 hours and 47 minutes	4 hours	80%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Call Center Coordinator was to track this new service which started November 2018 for an entire 12-month period to set realistic benchmark.</p> <p>Current Results Improved: [] Yes [X] No [] Partially [] N/A Explain impact of previous changes/actions: Expected to hire Call Center Coordinator November 2019 to oversee this program however this was not possible due to College-wide hiring freeze implemented early part of 2019.</p> <p>Target Met: [] Yes [X] No [] Partially [] N/A Explain: Inability to fill vacant Call Center Coordinator position as a result of hiring freeze implemented by senior leadership.</p> <p>Acceptable Threshold Met: [] Yes [X] No [] Partially [] N/A Explain: Inability to fill vacant Call Center Coordinator position as a result of hiring freeze implemented by senior leadership.</p>
	2018-2019 *N= 9,222		2019-2020 *N= 21,327	Change from 2018-2019												
			#	%												
Average Response Time	5 hours and 47 minutes	9 hours and 47 minutes	4 hours	80%												

**Unit: Student Services, Administrative
Subunit: Call Center**

<p>staff shortages and increasing employee turnover.</p>		<p>Areas Needing Improvement Based on Current Results: Average response time increased by 4 hours due a 57% (12,105) increase in lead/prospects and 42% decrease in Call Center staff during this period; as a result of College wide hiring freeze, vacant positions remain unfilled.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): To deal with the severe staff shortage existing college employees are being transitioned to the Call Center department; training of these employees by the Call Center director began June 2020.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
--	--	--

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: College Records

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: To advance NOVA's mission and strategic plan by providing a centralized location to manage issues regarding official transcripts, transfer credit evaluations and graduation to contribute to the successful program completion of Northern Virginia Community College students. Provide support to the faculty and staff of Northern Virginia Community College.

Expected Outcome (O) Operational [X]	Expected Outcome: College Records Office will streamline transfer credit processing.							
Measure with Target	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.						Use of Results	
<p>Measure: Number of transcript evaluations processed in a given time period.</p> <p>Target: Increase processing by 20% from last academic year. Improve accuracy and timeliness of transfer credits by 20% through automation.</p> <p>Acceptable Threshold: 10%.</p> <p>Justification for Threshold: Based on last year's increase in staff.</p>	Results						<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?):</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Increase in the number of evaluations processed from 2018-2019 year.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain:</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain:</p> <p>Areas Needing Improvement Based on Current Results: Automation of the incoming transcript process and dedicated staff to the evaluation process.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): College Records will improve the incoming process of transcripts, and dedicated staff for evaluation. We had 100% staff turnover and positions eliminated within one year.</p> <ul style="list-style-type: none"> • College Records Office has plans to monitor the number of transcripts received and evaluated on a monthly or quarterly basis in 2020-2021. • How budget cuts have diminished transfer evaluation staff by 80%. 	
	Academic or Fiscal Year Current Data Collected: 2019-2020.							
	Transcript Evaluations Processed: 2015-2016 through 2019-2020							
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		
						#	%	
Transcript Evaluations Processed	6,145	6,236	5,807	5,429	5,759	330	5.7%	
<p>Strengths of Results: The number of transcripts evaluated by College Records increased by 5.7%.</p> <p>Weaknesses of Results: College Records did not meet the acceptable threshold of 10%.</p>								

**Unit: Student Services, Administrative
Subunit: College Records**

		<ul style="list-style-type: none"> Academic year 2020/2021 will be a challenge. <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>																		
Expected Outcome (O) Operational [X]	Expected Outcome: College Records Office will reduce processing time for completion of degree audit.																			
	Strategic Plan Objective(s) #: #4, Effective Processes/Protocols.																			
Measure with Target	Results	Use of Results																		
<p>Measure: College Records Office will increase the number and percentage of degree audits completed.</p> <p>Target: Number of completed degree audits.</p> <p>Acceptable Threshold: 10%.</p> <p>Justification for Threshold: 3% increase.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Degree Audits Graduation: 2015-2016 through 2019-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2015-2016</th> <th rowspan="2">2016-2017</th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Degree Audits Graduation</td> <td>6,939</td> <td>6,669</td> <td>6,347</td> <td>6,022</td> <td>7,790</td> <td>1,768</td> <td>22.6</td> </tr> </tbody> </table> <p>Strengths of Results: Semi automation improved turnaround time in awarding degrees. Consistent review improved percentage of time to award degrees</p> <p>Weaknesses of Results: Degree vetting is a lengthy, manual line-by-line, time consuming process for each applicant. A streamlined process is needed to increase the percentage of completed degree audits.</p>		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	Degree Audits Graduation	6,939	6,669	6,347	6,022	7,790	1,768	22.6	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?):</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions:</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: Although the numbers are higher, the process is lengthy. Need to develop a more efficient, automatic method of degree awarding.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): College Records will improve automation and improve review of progress reports.</p> <ul style="list-style-type: none"> Completion numbers equates to funding. There is an ongoing discussion to modify PeopleSoft software to recognize eligible applicants. This is an ongoing discussion that includes the VP, the CRO and Financial Aid. <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2015-2016							2016-2017	2017-2018	2018-2019	2019-2020	Change from 2018-2019								
		#	%																	
Degree Audits Graduation	6,939	6,669	6,347	6,022	7,790	1,768	22.6													

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: Disability Support Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of Disability Support Services is to advance NOVA's mission and strategic plan and to ensure that the College meets its obligations under the Americans with Disabilities Act to provide equal access to students with disabilities to all programs and services.

Expected Outcome (O) Operational [X]	Expected Outcome: Disability Support Services will provide access to programs, classes, and services at NOVA.													
Measure with Target	Strategic Plan Objective(s) #: #1 Student Advising/Support.			Results										
<p>Measure: Students will report success in receiving approved accommodations on a survey disseminated by Disability Support Services.</p> <p>Target: 90% of respondents will express success in receiving approved accommodations.</p> <p>Acceptable Threshold: 85%.</p> <p>Justification for Threshold: Represents an increase of 10% from the previous year but takes into account the challenges posed by a sudden and unexpected shift to remote learning caused by the COVID-19 pandemic.</p>	<p>Semester/Academic or Fiscal Year Data Collected: Data was collected for Fall 2019 semester at the end of in-person training sessions using paper surveys.</p> <p style="text-align: center;">Student Outreach - Number of Students Trained and Number and Percent of Surveys Collected: Fall 2019</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Semester</th> <th style="width: 15%;"># of Students Trained</th> <th style="width: 15%;"># of Surveys Returned</th> <th style="width: 15%;">% of Surveys Returned</th> <th style="width: 15%;">Avg. Success Rating</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>21</td> <td>21</td> <td>100</td> <td>83%</td> </tr> </tbody> </table> <p>Strengths of Results: Success was measured as the average of positive responses out of ten questions on a paper and pencil survey. The average rate of success was 83%, two percentage points under the acceptable threshold. Overall, the results can be considered reliable, except in some cases that included responses such as "I don't remember", "I don't know", or were left blank.</p> <p>Weaknesses of Results: Conduct more trainings and distribute more surveys over a semester-long period.</p>			Semester	# of Students Trained	# of Surveys Returned	% of Surveys Returned	Avg. Success Rating	Fall 2019	21	21	100	83%	<p>Use of Results</p> <p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The survey was successfully created and disseminated for Fall 2019 by the Disability Support Services director. Need to reach out to a larger group.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/actions:</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: This target is partially met because it only represents feedback from a small sample of students who receive services from Disability Support Services.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: This target is partially met because it only represents feedback from a small sample of students who receive services from Disability Support Services.</p> <p>Areas Needing Improvement Based on Results: Number of surveys distributed and collected needs to increase to include trainings conducted by Disability Support Services staff.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Director will work with the appropriate department to create an online survey as NOVA continues to operate remotely. The rate of return is probably always better when surveys are distributed and collected immediately following a training or presentation. Target date: March 2021.</p>
	Semester	# of Students Trained	# of Surveys Returned	% of Surveys Returned	Avg. Success Rating									
Fall 2019	21	21	100	83%										

**Unit: Student Services, Administrative
Subunit: Disability Support Services**

		Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.										
Expected Outcome (O) Operational [X]	Expected Outcome: Disability Support Services will improve student satisfaction.											
	Strategic Plan Objective(s) #: #1 Student Advising/Support.											
Measure with Target	Results	Use of Results										
<p>Measure: Students will express satisfaction with the services provided by Disability Support Services on a survey disseminated by Disability Support Services.</p> <p>Target: 90% of respondents will express satisfaction.</p> <p>Acceptable Threshold: 85%.</p> <p>Justification for Threshold: Represents an increase of 10% from the previous year but takes into account the challenges posed by a sudden and unexpected shift to remote learning caused by the COVID-19 pandemic.</p>	<p>Semester/Academic or Fiscal Year Data Collected: Spring 2020 – Qualitative data was collected by way of emails to 1,600 students at the conclusion of Spring Semester 2020 to determine student outcomes following the switch to remote learning due to the COVID-19 pandemic.</p> <p>Student Outreach – Number of Email Responses in Response to a Query from Disability Support Services: Spring 2020</p> <table border="1"> <thead> <tr> <th>Semester</th> <th># of Surveys Sent</th> <th># of Surveys Returned</th> <th>% of Surveys Returned</th> <th>% Expressing Satisfaction</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>1,610</td> <td>178</td> <td>11%</td> <td>100%</td> </tr> </tbody> </table> <p>Strengths of Results: The return rate seems relatively low however, it is likely that many students who were sent a survey, were not currently in class and not currently receiving accommodations. However the success rate was very positive for those who responded. Addressing students individually, by name, is probably the best way to insure these kinds of results.</p> <p>Weaknesses of Results: If this type of survey is conducted in the future, only active students should be contacted.</p>	Semester	# of Surveys Sent	# of Surveys Returned	% of Surveys Returned	% Expressing Satisfaction	Spring 2020	1,610	178	11%	100%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): This was a one-time, qualitative survey, motivated by the switch to remote learning as a response to the COVID-19 pandemic. Emails were sent to 1,600 active students. An active student is anyone in the database for three consecutive years, regardless of whether they are currently receiving accommodations. Out of 178 respondents, 100% reported receiving the accommodations and support they needed for the transition to remote learning. This was the first time this survey was used but is considered an improvement over last year when no data of this kind was collected.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/actions:</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: 100% satisfaction was expressed among respondents. This represents a higher % than the target of 90%.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: 100% satisfaction was expressed among respondents. This represents a higher % than the threshold of 85%.</p> <p>Areas Needing Improvement Based on Results: If this method is duplicated in the future, Disability Support Services will select only students with active and current accommodations in place. This will cut down on time and ensure a higher percentage of responses.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Disability Support Services would like to try this again towards the end of Fall semester 2020 since some things have changed in remote instruction from Spring and Summer 2020.</p> <p>Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.</p>
Semester	# of Surveys Sent	# of Surveys Returned	% of Surveys Returned	% Expressing Satisfaction								
Spring 2020	1,610	178	11%	100%								
Expected Outcome (O) Operational [X]	Expected Outcome: Disability Support Services will monitor faculty comprehension of the accommodations process and accessibility practices and procedures used at NOVA.											
	Strategic Plan Objective(s) #: #4 Effective Processes/Protocols.											

