

Annual Planning and Evaluation Report Campus Reports



2002-2003



**NORTHERN
VIRGINIA**
COMMUNITY COLLEGE



NORTHERN VIRGINIA COMMUNITY COLLEGE

Student centered. Community focused.

**ANNUAL PLANNING AND EVALUATION REPORT:
CAMPUS REPORTS**

2002-2003

NORTHERN VIRGINIA COMMUNITY COLLEGE

College **Mission and Goals**

The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifelong educational opportunities.

To achieve this mission, the following strategic goals for 2002-2005 are established:

Goal 1:

To provide a diverse, highly qualified, energetic, and dynamic faculty and staff dedicated to and enhancing student success.

Goal 2:

To develop and acquire adequate fiscal, capital, and community resources and to use them efficiently and effectively to provide the physical environment and tools necessary to assure student success.

Goal 3:

To provide an array of quality support services that enhance student success.

Goal 4:

To provide an instructional program that is accessible, affordable, and educationally sound that supports the needs of a diverse student body and enhances student success.

**Figure 1:
NVCC Organizational Chart and the Reporting Units**

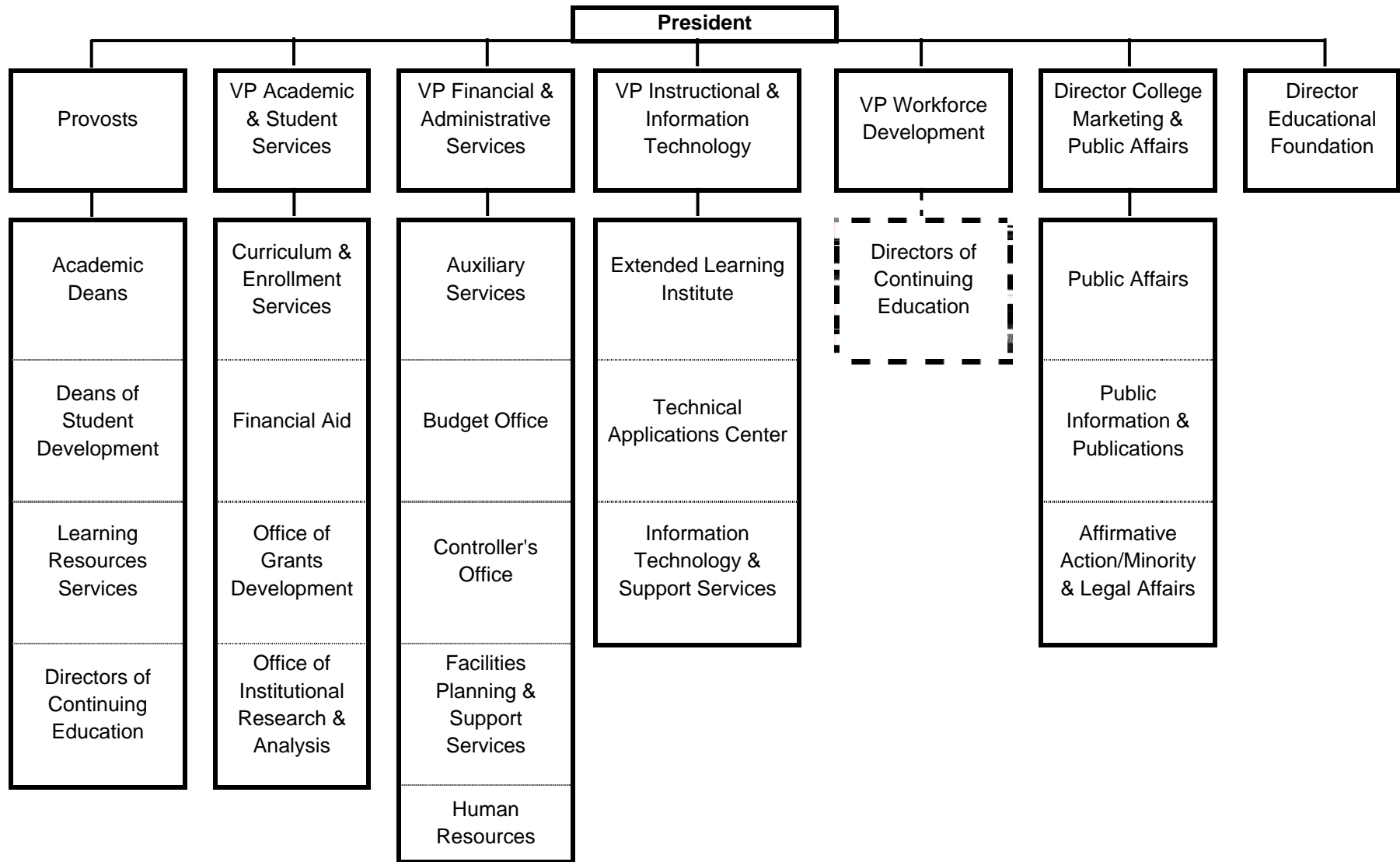


Figure 2: NVCC Planning and Evaluation Process

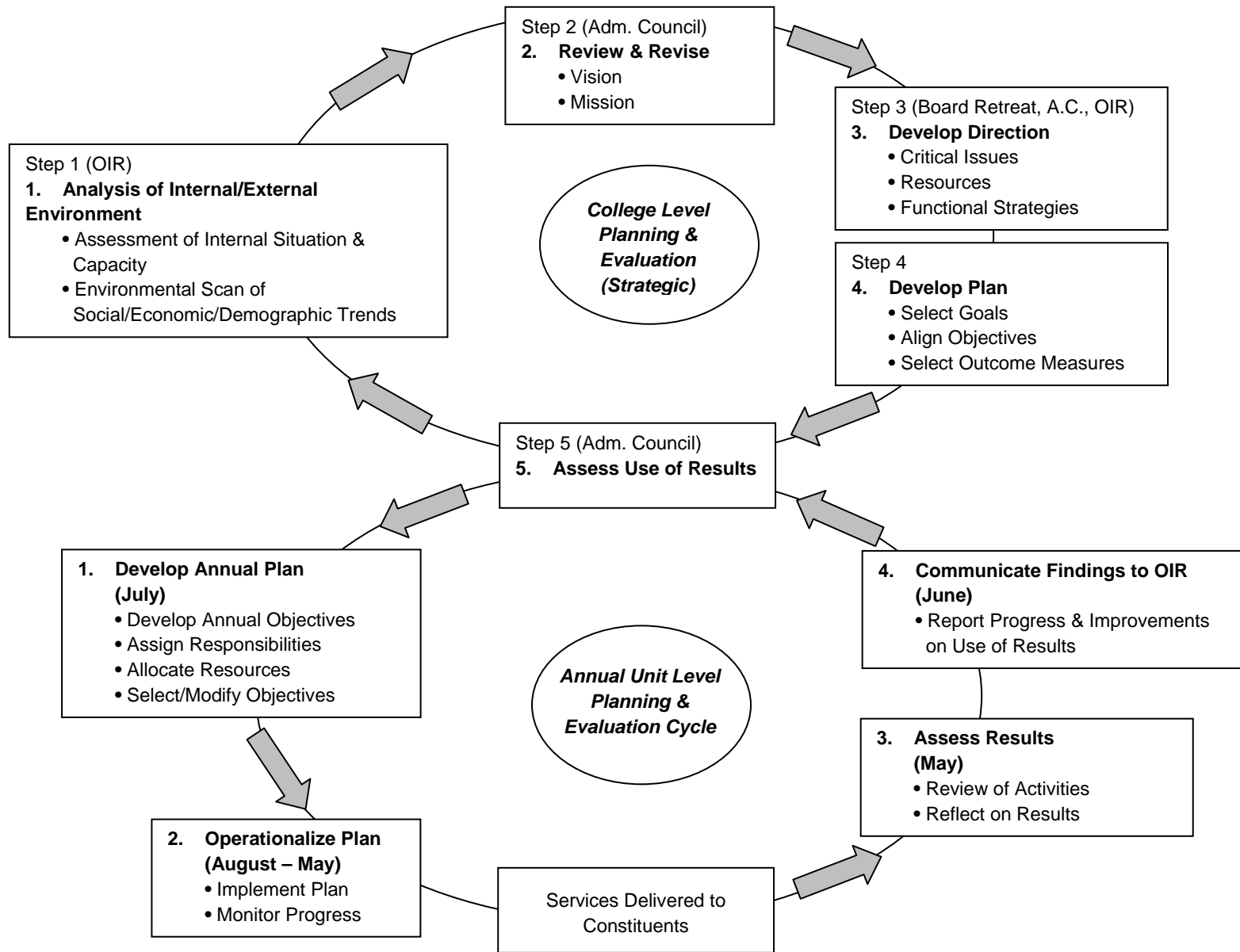


Table 1: Indicators of Institutional Effectiveness at NVCC: 2002-2005

AACC Indicator	NVCC Indicator	NVCC Definition
Student Goal Attainment	1. Primary Goal Attainment	The proportion of graduate survey respondents who reported having attained their educational goal while at NVCC.