**Unit: Student Services, Administrative
Subunit: Disability Support Services**

Measure with Target	Results					Use of Results																														
<p>Measure: Disability Support Services (Director, Counselors, Assistive Technology Coordinator) will conduct faculty training and collect a feedback survey to measure mastery of content.</p> <p>Target: 100% Response rate from training participants.</p> <p>Acceptable Threshold: 90% Response rate from training participants.</p> <p>Justification for Threshold: Lower threshold allows for non-return of surveys.</p>	<p>Semester/Academic or Fiscal Year Data Collected: 2019-2020</p> <p align="center">Faculty Training: 2019-2020</p> <table border="1" data-bbox="424 370 1192 782"> <thead> <tr> <th>Date</th> <th>Group</th> <th># in Attendance</th> <th># of Feedback forms Collected</th> <th>% of Feedback forms Collected</th> </tr> </thead> <tbody> <tr> <td>Jan. 3 2020</td> <td>New Faculty Orientation</td> <td align="center">6</td> <td align="center">6</td> <td align="center">100%</td> </tr> <tr> <td>Jan. 8 2020</td> <td>PUP</td> <td align="center">14</td> <td align="center">14</td> <td align="center">100%</td> </tr> <tr> <td>Jan. 9 2020</td> <td>LO MSTB</td> <td align="center">27</td> <td align="center">27</td> <td align="center">100%</td> </tr> <tr> <td>March 6 2020</td> <td>Academic Advising Online And in person</td> <td align="center">3</td> <td align="center">1</td> <td align="center">33%</td> </tr> <tr> <td>March 2020</td> <td>CETL Virtual</td> <td>Data Unavailable</td> <td align="center">N/A</td> <td align="center">N/A</td> </tr> </tbody> </table> <p>Strengths of Results: The return rate is almost 100%. The exception was Academic Advising, with one attendee in person and two online. The survey obtains information on 13 separate items, with room for respondents to add questions or comments. This allows for follow up with individuals, targeting specific areas.</p> <p>Weaknesses of Results: Conduct better follow up with respondents who indicated a desire for more training and information.</p> <p>Increase the number of people receiving the training. The return rate is good, but the overall number of trainees represents a very small sample size in relation to the number of faculty at the College.</p>					Date	Group	# in Attendance	# of Feedback forms Collected	% of Feedback forms Collected	Jan. 3 2020	New Faculty Orientation	6	6	100%	Jan. 8 2020	PUP	14	14	100%	Jan. 9 2020	LO MSTB	27	27	100%	March 6 2020	Academic Advising Online And in person	3	1	33%	March 2020	CETL Virtual	Data Unavailable	N/A	N/A	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Surveys were disseminated and collected at a near 100% return rate at the end of training during Spring 2020. The Disability Support Services Director will disseminate an online survey during remote teaching and learning for Fall 2020.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/actions: We have begun collecting data about how many trainings we perform Need to collect better data about outcome/efficacy of training.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: Need to increase the number of training participants.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Results: The threshold was met, but number of faculty attending training needs to be increased.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Disability Support Services will conduct better follow-up with respondents who indicated a desire for more training and information. Increase the number of people receiving the training, in proportion to the number of faculty and staff at the College. Conduct surveys throughout the academic year: 2020-21. There will be two big challenges: getting people to attend training as it competes with other College-wide demands. Collect online surveys. Maybe use polls during Zoom training as an alternative.</p> <p>Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.</p>
Date	Group	# in Attendance	# of Feedback forms Collected	% of Feedback forms Collected																																
Jan. 3 2020	New Faculty Orientation	6	6	100%																																
Jan. 8 2020	PUP	14	14	100%																																
Jan. 9 2020	LO MSTB	27	27	100%																																
March 6 2020	Academic Advising Online And in person	3	1	33%																																
March 2020	CETL Virtual	Data Unavailable	N/A	N/A																																

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: Financial Aid

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: NOVA Financial Aid advances NOVA’s mission and strategic plan by facilitating access to education for NOVA students by providing assistance in all areas of the financial aid process for the purposes of supporting student enrollment, retention and program completion at Northern Virginia Community College.

Expected Outcome (O) Operational [X]	Expected Outcome: Financial Aid will promote financial literacy for NOVA students through a multi-faceted approach.					
	Strategic Plan Objective(s) #: #1 Student Advising/Support.					
Measure with Target	Results				Use of Results	
<p>Measure 1: Number of students who complete the Transit Financial Wellness Program in SDV classes. (Content includes: Understanding & managing financial aid; Comprehending spending banking & credit decisions; Managing school expenses & avoiding unnecessary debt; Setting long-term savings goals; Understanding credit scores, mortgages & investing; Managing a budget and differentiating “needs” from “wants”; Student loan repayment options & responsibilities)</p> <p>Target: 5.9% decrease in total participants over last fiscal year.</p> <p>Acceptable Threshold: 5% increase over last fiscal year.</p> <p>Justification for Threshold: Based on reduced enrollment, a 5% increase</p>	Academic or Fiscal Year Current Data Collected: 2019-2020.					
	Transit Financial Wellness Course Results Per Year: 2015-2016 through 2019-2020					
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Students who expect to have loans by graduation (%)	50%	51%	50%	48%	44%
	Pre-Test Post-Test (% ready to budget for savings/spending)	58% 77%	50% 72%	66% 89%	67% 81%	68% 87%
	Race & Ethnicity (%) (Some checked two or more)	Asian17 Black 18 Hispanic20 White 28 Other 9	Asian18 Black 17 Hispanic23 White 34 Other 9	Asian18 Black 18 Hispanic26 White 35 Other 7	Asian21 Black 20 Hispanic27 White 36 Other 7	Asian 13 Black 15 Hispanic11 White 65 Other 5
	Gender (%)	Male 51 Female 47 N/A 2	Male 47 Female 50 N/A 3	Male 51 Female 48 N/A 1	Male 49 Female 49 N/A 2	Male 42 Female 56 N/A 2
	Total # of Students	7,000	7,559	5,252	8,524	8,025
		Strengths of Results: Numbers still better than any year except 2018-2019; total enrollment was down, and Spring likely impacted by pandemic. Don't understand the extreme change in race/ethnicity mix. Lowest percent of students who expect to have loans, which was a positive. Increase in percentage planning to budget was also good.				
		<p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Numbers stayed strong in spite of pandemic.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Associate Director, Communications, & Assistant Financial Aid Manager will continue to train instructors and gather course results each year.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): end of Spring term 2020-2021.</p>				

**Unit: Student Services, Administrative
Subunit: Financial Aid**

<p>would be reflective of higher levels of instructor/student engagement.</p>	<p>Weaknesses of Results: Numbers were down slightly. Results from company don't include answers by race/ethnicity.</p>									
<p>Measure 2: Number of students who successfully complete financial literacy modules for our Cash Contest for emergency aid.</p> <p>Target: 15% increase.</p> <p>Acceptable Threshold: 10% increase.</p> <p>Justification for Threshold: Based on previous year's data, we will continue to encourage and incentivize to increase completion numbers—no guarantees.</p>	<p>Semester/Academic or Fiscal Year Data Collected: 2019-2020.</p> <p align="center">Financial Avenue Modules Completed:</p> <table border="1" data-bbox="449 451 1362 553"> <thead> <tr> <th>Academic Year</th> <th>2018-2019</th> <th>2019-2020</th> <th>% Change 2018-19 to 2019-20</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td align="center">584</td> <td align="center">525</td> <td align="center">-10%</td> </tr> </tbody> </table> <p>Strengths of Results: Not a drastic decrease (10%) for an optional activity, especially considering the disruption of classes and life due to the coronavirus. On a positive note, the number and percent of students who completed all 4 modules is higher than last year.</p> <p>Weaknesses of Results: Numbers were down but could be due to coronavirus. We will continue to encourage more students to participate and to learn information that will help them for life.</p>	Academic Year	2018-2019	2019-2020	% Change 2018-19 to 2019-20	# of Students	584	525	-10%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): For 2019-2020, the Director increased amounts of scholarships for Cash Contest drawings. A budgeting module was added for students requesting emergency aid in 2019-2020.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Results: Need to increase the number of students participating by finding better ways to communicate and encourage participation.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Financial Aid Associate Director, Communications, Enrollment & Student Support and the Assistant Financial Aid Manager will develop a plan through class participation and/or communication to incentivize student completion of the modules by September of 2020-2021 year.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
Academic Year	2018-2019	2019-2020	% Change 2018-19 to 2019-20							
# of Students	584	525	-10%							

Unit: Student Services, Administrative Subunit: Financial Aid

<p>Measure 3: Number of students who view our financial literacy blog each month.</p> <p>Target: 10% increase over last fiscal year.</p> <p>Acceptable Threshold: 5% increase over last fiscal year.</p> <p>Justification for Threshold: Students don't do optional in most cases. Based on previous year's data, we had no expectations of the current numbers and don't know what to expect going forward.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Students who View Financial Aid Blog</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 30%;">Academic Year</th> <th style="width: 20%;">2018-2019</th> <th style="width: 20%;">2019-2020</th> <th style="width: 30%;">% Change 2018-19 to 2019-20</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td>7,729</td> <td>28,092</td> <td>264%</td> </tr> </tbody> </table> <p>Strengths of Results: 264% increase was very strong.</p> <p>Weaknesses of Results: Financial Aid will continue with previous year's action plan to further improve numbers.</p>	Academic Year	2018-2019	2019-2020	% Change 2018-19 to 2019-20	# of Students	7,729	28,092	264%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): A full-time staff member took responsibility for the blog starting Spring 2019. More worthwhile information is included.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A (for this year, yes)</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Encouraging even greater participation through ever-more worthwhile information.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Assistant Financial Aid Manager will continue to improve posts and will monitor results in 2020 - 2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
Academic Year	2018-2019	2019-2020	% Change 2018-19 to 2019-20							
# of Students	7,729	28,092	264%							
<p>Measure 4: Number who attend tax preparation workshops held on each campus in conjunction with the Financial Stability Office</p> <p>Target: 5% increase over last fiscal year.</p> <p>Acceptable Threshold: 3% increase over last fiscal year.</p> <p>Justification for Threshold: 2019 data is the baseline due to Spring 2020 campaign ending early.</p>	<p>Academic or Fiscal Year Current Data Collected: Spring 2019 and 2020.</p> <p style="text-align: center;">Number who Attended Tax Workshops</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 40%;">Academic Period</th> <th style="width: 30%;">Spring 2019</th> <th style="width: 30%;">Spring 2020</th> </tr> </thead> <tbody> <tr> <td>Number Who Attended</td> <td>292</td> <td>198</td> </tr> </tbody> </table> <p>Strengths of Results: We were on track to meet our goals until the coronavirus closed campuses and in-person meetings had to stop.</p> <p>Weaknesses of Results: Fewer students attended than anticipated. Since preparation of taxes involves personally identifiable information and one-to-one assistance, tax preparation workshops ceased when campuses closed mid-March due to COVID-19.</p>	Academic Period	Spring 2019	Spring 2020	Number Who Attended	292	198	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): For 2017-18, 2018-2019 & 2019-2020, we worked with Financial Stability Office to train staff members who could assist students in tax preparation & encouraged FAFSA completion.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A</p> <p>Target Met: [] Yes [X] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [] Yes [X] No [] Partially [] N/A</p>		
Academic Period	Spring 2019	Spring 2020								
Number Who Attended	292	198								

**Unit: Student Services, Administrative
Subunit: Financial Aid**

		<p>Areas Needing Improvement Based on Results: Enhanced communication so students are aware workshops are both legitimate and free.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Associate Director, Communications, will work with Financial Stability Director to assist again in spring 2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): End of Spring 2021 term.</p>														
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Financial Aid Office will educate students to adhere to state financial aid law in order to decrease or maintain low student defaults rates. Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>															
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>														
<p>Measure 1: NOVA's annual default rate.</p> <p>Target: 1% decrease.</p> <p>Acceptable Threshold: 0.5% decrease.</p> <p>Justification for Threshold: 1% is a significant improvement. Current economic crisis will likely impact results.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Fiscal Year Default Rate Percentages</p> <table border="1" data-bbox="449 784 1360 886"> <thead> <tr> <th>FY</th> <th>FY13</th> <th>FY14</th> <th>FY15</th> <th>FY16</th> <th>FY17 Draft Rate</th> <th>% Points from FY 15 to FY16</th> </tr> </thead> <tbody> <tr> <td>Default Rate</td> <td>12.3</td> <td>13.8</td> <td>12.4</td> <td>11.3</td> <td>11.1</td> <td>-1.1%</td> </tr> </tbody> </table> <p>Strengths of Results: Lowest in VCCS (average is 14.8%) and well below national community college average which is 15.9%</p> <p>Weaknesses of Results: None really, but we will continue attempting to improve rate as every percentage point is significant.</p> <p>COMMENT: No data pertaining to this initiative is disaggregated in any way. The default rate is for NOVA as a whole. Students don't default while they are in school and could be living anywhere after college. Students are assigned to a campus but take classes at any campus, especially in a remote environment. Defaulters are not listed by race/ethnicity/age. A really deep dive would be required. At this time, no benefit is gained by disaggregating the data.</p>	FY	FY13	FY14	FY15	FY16	FY17 Draft Rate	% Points from FY 15 to FY16	Default Rate	12.3	13.8	12.4	11.3	11.1	-1.1%	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): All of the above initiatives assist in lowering our default rate.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Results: Every percentage point decrease will improve default rate.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Continue the above year-round initiatives. Director leads but all staff contribute to results.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021. FY17 official rate released in September 2020.</p>
FY	FY13	FY14	FY15	FY16	FY17 Draft Rate	% Points from FY 15 to FY16										
Default Rate	12.3	13.8	12.4	11.3	11.1	-1.1%										

**Unit: Student Services, Administrative
Subunit: Financial Aid**

<p>Measure 2: Number of loan notifications to current borrowers and withdrawn borrowers (duplicated numbers).</p> <p>Target: All students within these groups.</p> <p>Acceptable Threshold: All students within these groups.</p> <p>Justification for Threshold: Data collected this year to establish a benchmark.</p>	<p>Semester/Academic Data Collected: 2019-2020.</p> <p align="center">Loan Notifications: FY 2019-2020</p> <table border="1"> <thead> <tr> <th>Academic Period</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>Loan Letters Sent</td> <td align="right">77,737</td> </tr> </tbody> </table> <p>Strengths of Results: No comparative data as yet.</p> <p>Weaknesses of Results: Tracking by award year.</p> <p>This is the first year for loan notifications. We will not have additional results for a full year.</p>	Academic Period	2019-20	Loan Letters Sent	77,737	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): NOVA contracted with Inceptia in Spring 2019 for this service two days before VCCS made it a requirement. Financial Aid Office asked vendor to add link to our student dashboard so results always available to students—implemented. This was not part of the process of vendor before. The overall results were strong. The process was implemented smoothly.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain impact of previous changes/actions: No comparative data as yet.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Results: Tracking by award year; will attempt to analyze and increase the number read, though difficult since results include more than one message to an individual borrower. Letters are sent to students twice per term to give repayment information to help students borrow wisely and keep track of the amount they owe.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Financial Aid Associate Director, Communications, Enrollment & Student Support will continue monitor results on an award-year basis in FY 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>		
Academic Period	2019-20							
Loan Letters Sent	77,737							
<p>Measure 3: Number of grace period calls made to students no longer at NOVA.</p>	<p>Semester/Academic or Fiscal Year Data Collected: 2019-2020.</p> <p align="center">Number of Grace Period Calls: 2019-2020</p> <table border="1"> <thead> <tr> <th>Academic Period</th> <th>Grace Period Calls Made</th> </tr> </thead> <tbody> <tr> <td>After Fall 2019 (1/22/20)</td> <td align="right">612</td> </tr> <tr> <td>After Spring 2020 (5/12/20)</td> <td align="right">1,202</td> </tr> </tbody> </table>	Academic Period	Grace Period Calls Made	After Fall 2019 (1/22/20)	612	After Spring 2020 (5/12/20)	1,202	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Practice in Financial Aid is to utilize our Blackboard Student Services contract, established outbound call campaigns to students with loans who dropped below</p>
Academic Period	Grace Period Calls Made							
After Fall 2019 (1/22/20)	612							
After Spring 2020 (5/12/20)	1,202							

**Unit: Student Services, Administrative
Subunit: Financial Aid**

<p>Target: All students in repayment.</p> <p>Acceptable Threshold: All students in repayment.</p> <p>Justification for Threshold: Only students who graduate or fall below half-time status are in grace periods.</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Total</td> <td style="width: 50%; text-align: right;">1,814</td> </tr> </table> <p>Strengths of Results: Satisfactory.</p> <p>Weaknesses of Results: No weaknesses. We cannot improve if no other students need the calls.</p>	Total	1,814	<p>half-time status or graduated. Calls are scheduled after each term.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain impact of previous changes/actions: Nothing to improve. There are no additional students to call.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: none</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Financial Aid Office will ensure that call campaigns continue, and students are aware of their repayment status 2020 - 2021. The Associate Director, Communications, will gather the year-end report each year in early July.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>								
Total	1,814											
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Financial Aid will maintain certification for institutional financial aid eligibility for the maximum period allowed.</p> <p>Strategic Plan Objective(s) #: #4 Effective Process/Protocols.</p>											
<p>Measure with Target</p> <p>Measure: Recertification of financial aid eligibility/ECAR received from Department of Education.</p> <p>Target: NOVA is recertified for Title IV aid eligibility until 09/30/2024.</p> <p>Acceptable Threshold: Complete recertification.</p>	<p align="center">Results</p> <p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Maintaining NOVA's Eligibility to Offer Financial Aid for Students</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Recertification of Financial Aid Eligibility/ECAR from Department of Education Events</th> <th style="text-align: center;">Dates</th> </tr> </thead> <tbody> <tr> <td>Previous Expiration</td> <td style="text-align: right;">12/31/2018</td> </tr> <tr> <td>Revised PPA Submission</td> <td style="text-align: right;">07/12/2018</td> </tr> <tr> <td>PPA Approval Received</td> <td style="text-align: right;">12/03/2018</td> </tr> <tr> <td>Current PPA Expiration</td> <td style="text-align: right;">09/30/2024</td> </tr> </tbody> </table>	Recertification of Financial Aid Eligibility/ECAR from Department of Education Events	Dates	Previous Expiration	12/31/2018	Revised PPA Submission	07/12/2018	PPA Approval Received	12/03/2018	Current PPA Expiration	09/30/2024	<p align="center">Use of Results</p> <p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Director of Financial Aid will annually ensure all required program & site updates are made</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Eight new programs are eligible for aid.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>
Recertification of Financial Aid Eligibility/ECAR from Department of Education Events	Dates											
Previous Expiration	12/31/2018											
Revised PPA Submission	07/12/2018											
PPA Approval Received	12/03/2018											
Current PPA Expiration	09/30/2024											

**Unit: Student Services, Administrative
Subunit: Financial Aid**

<p>Justification for Threshold: Federal Department of Education requirement.</p>	<p>Strengths of Results: Excellent. NOVA is recertified for Title IV aid eligibility until 09/30/2024. In addition, eight new less-than-two-year programs were approved Summer 2020 for Fall 2020. Weaknesses of Results: None.</p>	<p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: None.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The Director of Financial Aid will send periodic updates prior to full recertification for institutional eligibility in Jan 2024.</p> <ul style="list-style-type: none"> • For Fall 2020, will update CIP codes to meet 2020 CIP code changes, and • Will reduce program weeks to 30 in Fall/Spring from 32 previously. <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
--	---	---

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: Financial Stability Program

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Financial Stability Program is to advance NOVA's mission and strategic plan by increasing student persistence and retention by enhancing student financial stability and prevention of financial crises. The Financial Stability Program utilizes college and community financial assistance resources, develops supporting college initiatives, promotes financial education and asset-building services, and advocates for integration of a financial advocacy culture among students, faculty, and staff.

<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: The Financial Stability Program will ensure students have knowledge and access to each of its services and resources that is provided.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																																																												
Measure with Target	Results	Use of Results																																																											
<p>Measure: Information provided to students of specialized resources that are available (health, tax, financial, etc.) and food pantry/food banks.</p> <p>Target: 100% students will be informed about specialized services utilizing specialized resources available.</p> <p>Acceptable Threshold: 100% students informed about specialized services will have the opportunity utilize them.</p> <p>Justification for Threshold: Students referred to the Financial Stability Program that completed Single Stop screener (see section 4 for total number of 1372) are more likely to take advantage of additional specialized services provided.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Students Served by Financial Stability Program: 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Service</th> <th style="width: 30%;">Number of Students</th> </tr> </thead> <tbody> <tr><td>Food Pantry Visits/Referrals</td><td style="text-align: right;">432</td></tr> <tr><td>Health Insurance Application Session</td><td style="text-align: right;">210</td></tr> <tr><td>Tax Sessions</td><td style="text-align: right;">198</td></tr> <tr><td>Holiday Gift Service</td><td style="text-align: right;">11</td></tr> <tr><td>SDV In-Class Presentations</td><td style="text-align: right;">350</td></tr> <tr><td>Financial Literacy (Money Talks) Webinar</td><td style="text-align: right;">59</td></tr> <tr><td>Total</td><td style="text-align: right;">1,260</td></tr> </tbody> </table> <p style="text-align: center;">Number of Students Served and Successfully Completed Semester: Spring 2019</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 40%;">Services</th> <th rowspan="2" style="width: 10%;">Student Served</th> <th colspan="2" style="width: 50%;">Student Successfully Completed</th> </tr> <tr> <th style="width: 10%;">#</th> <th style="width: 40%;">%</th> </tr> </thead> <tbody> <tr><td>Student Emergency Grant</td><td style="text-align: right;">22</td><td style="text-align: right;">15</td><td style="text-align: right;">68.1</td></tr> <tr><td>Financial Avenue</td><td style="text-align: right;">88</td><td style="text-align: right;">56</td><td style="text-align: right;">63.6</td></tr> <tr><td>Financial Coaching</td><td style="text-align: right;">29</td><td style="text-align: right;">20</td><td style="text-align: right;">69</td></tr> <tr><td>Campus Food Pantry</td><td style="text-align: right;">114</td><td style="text-align: right;">59</td><td style="text-align: right;">51.8</td></tr> <tr><td>SDV In-Class Presentation</td><td style="text-align: right;">108</td><td style="text-align: right;">66</td><td style="text-align: right;">61.1</td></tr> <tr><td>Financial Empowerment Center Counseling Session</td><td style="text-align: right;">6</td><td style="text-align: right;">6</td><td style="text-align: right;">100</td></tr> <tr><td>On-on-One Student Counseling</td><td style="text-align: right;">54</td><td style="text-align: right;">34</td><td style="text-align: right;">63</td></tr> <tr><td>Tax Filing Workshop</td><td style="text-align: right;">236</td><td style="text-align: right;">162</td><td style="text-align: right;">68.6</td></tr> <tr><td>Total</td><td style="text-align: right;">657</td><td style="text-align: right;">418</td><td style="text-align: right;">63.6</td></tr> </tbody> </table>	Service	Number of Students	Food Pantry Visits/Referrals	432	Health Insurance Application Session	210	Tax Sessions	198	Holiday Gift Service	11	SDV In-Class Presentations	350	Financial Literacy (Money Talks) Webinar	59	Total	1,260	Services	Student Served	Student Successfully Completed		#	%	Student Emergency Grant	22	15	68.1	Financial Avenue	88	56	63.6	Financial Coaching	29	20	69	Campus Food Pantry	114	59	51.8	SDV In-Class Presentation	108	66	61.1	Financial Empowerment Center Counseling Session	6	6	100	On-on-One Student Counseling	54	34	63	Tax Filing Workshop	236	162	68.6	Total	657	418	63.6	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Yes, the program was advertised throughout the College by the FSP staff via online advertisement, email, staff meetings, classroom visits, and tabling events. Staff increased advertising by regularly reaching out to students monthly through the various communication avenues.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: With increased knowledge of the FSP, more students have been taking advantage of its provided services.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: All students received services. See data.</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: 100% of NOVA students are informed about the FSP services</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Financial Stability Program</p>	
Service	Number of Students																																																												
Food Pantry Visits/Referrals	432																																																												
Health Insurance Application Session	210																																																												
Tax Sessions	198																																																												
Holiday Gift Service	11																																																												
SDV In-Class Presentations	350																																																												
Financial Literacy (Money Talks) Webinar	59																																																												
Total	1,260																																																												
Services	Student Served	Student Successfully Completed																																																											
		#	%																																																										
Student Emergency Grant	22	15	68.1																																																										
Financial Avenue	88	56	63.6																																																										
Financial Coaching	29	20	69																																																										
Campus Food Pantry	114	59	51.8																																																										
SDV In-Class Presentation	108	66	61.1																																																										
Financial Empowerment Center Counseling Session	6	6	100																																																										
On-on-One Student Counseling	54	34	63																																																										
Tax Filing Workshop	236	162	68.6																																																										
Total	657	418	63.6																																																										