Persistence (Fall to Fall)	2. Persistence Rates for First-Time Students	The persistence rates of all first-time students at NVCC (both full-time and part-time students).
	3. Persistence Rates for First-Time, Full-time Students	The persistence rates of all first-time, full-time students at NVCC.
	4. Persistence Rates of First-Time, Part-time Students	The persistence rates of all first-time, part-time students at NVCC.
Degree Completion Rates	5. Completion Rates for First-Time Program Placed Students	The proportion of program-placed students who entered and graduated from NVCC within three years (i.e., within 150% of the normal time for graduation).
Placement Rate in the Workforce	6. Placement Rate of Graduates in Degree-Related Jobs	The proportion of graduate survey respondents who indicated that they were currently employed in a job that was related to their degree.
Licensure/Certification Pass Rates	7. Licensure/Certification Pass Rates	The proportion of NVCC students who take the national licensing/certification examinations in their field, through the appropriate accrediting agency, and who pass on the first attempt.
Client Assessment of Programs and Services	8. Evaluation of NVCC Education by Graduates	The composite ratings from graduate survey respondents of their satisfaction with their NVCC education.
	9. Evaluation of NVCC Instruction by Graduates	The composite ratings from graduate survey respondents of their satisfaction with NVCC instruction.
	10. Evaluation of NVCC Faculty by Graduates	The composite ratings from graduate survey respondents of their satisfaction with NVCC faculty.
	11. Evaluation of NVCC Services and Facilities by Graduates	The composite ratings from graduate survey respondents of their satisfaction with NVCC services and facilities.
Number and Rate Who Transfer	12. Cohen Measure of Transfer	According to the Transfer Assembly, the transfer rate is "all students entering the two-year college in a given year who have no prior college experience and who complete at least 12 college credit units within four years, divided into the number of that group who take one or more classes at a public, in-state university or college within four years."
	13. Transfer Rates of NVCC Students to Selected Institutions	The transfer rate of students who completed at least 12 credits at NVCC and then transferred to a senior institution in Virginia.
Performance After Transfer	14. Average GPA of Students at Senior Institutions	The average GPA (based on the grade point averages that students received after one year of study at a senior institution) of NVCC students who transferred to senior institutions.
Success in Subsequent, Related Coursework	15. Success Rate of Developmental Students in College-Level Courses	The rate of success of developmental English and developmental math students in subsequent college-level courses.
Participation Rate in Service Area	16. Northern Virginia Residents Enrolled at NVCC	The proportion of residents who attended NVCC, out of all the residents who enrolled at a Virginia institution of higher education, from each of the jurisdictions in the Northern Virginia Planning District.