**Unit: Student Services, Administrative
Subunit: Financial Stability Program**

	<p align="center">Number of Students Served by Financial Stability Program: 2018-2019 through 2019-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Food Pantry Visits/Referrals</td> <td align="center">114</td> <td align="center">432</td> <td align="center">318</td> <td align="center">73.6%</td> </tr> <tr> <td>Health Insurance Application Session</td> <td align="center">N/A</td> <td align="center">210</td> <td align="center">210</td> <td align="center">--</td> </tr> <tr> <td>Tax Sessions</td> <td align="center">236</td> <td align="center">198</td> <td align="center">-38</td> <td align="center">-19%</td> </tr> <tr> <td>Holiday Gift Service</td> <td align="center">N/A</td> <td align="center">11</td> <td align="center">11</td> <td align="center">--</td> </tr> <tr> <td>SDV In-Class Presentations</td> <td align="center">108</td> <td align="center">350</td> <td align="center">242</td> <td align="center">69%</td> </tr> <tr> <td>Financial Literacy (Money Talks) Webinar</td> <td align="center">N/A</td> <td align="center">59</td> <td align="center">59</td> <td align="center">--</td> </tr> <tr> <td>Total</td> <td align="center">458</td> <td align="center">1,260</td> <td align="center">802</td> <td align="center">63.6%</td> </tr> </tbody> </table> <p>Strengths of Results: 100% of NOVA students are informed about the FSP services through marketing, referrals, tabling events, class presentations, and faculty/staff events and 91% of students that completed the Single Stop screener utilized their services.</p> <p>Weaknesses of Results: None</p>		2018-2019	2019-2020	Change from 2018-2019		#	%	Food Pantry Visits/Referrals	114	432	318	73.6%	Health Insurance Application Session	N/A	210	210	--	Tax Sessions	236	198	-38	-19%	Holiday Gift Service	N/A	11	11	--	SDV In-Class Presentations	108	350	242	69%	Financial Literacy (Money Talks) Webinar	N/A	59	59	--	Total	458	1,260	802	63.6%	<p>staff will continue to maintain the services being provided to the students by regularly informing them of their available resources monthly in 2020-2021. This will be through marketing, referrals, tabling event, class presentations, and faculty/staff events. The Financial Stability Program staff is responsible for informing students of available on campus and community resources.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
	2018-2019				2019-2020	Change from 2018-2019																																						
		#	%																																									
Food Pantry Visits/Referrals	114	432	318	73.6%																																								
Health Insurance Application Session	N/A	210	210	--																																								
Tax Sessions	236	198	-38	-19%																																								
Holiday Gift Service	N/A	11	11	--																																								
SDV In-Class Presentations	108	350	242	69%																																								
Financial Literacy (Money Talks) Webinar	N/A	59	59	--																																								
Total	458	1,260	802	63.6%																																								
<p>Expected Outcome (L) Learning [X] (O) Operational []</p>	<p>Expected Outcome: Students will analyze their financial situation and appropriately prioritize their financial responsibilities.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																																											
<p align="center">Measure with Target</p> <p>Measure: Students will participate in a Goal Discovery Session and establish at least one goal and next step by the end of the meeting.</p> <p>Target: 100% of students referred for personal financial services will participate in a goal setting discovery session.</p> <p>Acceptable Threshold: 75% of students referred for personal financial services will participate in a goal setting discovery session.</p> <p>Justification for Threshold: Prior year data shows continued high percentage of uptake for first-time students</p>	<p align="center">Results</p> <p>Academic Year Current Data Collected: 2019-2020.</p> <p align="center">Number of Students Referred for Personal Financial Services: 2019-2020</p> <table border="1"> <thead> <tr> <th>Personal Financial Services</th> <th>Summer 2019</th> <th>Fall 2019</th> <th>Spring 2020</th> </tr> </thead> <tbody> <tr> <td>Staff Referrals</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> <tr> <td>Self-Referred Students</td> <td align="center">9</td> <td align="center">37</td> <td align="center">35</td> </tr> <tr> <td>Total</td> <td align="center">9</td> <td align="center">37</td> <td align="center">35</td> </tr> </tbody> </table> <p align="center">Number of Students Referred for Personal Financial Services: 2018-2019 through 2019-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Staff Referrals</td> <td align="center">76</td> <td align="center">0</td> <td align="center">-76</td> <td align="center">100%</td> </tr> <tr> <td>Self-Referred Students</td> <td align="center">6</td> <td align="center">81</td> <td align="center">75</td> <td align="center">1250%</td> </tr> <tr> <td>Total</td> <td align="center">36</td> <td align="center">81</td> <td align="center">45</td> <td align="center">80.5%</td> </tr> </tbody> </table>	Personal Financial Services	Summer 2019	Fall 2019	Spring 2020	Staff Referrals	0	0	0	Self-Referred Students	9	37	35	Total	9	37	35		2018-2019	2019-2020	Change from 2018-2019		#	%	Staff Referrals	76	0	-76	100%	Self-Referred Students	6	81	75	1250%	Total	36	81	45	80.5%	<p align="center">Use of Results</p> <p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): The Financial Expert received continuing education units that increased her level of knowledge to share with students through an online all-day conference with top financial industry professionals.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: Enhancement in financial knowledge enabled Financial Expert to meet and provide financial services to an increased number of students.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p>				
Personal Financial Services	Summer 2019	Fall 2019	Spring 2020																																									
Staff Referrals	0	0	0																																									
Self-Referred Students	9	37	35																																									
Total	9	37	35																																									
	2018-2019	2019-2020	Change from 2018-2019																																									
			#	%																																								
Staff Referrals	76	0	-76	100%																																								
Self-Referred Students	6	81	75	1250%																																								
Total	36	81	45	80.5%																																								

**Unit: Student Services, Administrative
Subunit: Financial Stability Program**

<p>keeping Goal Discovery Session Appointments.</p>	<p>Strengths of Results: 100% of students who were referred participated in a Goal Discovery Session; some students were self-referred.</p> <p>Weaknesses of Results: None.</p>	<p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Most referrals came through the emergency grant. Now with the Emergency Grant separate from our program, we will need to create new attractive programming for students to want to join from a distance.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Based on current results, it shows that the number of student referrals were about the same. With impacts of the pandemic, new programming will be developed by the financial expert to attract students virtually. The financial expert will create recorded sessions that students can access through an online resource vault. Students will be invited to join the vault and have access to the education/information that they would normally get in a one-on-one meeting.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
---	---	--

<p>Expected Outcome (L) Learning [X] (O) Operational []</p>	<p>Expected Outcome: Students who participate in the Financial Stability Program will learn financial information in order to apply it to make sound financial decisions</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>	
---	---	--

Measure with Target	Results	Use of Results																	
<p>Measure: Students will attend financial education workshops and/or receive information through meetings with the Personal Financial Expert.</p> <p>Target: 100% of students attending SDV courses or offered workshops where the financial expert is presenting and those having one on one meetings with the financial expert will receive financial literacy information</p> <p>Acceptable Threshold: 100% of these students attending the SDV courses</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020</p> <p align="center">Students that received Financial Education: Fall 2019 to Spring 2020</p> <table border="1" data-bbox="596 1195 1417 1299"> <thead> <tr> <th></th> <th>Personal Financial Services</th> <th>SDV Courses</th> </tr> </thead> <tbody> <tr> <td>Participants</td> <td align="center">35</td> <td align="center">188</td> </tr> <tr> <td>Total</td> <td align="center">223</td> <td></td> </tr> </tbody> </table> <p align="center">Number of Workshops and Meetings: Fall 2019 to Spring 2020</p> <table border="1" data-bbox="596 1380 1417 1458"> <thead> <tr> <th>Workshops/Meetings</th> <th>Total #</th> <th># Completed</th> <th>% Successfully Completed</th> </tr> </thead> <tbody> <tr> <td>Personal Financial Services</td> <td align="center">81</td> <td align="center">81</td> <td align="center">100</td> </tr> </tbody> </table>		Personal Financial Services	SDV Courses	Participants	35	188	Total	223		Workshops/Meetings	Total #	# Completed	% Successfully Completed	Personal Financial Services	81	81	100	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In addition to receiving continuing education in personal finance topics, the Financial Expert empowered SDV instructors and offered a two-part training so that they could confidently instruct the financial modules for their SDV course.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: Increase in financial instruction provided to students. This really looks at reach. Reaching more students through a variety of avenues.</p>
	Personal Financial Services	SDV Courses																	
Participants	35	188																	
Total	223																		
Workshops/Meetings	Total #	# Completed	% Successfully Completed																
Personal Financial Services	81	81	100																

**Unit: Student Services, Administrative
Subunit: Financial Stability Program**

<p>offered workshops, or one on one meetings with the personal financial Expert.</p> <p>Justification for Threshold: All SDV presentations and workshops are financial literacy based and purpose is to share financial information. In one on one meetings While regular meetings with students would be ideal to assist with their finances, the reality is that some may only come in once for what they need and not come back. Financial expert follows a financial counseling and financial coaching format where students' finances are analyzed and/or financial goals are developed, and students are given financial literacy information before the end of each session in case students only meet with the expert 1 time.</p>	<table border="1"> <tr> <td>Financial Avenue</td> <td>131</td> <td>131</td> <td>100</td> </tr> <tr> <td>Financial SDV Courses</td> <td>188</td> <td>188</td> <td>100</td> </tr> <tr> <td>Total</td> <td>225</td> <td>142</td> <td>63.1</td> </tr> </table> <p align="center">Number of Workshops and Meetings: 2018-2019 through 2019-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2019-2020</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Personal Financial Services</td> <td>29</td> <td>81</td> <td>52</td> <td>179.3%</td> </tr> <tr> <td>SDV Courses</td> <td>108</td> <td>188</td> <td>80</td> <td>74%</td> </tr> <tr> <td>Financial Avenue</td> <td>88</td> <td>131</td> <td>43</td> <td>48.9%</td> </tr> <tr> <td>Total</td> <td>225</td> <td>234</td> <td>97</td> <td>43.1%</td> </tr> </tbody> </table> <p>Strengths of Results: Increased the number of students that received financial education through one on one meetings, SDV courses, and Financial avenue.</p> <p>Weaknesses of Results: None.</p>	Financial Avenue	131	131	100	Financial SDV Courses	188	188	100	Total	225	142	63.1		2018-2019	2019-2020	Change from 2019-2020		#	%	Personal Financial Services	29	81	52	179.3%	SDV Courses	108	188	80	74%	Financial Avenue	88	131	43	48.9%	Total	225	234	97	43.1%	<p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Now that SDV instructors are empowered, separate workshops need to be developed by the financial expert to provide new information that won't be found in the SDV course. The financial expert is regularly creating new presentations and updating older presentations with the updates to ever-changing financial information for example, credit.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Based on current results, the financial expert will create new topics of presentation that can be delivered directly to the students or train SDV instructors in the new material, broadening the amount of financial education students receive. With the forced changes of the pandemic, a vault was recently created to hold financial information for students. This will be another way to reach more students, especially those that never walk into our office or complete our screener.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
Financial Avenue	131	131	100																																						
Financial SDV Courses	188	188	100																																						
Total	225	142	63.1																																						
	2018-2019	2019-2020	Change from 2019-2020																																						
			#	%																																					
Personal Financial Services	29	81	52	179.3%																																					
SDV Courses	108	188	80	74%																																					
Financial Avenue	88	131	43	48.9%																																					
Total	225	234	97	43.1%																																					
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: The Financial Stability Program will conduct analytical studies and provide data on the effectiveness of the Student Emergency Grant program and its impact on persistence, retention, and completion outcomes.</p> <p>Strategic Plan Objective(s) #: # 4 Effective Processes/Protocols.</p>																																								
<p>Measure with Target</p> <p>Measure: Outcomes assessed at the close of each semester of students applying for Student Emergency Grant and successfully completing the semester.</p>	<p>Results</p> <p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Grant Status: 2019-2020</p> <table border="1"> <thead> <tr> <th>Grant Status</th> <th>Applications</th> <th>Completed Semester</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Approved</td> <td>12</td> <td>11</td> <td>91.6%</td> </tr> <tr> <td>Pending</td> <td>10</td> <td>10</td> <td>100%</td> </tr> </tbody> </table>	Grant Status	Applications	Completed Semester	%	Approved	12	11	91.6%	Pending	10	10	100%	<p>Use of Results</p> <p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): An increase of awareness of the Financial Stability Program from staff through monthly advertisements resulted in more students seeking services including applying for the student emergency grant.</p>																											
Grant Status	Applications	Completed Semester	%																																						
Approved	12	11	91.6%																																						
Pending	10	10	100%																																						

Unit: Student Services, Administrative Subunit: Financial Stability Program

<p>Target: Overall retention rate of students remaining enrolled and completing the semester is at 85%.</p> <p>Acceptable Threshold: 70% of course completion for the semester.</p> <p>Justification for Threshold: Retention rate for general student population.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Resolved</td><td style="text-align: center;">5</td><td style="text-align: center;">5</td><td style="text-align: center;">100%</td></tr> <tr><td>Denied</td><td style="text-align: center;">25</td><td style="text-align: center;">20</td><td style="text-align: center;">80%</td></tr> <tr><td>Total</td><td style="text-align: center;">52</td><td style="text-align: center;">46</td><td style="text-align: center;">88%</td></tr> </table> <p>Note: Resolved = found assistance on own.</p> <p style="text-align: center;">Number and Type of Applications: Spring 2019</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Applications</th> <th rowspan="2">#</th> <th colspan="2">Students Completed</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Approved</td><td style="text-align: center;">12</td><td style="text-align: center;">11</td><td style="text-align: center;">91.6%</td></tr> <tr><td>Resolved</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">100%</td></tr> <tr><td>Pending</td><td style="text-align: center;">3</td><td style="text-align: center;">3</td><td style="text-align: center;">100%</td></tr> <tr><td>Denied</td><td style="text-align: center;">6</td><td style="text-align: center;">4</td><td style="text-align: center;">66%</td></tr> <tr><td>Total</td><td style="text-align: center;">22</td><td style="text-align: center;">19</td><td style="text-align: center;">86%</td></tr> </tbody> </table> <p style="text-align: center;">Number and Type of Applications: 2018-2019 through 2018-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Approved</td><td style="text-align: center;">12</td><td style="text-align: center;">12</td><td style="text-align: center;">0</td><td style="text-align: center;">0%</td></tr> <tr><td>Resolved</td><td style="text-align: center;">1</td><td style="text-align: center;">10</td><td style="text-align: center;">9</td><td style="text-align: center;">90%</td></tr> <tr><td>Pending</td><td style="text-align: center;">3</td><td style="text-align: center;">5</td><td style="text-align: center;">2</td><td style="text-align: center;">40%</td></tr> <tr><td>Denied</td><td style="text-align: center;">6</td><td style="text-align: center;">25</td><td style="text-align: center;">19</td><td style="text-align: center;">76%</td></tr> <tr><td>Total</td><td style="text-align: center;">22</td><td style="text-align: center;">52</td><td style="text-align: center;">30</td><td style="text-align: center;">57.6%</td></tr> </tbody> </table> <p>Strengths of Results: 88% of students who applied for the Student Emergency Grant and/or received resources to assist in providing for financial need completed the semester.</p> <p>Weaknesses of Results: None.</p>	Resolved	5	5	100%	Denied	25	20	80%	Total	52	46	88%	Applications	#	Students Completed		#	%	Approved	12	11	91.6%	Resolved	1	1	100%	Pending	3	3	100%	Denied	6	4	66%	Total	22	19	86%		2018-2019	2019-2020	Change from 2018-2019		#	%	Approved	12	12	0	0%	Resolved	1	10	9	90%	Pending	3	5	2	40%	Denied	6	25	19	76%	Total	22	52	30	57.6%	<p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: With an increase of awareness of the Financial Stability Program, that resulted in more students seeking services for the student emergency grant which also resulted in more students being approved to receive the emergency aid.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Action Plan Based on Current Results: As of March 2020, the College now handles the Student Emergency Grants through the NOVA Foundation.</p> <p>Next Evaluation of this Expected Outcome: N/A. As of March 2020, the College now handles the Student Emergency Grants through the NOVA Foundation.</p>
Resolved	5	5	100%																																																																					
Denied	25	20	80%																																																																					
Total	52	46	88%																																																																					
Applications	#	Students Completed																																																																						
		#	%																																																																					
Approved	12	11	91.6%																																																																					
Resolved	1	1	100%																																																																					
Pending	3	3	100%																																																																					
Denied	6	4	66%																																																																					
Total	22	19	86%																																																																					
	2018-2019	2019-2020	Change from 2018-2019																																																																					
			#	%																																																																				
Approved	12	12	0	0%																																																																				
Resolved	1	10	9	90%																																																																				
Pending	3	5	2	40%																																																																				
Denied	6	25	19	76%																																																																				
Total	22	52	30	57.6%																																																																				
<p>Expected Outcome (O) Operational <input checked="" type="checkbox"/></p>	<p>Expected Outcome: The Financial Stability Program will ensure students are accessing the Single Stop resource database and tracking resources to ensure Single Stop screeners that are completed by students receive one-on-one meetings and are provided with appropriate resource assistance per need.</p> <p>Strategic Plan Objective(s) #: # 4 Effective Processes/Protocols.</p>																																																																							
Measure with Target	Results	Use of Results																																																																						
<p>Measure: Staff will track the total number of students completing the Single Stop screener on the Single Stop website. The screener is an online screening tool that provides students access to community resources, as well as a caseload for our program to meet with students to help with their needs.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Students Completing Screeners: 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2">Students Completing Screeners</th></tr> <tr><td>Number</td><td style="text-align: center;">1,372</td></tr> </table> <p style="text-align: center;">Number of Students Received Single Stop Service: 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th>Services</th><th># Students Helped</th></tr> </table>	Students Completing Screeners		Number	1,372	Services	# Students Helped	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Increased ways of advertising Single Stop and its services so that students were and are completing screeners. FSP staff advertised throughout the College via online advertisement, email, staff meetings, classroom visits, and tabling events. Staff increased advertising by regularly</p>																																																																
Students Completing Screeners																																																																								
Number	1,372																																																																							
Services	# Students Helped																																																																							

**Unit: Student Services, Administrative
Subunit: Financial Stability Program**

<p>Target: 400 screeners submitted each semester with 100% of screened students being successfully referred to resources.</p> <p>Acceptable Threshold: 200 screeners submitted each semester with 100% of screened students being successfully referred to resources.</p> <p>Justification for Threshold: Based on submission numbers for previous year, there was an increase in student awareness of Single Stop and pandemic in 2020.</p>	<table border="1"> <tr> <td>Students completed Screeners</td> <td align="right">1,372</td> </tr> <tr> <td>Students referred to Single Stop without completing screeners</td> <td align="right">N/A</td> </tr> <tr> <td>Total</td> <td align="right">1,372</td> </tr> </table>		Students completed Screeners	1,372	Students referred to Single Stop without completing screeners	N/A	Total	1,372	<p>reaching out to students monthly through the various communication avenues.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Staff trained on how to use the technology and properly record resource referrals. Trained work-study students (front desk receptionists) on how to help new students use office computers to fill out screeners prior to appointments. More students were made aware of Single Stop since its initial opening in October 2018.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Single Stop Staff will continue to meet with students who contact the center by walk-in visits, referrals, phone calls, and email, to evaluate their needs and provide appropriate services. Each student that completes a screener will automatically receive an email with resources in addition to scheduling one-on-one appointments and having access to Single Stop's website of provided resources that will immediately be provided by FSP staff.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>				
	Students completed Screeners	1,372											
Students referred to Single Stop without completing screeners	N/A												
Total	1,372												
<p align="center">Number of Students Received Single Stop Service: 2018-2019 through 2019-2020</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td></td> <td align="center">113</td> <td align="center">1,372</td> <td align="center">1,259</td> <td align="center">91.7%</td> </tr> </tbody> </table>			2018-2019	2019-2020	Change from 2018-2019		#	%		113	1,372	1,259	91.7%
	2018-2019				2019-2020	Change from 2018-2019							
		#	%										
	113	1,372	1,259	91.7%									
	<p>Strengths of Results: College is more knowledgeable of Single Stop and staff was trained in overall use of the technology. All students who complete screener have a profile and receive one-on-one services and provided needed resources. Over 90% of students completed screeners and received resources.</p>												
	<p>Weaknesses of Results: None.</p>												

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: Military and Veterans Services

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Office of Military and Veterans Services is to advance NOVA's mission and strategic plan by providing comprehensive services to veterans and military related personnel that are utilizing VA and tuition assistant educational benefits at the college. In addition to students using their educational benefits, our goal and mission is centered on veteran students' success in their academic studies; which includes making sure each recipient understands the policies and regulations of their benefits.

Expected Outcome (O) Operational [X]	Expected Outcome: Military and Veteran students will be able to independently access their educational benefits and program degree. Strategic Plan Objective(s) #: #1 Student Advising/Support, #3 Informed Pathways for Seamless Transitions, #4 Effective Processes/Protocols.																		
Measure with Target	Results			Use of Results															
<p>Measure: Percentage of error ratings using direct checklist.</p> <p>Target: Less 20% error ratings of 50 files audited by VA/SAA.</p> <p>Acceptable Threshold: 5% error rating of 50 files audited by VA/SAA.</p> <p>Justification for Threshold: Benchmark is established by Department of Veteran Affairs and State Approval Agency. Benchmark will be based on last year's data.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p style="text-align: center;">Number of Files Audited and Percentage of Error: 2017-2018 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">2017-2018</th> <th rowspan="2">2018-2019</th> <th rowspan="2">2019-2020</th> <th colspan="2">Change from 2018-2019</th> </tr> <tr> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Access Benefits and Degree Program Requirements of Audited Files</td> <td style="text-align: center;">80</td> <td style="text-align: center;">45</td> <td style="text-align: center;">30</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6.3%</td> </tr> </tbody> </table> <p>Strengths of Results: The strengths of the results were the use of the internal check list. Identifying potential departmental audit risks such accurately identifying courses applicable to student's degree program of study, which lead to a decrease in program degree requirement errors.</p> <p>Weaknesses of Results: None.</p>				2017-2018	2018-2019	2019-2020	Change from 2018-2019		#	%	Access Benefits and Degree Program Requirements of Audited Files	80	45	30	5	6.3%	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In 2018 an internal audit check list was developed by the military director to ensure improved compliance accuracy when reviewing students' files.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A</p> <p>Explain impact of previous changes/ actions: The impact of the previous changes had a direct improvement in internal office process along with continuity across the College veteran offices. This furthermore improved error rating finds in students selecting the proper courses for certifying courses to VA.</p> <p>Target Met: [X] Yes [] No [] Partially [] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [] N/A</p> <p>Areas Needing Improvement Based on Current Results: Reviewing students who are in two or more programs of study.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): The office will continue to use the checklist method to ensure accuracy and identify potential areas of concerns. The school certifying officials are responsible to ensure audit regulations are performed accurately along with the program Director to ensure each function is performed and implemented.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>	
	2017-2018	2018-2019	2019-2020					Change from 2018-2019											
				#	%														
Access Benefits and Degree Program Requirements of Audited Files	80	45	30	5	6.3%														

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: NOVACares

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The NOVACares Office advances NOVA's mission and strategic plan by providing assistance, resources, and interventions to members of the NOVA community. Through the use of our NOVACares on-line reporting system, we encourage a "See Something - Say Something" approach to campus safety, meeting the requirements of federal and state laws, as well as VCCS policy to help prevent campus-based violence. The NOVACares Office strives to support students, faculty, and staff with a wide range of on-campus and off-campus resources.

Expected Outcome (O) Operational [X]	Expected Outcome: NOVACares will provide college-wide evidence-based Mental Health First Aid (MHFA) training to NOVA faculty and staff to enable them to better assess the need for intervention and support for students who may be experiencing mental health issues. This training will be delivered online by the Virginia Department of Behavioral Health and Developmental Services. Through this training, NOVACares will provide regular professional development for its staff, as well as NOVA faculty and staff.																			
Measure with Target	Strategic Plan Objective(s) #: #1 Student Advising/Support.																			
Measure with Target	Results	Use of Results																		
<p>Measure 1: Track number of individuals trained in Mental Health First Aid.</p> <p>Target: 50 attend per virtual training.</p> <p>Acceptable Threshold: 40 attendees.</p> <p>Justification for Threshold: Mental Health First Aid is a very popular training and based on the lack of restrictions to be in person and at a particular location, NOVACares should be able to attract attendees through notice to Provosts for staff/faculty requests on each campus and marketing via Daily Flyer. Limitations may occur due to conflicts with faculty class schedules.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>NOVACares Training Events: 2018-2019 through 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2018-2019</th> <th style="text-align: center;">2019-2020</th> </tr> </thead> <tbody> <tr> <td>Alexandria Campus</td> <td style="text-align: center;">30</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Loudoun Campus</td> <td style="text-align: center;">0</td> <td style="text-align: center;">--</td> </tr> <tr> <td>College-wide virtual Fall 2020</td> <td style="text-align: center;">--</td> <td style="text-align: center;">50 plus</td> </tr> <tr> <td>College-wide virtual Spring 2021</td> <td style="text-align: center;">--</td> <td style="text-align: center;">50 plus</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">30</td> <td style="text-align: center;">100 plus</td> </tr> </tbody> </table> <p>Strengths of Results: Course filled to capacity at AL; 30 is the top limit allowed for this training when delivered in person. This achieved a 100% success rate at AL in Fall 2019. MEC participants qualitatively expressed satisfaction with this course to trainers, Provost and NOVACares staff.</p> <p>In addition, participants received a 50-page manual to refer to and came away with strengthened capacity to intervene with students in a mental health crisis.</p> <p>Weaknesses of Results: Due to moving to remote work in March 2020, the scheduled training at LO in late March needed to be cancelled; thus, this outcome remains unfinished.</p>		2018-2019	2019-2020	Alexandria Campus	30	--	Loudoun Campus	0	--	College-wide virtual Fall 2020	--	50 plus	College-wide virtual Spring 2021	--	50 plus	Total	30	100 plus	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Reaching out to LO and AL Provosts by NOVACares Case Manager to request training at their campuses in Fall 2019 and again in Spring 2020; then contact the trainers to choose specific dates, continue with logistical planning – location, date/time, food, parking arrangements for trainers. Satisfaction surveys have been provided at each Mental Health First Aid course offered by NOVACares Office.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The AL training was 100% successful, but the LO training was cancelled due to moving to remote work in mid-March 2020.</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: NOVACares was unable to host spring training events due to remote work instead of in person events.</p> <p>Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Explain: NOVACares was unable to host spring training events due to remote work instead of in person events.</p>
	2018-2019	2019-2020																		
Alexandria Campus	30	--																		
Loudoun Campus	0	--																		
College-wide virtual Fall 2020	--	50 plus																		
College-wide virtual Spring 2021	--	50 plus																		
Total	30	100 plus																		

**Unit: Student Services, Administrative
Subunit: NOVACares**

		<p>Areas Needing Improvement Based on Current Results: Coordination with the Virginia Department of Behavioral Health and Developmental Services by NOVACares Director to change the in-person training to a virtual training to be ready to offer to NOVA by Fall 2020. Once such new training is available, NOVACares Case Manager will begin to plan for such trainings to be held College-wide virtually.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Provosts at all campuses will be contacted by NOVACares Case Manager via email and/or telephone in September 2020 to explain how the course will now be held virtually, requesting buy-in and to set dates for this newly revised virtual course. These trainings will be conducted by VA Department of Behavioral Health and Developmental Services staff. The courses will be advertised on the NOVACares website and in the NOVA Daily Flyer, so all NOVA faculty and staff will be invited. NOVACares will create a train-the-trainer program based on VA Department of Behavioral Health and Developmental Services design in order to facilitate Mental Health First Aid more broadly during 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal): FY 2021.</p>								
<p>Measure 2: Provide satisfaction survey to all attendees via the online platform, review survey responses, and provide analysis of responses.</p> <p>Target: 90% of respondents will express satisfaction at the end of this course.</p> <p>Acceptable Threshold: 80%.</p> <p>Justification for Threshold: 24 Establishing a benchmark this year.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p>NOVACares Attendee Surveys: 2018-2019 through 2019-2020</p> <table border="1" data-bbox="730 1029 1087 1162"> <thead> <tr> <th></th> <th>Fall 2019</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>30</td> </tr> <tr> <td>LO</td> <td>0</td> </tr> <tr> <td>Total</td> <td>30</td> </tr> </tbody> </table> <p>Strengths of Results: 100% success rate in participants taking survey offered online following the course offered at AL in Fall 2019 for 8 hours on November 1 with 100% of participants expressing satisfaction with the course and feeling that their skills to help students had been strengthened. Many faculty/staff felt that they knew more about mental health characteristics in order to more appropriately refer the students in need. An explanation of the services of the NOVACares Office were explained and NOVACares materials were handed out to all participants.</p>		Fall 2019	AL	30	LO	0	Total	30	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): In collaboration with the Mental Health First Aid trainers, NOVACares Case Manager created an online survey to be administered post-training in Fall 2019.</p> <p>Current Results Improved: [] Yes [] No [X] Partially [] N/A Explain impact of previous changes/ actions: Because of moving to remote learning in Spring 2020, NOVACares was unable to facilitate the spring course as planned.</p> <p>Target Met: [] Yes [] No [X] Partially [] N/A Explain: Training was not held in Spring 2020 due to College going remote while trainings were to be in person only.</p> <p>Acceptable Threshold Met: [] Yes [] No [X] Partially [] N/A</p>
	Fall 2019									
AL	30									
LO	0									
Total	30									

**Unit: Student Services, Administrative
Subunit: NOVACares**

	<p>Weaknesses of Results: Due to moving to remote work due to COVID-19 in mid-March, the second course to be held at AL was cancelled, thus, no course was offered, and no surveys were completed in Spring 2020. This outcome remains unfinished. When the trainers complete the transition to a virtual training, this course can once again be offered.</p>	<p>Because of moving to remote learning in Spring 2020, NOVACares was unable to facilitate the spring course as planned.</p> <p>Areas Needing Improvement Based on Current Results: Offering this course again virtually and College-wide by NOVACares in order to then offer surveys post-training to assess success will be completed in 2020-2021.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): In coordination with course trainers following any and all future courses offered virtually to NOVA, NOVACares Case Manager will issue online surveys to all participants soon after each training ends.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal): FY 2021.</p>				
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: NOVACares will provide regular professional development for its staff, as well as NOVA faculty and staff to better assess the need for intervention and support for students who may be experiencing mental health issues.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>					
<p>Measure with Target</p>	<p align="center">Results</p>					
<p>Measure1: NOVACares Case Manager will select additional persons to become trainers for Mental Health First Aid to host ongoing courses at NOVA.</p> <p>Target: 5 persons to include the NOVACares Case Manager.</p> <p>Acceptable Threshold: 4 persons.</p> <p>Justification for Threshold: This is the first year Mental Health First Aid has chosen this approach for virtual trainings and it will be the benchmark for this measure.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Number of Persons Trained by NOVACares: 2019-2020</p> <table border="1" data-bbox="558 976 1257 1101"> <thead> <tr> <th data-bbox="558 976 995 1068">Persons Trained</th> <th data-bbox="1001 976 1257 1068">2019-2020</th> </tr> </thead> <tbody> <tr> <td data-bbox="558 1073 995 1101">Fall 2020</td> <td data-bbox="1001 1073 1257 1101">5</td> </tr> </tbody> </table> <p>Strengths of Results: To be compared in 2020-2021.</p> <p>Weaknesses of Results: To be compared in 2020-2021.</p>	Persons Trained	2019-2020	Fall 2020	5	<p>Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): This is a new expected outcome; however, NOVACares Office has offered in-person Mental Health First Aid courses for the past 4 years on one campus each year. Attendees always expressed satisfaction post-course and felt their skills were strengthened to assist students. Marketing for trainers to be selected will be accomplished through request to Provosts as well as articles within the Daily Flyer by NOVACares Director/Case Manager.</p> <p>Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Explain impact of previous changes/ actions: The courses offered by NOVACares in the past were met with 100% success rates. But virtual training and train-the-trainers has never been offered for this course. NOVACares expects the results to be very satisfactory once presented to NOVA faculty and staff.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A To be compared in 2020-2021.</p>
Persons Trained	2019-2020					
Fall 2020	5					

Unit: Student Services, Administrative
Subunit: NOVACares

		<p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Action Plan Based on Current Results (What? Who? How? When?): To be compared in 2020-2021.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): FY 2021.</p>
--	--	--

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services, Administrative

Subunit: Pathway to the Baccalaureate

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: The purpose of the Pathway to the Baccalaureate Program is to advance NOVA's mission and strategic plan by increasing access to higher education for selected, underrepresented students from participating Northern Virginia high schools. The program is designed to serve students who have both the motivation and capacity to earn a bachelor's degree. In addition, the Pathway Program provides multifaceted, individualized support during the transition from high school to Northern Virginia Community College and the transfer to George Mason University or another institution of the student's choice.

Expected Outcome (O) Operational [X]	Expected Outcome: Pathway students will demonstrate persistence by term-to-term registration and retention by Fall-to-Fall enrollment.																						
	Strategic Plan Objective(s) #: #1 Student Advising/Support.																						
Measure with Target	Results		Use of Results																				
<p>Measure: Persistence Fall-to-Spring, Retention Fall-to-Fall.</p> <p>Target: Persistence: 85%. Retention: 75%.</p> <p>Acceptable Threshold: Persistence: 80%. Retention: 70%.</p> <p>Justification for Threshold: Based on prior year's data.</p>	Academic or Fiscal Year Current Data Collected: 2019-2020.		<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): This data served to reinforce that Counselors/ Advisors will continue to provide services in a case-management format, with a relational advising model as our standard. We have been consistent over the three prior years relative to persistence and retention and believe that will be true for data from the Pathway 2019 cohort and beyond.</p> <p>Current Results Improved: [X] Yes [] No [] Partially [] N/A Explain impact of previous changes/ actions: As indicated above, we have worked hard to provide a relationship-based model and holistic services, in spite of staff loss and College-wide hiring freezes. The core interventions have remained the same and those have made the difference.</p> <p>Target Met: [X] Yes [] No [] Partially [x] N/A</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially [x] N/A</p> <p>Areas Needing Improvement Based on Current Results: We are always in continuous improvement mode. While our retention goals were met, we are</p>																				
	Persistence of the Pathway Cohort Compared to the Non-Pathway Cohort from the Same High Schools: 2016-2017 through 2019-2020																						
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Non-Pathway</th> <th>Pathway</th> <th>Difference from Non-Pathway</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>82%</td> <td>89%</td> <td>7%</td> </tr> <tr> <td>2017-2018</td> <td>81%</td> <td>83%</td> <td>2%</td> </tr> <tr> <td>2018-2019</td> <td>77%</td> <td>86%</td> <td>9%</td> </tr> <tr> <td>2019-2020</td> <td>83%</td> <td>87%</td> <td>4%</td> </tr> </tbody> </table>				Non-Pathway	Pathway	Difference from Non-Pathway	2016-2017	82%	89%	7%	2017-2018	81%	83%	2%	2018-2019	77%	86%	9%	2019-2020	83%	87%	4%
		Non-Pathway		Pathway	Difference from Non-Pathway																		
	2016-2017	82%		89%	7%																		
	2017-2018	81%		83%	2%																		
	2018-2019	77%		86%	9%																		
	2019-2020	83%		87%	4%																		
	Retention of the Pathway Cohort Compared to the Non-Pathway Cohort from the Same High Schools: 2016-2017 through 2019-2020																						
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Non-Pathway</th> <th>Pathway</th> <th>Difference from Non-Pathway</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>64%</td> <td>77%</td> <td>13%</td> </tr> <tr> <td>2017-2018</td> <td>64%</td> <td>77%</td> <td>13%</td> </tr> <tr> <td>2018-2019</td> <td>59%</td> <td>72%</td> <td>13%</td> </tr> <tr> <td>2019-2020</td> <td>64%</td> <td>75%</td> <td>11%</td> </tr> </tbody> </table>				Non-Pathway	Pathway	Difference from Non-Pathway	2016-2017	64%	77%	13%	2017-2018	64%	77%	13%	2018-2019	59%	72%	13%	2019-2020	64%	75%	11%
	Non-Pathway	Pathway	Difference from Non-Pathway																				
2016-2017	64%	77%	13%																				
2017-2018	64%	77%	13%																				
2018-2019	59%	72%	13%																				
2019-2020	64%	75%	11%																				
Strengths of Results: These results show that for the years indicated, Pathway students, who come from underrepresented student groups, are retained at higher rates than their non-Pathway counterparts from the same high schools.																							
Weaknesses of Results: While we have met our targets, we want to continue to improve our results and have a better understanding and evaluation of which interventions we use make the most significant difference in the results.																							

**Unit: Student Services, Administrative
Subunit: Pathway to the Baccalaureate**

		<p>always working to be more efficient and effective. We look at staffing, virtual services, who needs our program, and who is admitted.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Staffing challenges particularly on the retention side need to be taken into account relative to the ability of staff to provide all interventions at an appropriate level. Some follow-up services and outreach efforts directed at particular cohorts (i.e. Academic Warning, Probation) may be impacted. The Interim Director, along with the Management team consisting of the Associate Director for Transition and the Interim Associate Director for Retention, will be directing the evaluation of interventions along with the retention and persistence goals. The Interim Director will be working with the Office of Institutional Research through the newly assigned Data Coach for the Student Services division in Spring 2021. Pathway will ask the Office of Institutional Research for more specific data for future programming/interventions to include progression rates by county jurisdiction, race, gender, and credits.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>																																																			
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: Pathway students will demonstrate graduation within three years and transfer to a four-year institution.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>																																																				
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>																																																			
<p>Measure: Data from Office of Institutional Research and National Clearinghouse. Target: 40%.</p> <p>Acceptable Threshold: 30%.</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Pathway Students who Graduated and Transferred to a 4-Year Institution: Fall 2016 through Fall 2018 Cohorts</p> <table border="1" data-bbox="363 1276 1400 1455"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Fall 2016 Cohort</th> <th colspan="3">Fall 2017 Cohort</th> <th colspan="3">Fall 2018 Cohort</th> <th colspan="3">Change from Fall 2017 Cohort</th> </tr> <tr> <th>N</th> <th>#</th> <th>%</th> <th>N</th> <th>#</th> <th>%</th> <th>N</th> <th>#</th> <th>%</th> <th>N</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Graduated</td> <td>2,175</td> <td>254</td> <td>11.7%</td> <td>1,866</td> <td>350</td> <td>18.8%</td> <td>1,559</td> <td>65</td> <td>4.2%</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Transferred</td> <td>2,175</td> <td>668</td> <td>30.7%</td> <td>1,866</td> <td>603</td> <td>32.3%</td> <td>1,559</td> <td>74</td> <td>4.8%</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>		Fall 2016 Cohort			Fall 2017 Cohort			Fall 2018 Cohort			Change from Fall 2017 Cohort			N	#	%	N	#	%	N	#	%	N	#	%	Graduated	2,175	254	11.7%	1,866	350	18.8%	1,559	65	4.2%	-	-	-	Transferred	2,175	668	30.7%	1,866	603	32.3%	1,559	74	4.8%	-	-	-	<p>Previous Actions(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Effective January 2020, career counseling began in the high schools during 3rd quarter of senior year by transition counselors. Students will be program-placed before enrolling at NOVA and by the end of their first semester, students will create an academic plan for graduation and transfer within 3 years. This may be done one-on-one or in the SDV 100 course. By having a plan within their first semester, we are hoping that students' progression,</p>
	Fall 2016 Cohort			Fall 2017 Cohort			Fall 2018 Cohort			Change from Fall 2017 Cohort																																											
	N	#	%	N	#	%	N	#	%	N	#	%																																									
Graduated	2,175	254	11.7%	1,866	350	18.8%	1,559	65	4.2%	-	-	-																																									
Transferred	2,175	668	30.7%	1,866	603	32.3%	1,559	74	4.8%	-	-	-																																									

**Unit: Student Services, Administrative
Subunit: Pathway to the Baccalaureate**

<p>Justification for Threshold: Based on prior year's data.</p>	<p>Strengths of Results: For both cohorts beginning in 2016 and 2017, we met or exceeded the acceptable threshold identified. In addition, for each cohort for which we have data, Pathway students outperformed students who were NOT in Pathway from the same schools relative to:</p> <p>2016: Graduation rates: 11.7% for Pathway students vs. 7.2% for Non-Pathway students. Transfer rates: 30.7% for Pathway students vs. 27.7% for Non-Pathway students.</p> <p>2017: Graduation rates: 18.8% for Pathway students vs. 8.7% for Non-Pathway students. Transfer rates: 32.3% for Pathway students vs. 27.1% for Non-Pathway students.</p> <p>These results are consistent over time.</p> <p>Weaknesses of Results: Fall 2018 students have not been at NOVA for the duration of the goal's 3-year graduation rates, so the data is incomplete.</p> <p>Our goal is to work with the Office of Institutional Research to gather the data and to create queries that will allow us to pull the data more quickly.</p>	<p>retention and graduation rates will be increased. We will continue monitoring progression at the end of each year, with the final assessment for these actions in Spring 2023.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: The general processes and interventions we provided were successful through this reporting period.</p> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Areas Needing Improvement Based on Current Results: We need to focus on moving the rates of graduation up to the goal.</p> <p>Action Plan Based on Current Results (What? Who? How? When?): Pathway needs to get cleaner data from the Office of Institutional Research relative to the data pulled via the National Clearinghouse. We began the request for more detailed data in Spring 2020, and we will work with the Office of Institutional Research in Spring of 2021 to identify student groups to be evaluated, create the queries, and make sure we are gathering the appropriate data.</p> <p>Next Evaluation of this Expected Outcome (Academic or Fiscal Year): 2020-2021.</p>		
<p>Expected Outcome (O) Operational <input checked="" type="checkbox"/></p>	<p>Expected Outcome: Pathway students who participate in academic advising will be satisfied with their advising experience.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support.</p>			
<p>Measure with Target</p>	<p align="center">Results</p>	<p align="center">Use of Results</p>		
<p>Measure: 1) students will indicate satisfaction with their advising experience; 2) students will</p>	<p>Academic or Fiscal Year Current Data Collected: 2019-2020.</p> <p align="center">Number of Academic Advising Survey Respondents: Spring 2018 and Fall 2019</p> <table border="1" data-bbox="403 1414 1360 1466"> <tr> <td data-bbox="403 1414 806 1466"></td> <td align="center" data-bbox="806 1414 1360 1466"># Survey Respondents</td> </tr> </table>		# Survey Respondents	<p>Previous Actions(s) to Improve Unit Services (Who? How? When?): Pathway developed an advising syllabus in 2016 to guide all advisors in a thorough advising session; professional development training for advisors via peer evaluations, monthly updates,</p>
	# Survey Respondents			

Unit: Student Services, Administrative Subunit: Pathway to the Baccalaureate

<p>indicate understanding of requirements, educational goals.</p> <p>Target: 90%.</p> <p>Acceptable Threshold: 85%.</p> <p>Justification for Threshold: Based on prior years data.</p>	<table border="1"> <tr> <td>Fall 2018</td> <td style="text-align: right;">810</td> </tr> <tr> <td>Spring 2019</td> <td style="text-align: right;">570</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">1,380</td> </tr> </table> <p>Notes: See survey results below.</p> <p>Strengths of Results: Please see detailed results below, which indicated very high approval of the advising and guidance provided by staff in the year for which we have data.</p> <p>Weaknesses of Results: We did not have as many students complete the survey compared to those who were provided assistance. Pathway students who participate in academic advising will be satisfied with their advising experience. Data is missing for 2019-2020 because we did not administer the survey. The program faced significant challenges with a change in Administrative Council reporting, the new Program Director being assigned other duties and then leaving the College, and a new Interim Director stepping in. Then COVID-19 hit, and we were focused on doing whatever we could to provide service to our students.</p> <p style="text-align: center;">Advising Survey: Fall 2018 and Spring 2019</p> <p>Fall, 2018 and Spring, 2019, there were a total of 1,380 respondents (Fall 2018: 810, Spring 2019: 570).</p> <p>"The Pathway Counselor/Advisor provided accurate assistance in selecting appropriate courses."</p> <ul style="list-style-type: none"> • In Fall 2018: 99.2% were either extremely (94.4) or somewhat (4.8) satisfied • In Spring 2019: 99.2% were either extremely (93.3) or somewhat (5.9) satisfied. <p>"The Pathway Counselor/Advisor provided accurate information about academic, graduation, and/or transfer requirements."</p> <ul style="list-style-type: none"> • In Fall 2018: 98.6% were either extremely (93.7) or somewhat (4.9) satisfied • In Spring 2019: 98.4% were either extremely (92.2) or somewhat (6.2) satisfied. <p>"The Pathway Counselor/Advisor listened and respected me as an individual."</p> <ul style="list-style-type: none"> • In Fall 2018: 99% were either extremely (97.2) or somewhat (6.7) satisfied • In Spring 2019: 95.3% were either extremely (88.6) or somewhat (9.5) satisfied. <p>"I would recommend the Pathway Counselor/Advisor to other students."</p> <ul style="list-style-type: none"> • In Fall 2018: 99.1% said YES. • In Spring 2019: 99.5% said YES. <p>"Overall, I am satisfied with my Pathway to the Baccalaureate experience?"</p> <ul style="list-style-type: none"> • In Fall 2018: 98.9% were either extremely (88.7) or somewhat (10.2) satisfied • In Spring 2019: 99.1% were either extremely (89.6) or somewhat (9.5) satisfied. 	Fall 2018	810	Spring 2019	570	Total	1,380	<p>and advising accuracy assessed via a diagnostic tool. We did not gather survey results for 2019-2020 due to the challenges we faced as a program with a change in Administrative Council reporting shift, the new Program Director being assigned other duties, a new Interim Director stepping in, and COVID-19. This was a decision made by the Interim Director.</p> <p>Current Results Improved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Explain impact of previous changes/ actions: As per student responses, staff provided the relational advising students desired as well as accurate and thorough academic assistance. This comes as a result of continuous improvement strategies adopted by the program to insure excellent advising.</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Acceptable Threshold Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Areas Needing Improvement Based on Results: Availability of advisors on demand.</p> <p>Action Plan Based on Results (Who? How? When?): Effective Spring 2020, Pathway Advisors provided extensive remote accessibility to students so that they did not need to attend campus to receive advising services; created a centralized system to schedule appointments; updated the advising syllabus so that student expectations align with staff service. In Fall 2020, we will be using the same basic evaluation tool for consistency, but hope to gather data on the virtual service delivery processes we used: one-on-one appointments, Virtual Lobby, AskPathway@nvcc.edu. The advising survey was revised to account for the shift in virtual service delivery.</p> <p>Next Evaluation of this Expected Outcome: 2020-2021.</p>
Fall 2018	810							
Spring 2019	570							
Total	1,380							

Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit: Student Services Administrative

Subunit: Student Life

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement: Student Life at NOVA advances NOVA's mission and strategic plan by building a community of learners and inspiring the growth of the whole student and by facilitating extracurricular and co-curricular programs that support student civic engagement, leadership development, community involvement, teamwork, personal empowerment and retention.

<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: College-wide Student Life will engage students in systemic co-curricular activities to build community and enhance student development and success across the College.</p> <p>Strategic Plan Objective(s) #: #1 Student Advising/Support; #2 VIP-PASS; #3 Informed Pathways for Seamless Transitions; #4 effective Processes/Protocols; Align for Accountability with College Mission.</p>																															
Measure with Target	Results	Use of Results																														
<p>Measure: Number of co-curricular events per semester.</p> <p>Target: 3 events College-wide.</p> <p>Acceptable Threshold: 2 events per semester.</p> <p>Justification for Threshold: Previous leadership established these measures and targets, and there is no documentation available that addresses the established threshold.</p>	<p>Semester/Academic or Fiscal Year Data Collected: 2019-2020.</p> <p>College-Wide Activities: Build Community /Enhancing Student Development: 2019-2020</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 35%;">Sponsor</th> <th style="width: 30%;">Community Building Activities</th> <th style="width: 35%;">Enhanced Student Development Activities</th> </tr> </thead> <tbody> <tr> <td>Alexandria</td> <td style="text-align: center;">32</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Annandale</td> <td style="text-align: center;">*</td> <td style="text-align: center;">*</td> </tr> <tr> <td>Loudoun</td> <td style="text-align: center;">*</td> <td style="text-align: center;">*</td> </tr> <tr> <td>Manassas</td> <td style="text-align: center;">40</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Medical Education</td> <td style="text-align: center;">*</td> <td style="text-align: center;">*</td> </tr> <tr> <td>NOVA Online</td> <td style="text-align: center;">*</td> <td style="text-align: center;">*</td> </tr> <tr> <td>Woodbridge</td> <td style="text-align: center;">20</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Subtotals</td> <td style="text-align: center;">92</td> <td style="text-align: center;">43</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">135</td> <td></td> </tr> </tbody> </table> <p>* no results reported</p> <p>Weaknesses of Results: Due to the College-wide director departing in August 2019 and a hiring freeze preventing filling the vacancy, campus Student Life sponsored College-wide Student Life programming. The tool for collecting participant data has yet to be implemented, and was planned to be launched in Spring 2020, but COVID-19 impacted our ability to complete planning and implement. The results are currently limited by the number of reporting sponsors (50%).</p>	Sponsor	Community Building Activities	Enhanced Student Development Activities	Alexandria	32	11	Annandale	*	*	Loudoun	*	*	Manassas	40	21	Medical Education	*	*	NOVA Online	*	*	Woodbridge	20	11	Subtotals	92	43	Total	135		<p>Previous Actions(s) to Improve Unit Services Related to this Outcome: Efforts to improve services resulted in a College-wide, one-NOVA approach to Student Life programming. This was brought on by the COVID-19 remote service environment and increased the number of co-curricular events, which exceeded 3 per semester for a total of 6 annually.</p> <p>2018-2019 report outlined 8 activities, and comparatively 2019-2020 demonstrates a marked increase in offerings 135 annually.</p> <p>Current Results Improved: [X] Yes [] No [] Partially Explain: Number of co-curricular events increased.</p> <p>Target Met: [X] Yes [] No [] Partially</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially</p> <p>Areas Needing Improvement Based on Current Results: No areas need improvement.</p> <p>Action Plan Based on Results: (Who? How? When?): By December 2020, Student Life across the College will implement a one NOVA, College-wide approach to meeting the engagement needs of</p>
Sponsor	Community Building Activities	Enhanced Student Development Activities																														
Alexandria	32	11																														
Annandale	*	*																														
Loudoun	*	*																														
Manassas	40	21																														
Medical Education	*	*																														
NOVA Online	*	*																														
Woodbridge	20	11																														
Subtotals	92	43																														
Total	135																															

**Unit: Student Services Administrative
Subunit: Student Life**

		<p>NOVA students, therefore honoring the fluidity by which they experience NOVA. This will occur with support of the AVP for Engagement and Retention and the Student Life Work Group.</p> <p>Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.</p>																														
<p>Expected Outcome (O) Operational [X]</p>	<p>Expected Outcome: College-Wide Student Life will develop systemic service and civic engagement programs that are inclusive and provide participants an opportunity to promote community development public service.</p> <p>Strategic Plan Objective(s) #: #2 VIP-PASS.</p>																															
<p align="center">Measure with Target</p>	<p>Results</p>	<p>Use of Results</p>																														
<p>Measure: Number of events and activities specifically targeting service and civic engagement.</p> <p>Target: NOVA will provide 10 programs or activities focused on service and civic engagement.</p> <p>Acceptable Threshold: Collectively, NOVA will provide six programs or activities focused on service and civic engagement.</p> <p>Justification for Threshold: Previous leadership established these measures and targets, and there is no documentation available that addresses the established threshold.</p>	<p>Semester/Academic or Fiscal Year Data Collected: 2019-2020.</p> <p align="center">College-Wide Activities: Service and Civic Engagement: 2019-2020</p> <table border="1" data-bbox="520 699 1404 971"> <thead> <tr> <th>Sponsor</th> <th>Service Activities</th> <th>Civic Engagement Activities</th> </tr> </thead> <tbody> <tr> <td>Alexandria</td> <td align="center">4</td> <td align="center">3</td> </tr> <tr> <td>Annandale</td> <td align="center">*</td> <td align="center">*</td> </tr> <tr> <td>Loudoun</td> <td align="center">*</td> <td align="center">*</td> </tr> <tr> <td>Manassas</td> <td align="center">5</td> <td align="center">5</td> </tr> <tr> <td>MEC</td> <td align="center">*</td> <td align="center">*</td> </tr> <tr> <td>NOVA Online</td> <td align="center">*</td> <td align="center">*</td> </tr> <tr> <td>Woodbridge</td> <td align="center">2</td> <td align="center">1</td> </tr> <tr> <td>Subtotals</td> <td align="center">11</td> <td align="center">9</td> </tr> <tr> <td>Total</td> <td></td> <td align="center">20</td> </tr> </tbody> </table> <p>* no results reported</p> <p>Strengths of Results: The strength of these results is currently limited by the number of reporting sponsors (50%). However, due to the one NOVA approach to providing engagement activities through the Student Life, the results provide a great baseline for future data/tracking.</p> <p>Weaknesses of Results: No data was reported in 2018-2019. Based on an augmented approach to providing services to all students regardless of sponsor, results from 2019-2020 are expected to exceed what could have been accomplished by a singular College-wide director/coordinator. Due to the College-wide director departing in August 2019 and a hiring freeze preventing filling the vacancy, campus Student Life sponsored College-wide Student Life programming.</p>	Sponsor	Service Activities	Civic Engagement Activities	Alexandria	4	3	Annandale	*	*	Loudoun	*	*	Manassas	5	5	MEC	*	*	NOVA Online	*	*	Woodbridge	2	1	Subtotals	11	9	Total		20	<p>Previous Actions(s) to Improve Unit Services related to this outcome: None</p> <p>Current Results Improved: [X] Yes [] No [] Partially</p> <p>Target Met: [X] Yes [] No [] Partially</p> <p>Acceptable Threshold Met: [X] Yes [] No [] Partially</p> <p>Areas for Improvement: Increase response rate of Student Life sponsors (campus Student Life Coordinators) from 50% to 100%.</p> <p>Action Plan Based on Results: By December 2020, Student Life across the College will implement a one NOVA, College-wide approach to meeting the engagement needs of NOVA students, therefore honoring the fluidity by which they experience NOVA. This will occur with support of the AVP for Engagement and Retention and the Student Life Work Group.</p> <p>Next Evaluation of this Expected Outcome (Semester/Year): FY 2021.</p>
Sponsor	Service Activities	Civic Engagement Activities																														
Alexandria	4	3																														
Annandale	*	*																														
Loudoun	*	*																														
Manassas	5	5																														
MEC	*	*																														
NOVA Online	*	*																														
Woodbridge	2	1																														
Subtotals	11	9																														
Total		20																														

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, 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