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Alexandria Campus

ANNUAL REPORT 2002-2003

UNIT: Provost, Alexandria Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT: The purpose of the Alexandria Campus of NVCC is to respond to the educational needs of the residents of (Alexandria/Arlington/South Fairfax County) by providing an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 2, 3, & 4

Unit Goal: To provide high quality academic, student service, continuing education, and workforce development programs.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide educational skills and knowledge and increase abilities in business-related fields.	1	Students will be satisfied with educational experience. Students will be instructed in state-of-the-art courses that will give them currency in the workforce.	Graduation student survey Enrollment in courses Assessment by a DACUM Committee on AST degree program.	Student surveys showed students were satisfied with their educational experience at the Alexandria campus. Enrollment continued to follow in the AST degree program. The DACUM study showed that emphasis on secretarial tasks was irreverent. Focus should be on administration and management.	The AST degree was discontinued. A specialization was created in Bus. Management.
To increase retention among at-risk immigrant ESL students through particularized tutoring, i.e., one-on-one coaching/counseling.	2, 3, 4, 15	An increase in retention and persistence among identified at-risk ESL students	Pass and return rates	<u>Overall</u> Passed: 36 (90%) Returned: 29 (73%) <u>Among new students</u> Passed: 16 (94%) Returned: 16 (94%)	Individual tutoring produced the highest success and retention rates overall. We will continue with this practice while funding support lasts and request continued funding.
Students will continue their education at a 4-year program or obtain successful job	6	Students obtain a position of responsibility in the construction industry.	Graduate Survey	2001-2004 (8 respondents): Primary Goal for Attending NVCC: 63% transferred to a university 38% improved job skills	A full-time faculty member was hired.

placement.		Students successfully transfer into a Bachelor Degree program.		NVCC degree helped students on the job: 14% obtained promotion 14% obtained salary increase 14% obtained a better job with new employer 575 other	
To increase the resources available to the VPS/PS Division	1, 6, 11	Increased enrollment, greater satisfaction in programs overall, better job placement, reduced strain on current facilities and equipment, better technical skills of graduates	Budget allocation data Course content summaries	A new digital imaging lab for the Photography program on the Alexandria Campus was proposed and a cost assessment done, for a projected cost of \$100,000. New courses proposed in Documentary Photography. Course content summaries were reviewed for existing courses to include digital imaging content.	A plan was written for obtaining the funds for a digital imaging lab. More digital imaging instruction has been added to the curriculum, resulting in a larger selection for students and increased interest in the program. All PHT faculty learned new elements of digital imaging.
To provide quality services to students through activities, programming, and students clubs and organizations	1	Seventy percent of students involved in student clubs and organizations will rate the services as average.	Student Development Survey 2002-2003	2002-03 responses average sixty-four percent good or excellent; twenty-four responded average	Sponsored an International celebration, fall picnic, foreign film festival, ski trips, celebrated women's history month, started college lecture series
To provide prospective students with effective admission services.	1	Seventy percent of prospective students will rate the admission services as above average.	Student Development Survey 2002-2003	2002-03 responses averaged eight-six percent good or excellent, with a decrease from 02 to 03; eleven percent rated the services as average	The survey was taken in the middle of a major SIS change; data needed to be reevaluated in next cycle; additional training for staff was provided; computer access was added at strategic locations with students hired as assistants
Expand course	16	Increase offerings by	Comparison of FY2001	Added suite of on-line courses	Increase number of

offerings through on-line courses		10%	and FY2002 course catalog offerings		on-line courses
Establish data baseline of student satisfaction with AL Library, Testing and Open Computer Center services points. Use these data for future annual LRS assessment per SACS accreditation recommendation	11	Students who rate their perception of LRS services in the annual OIR graduate survey typically rate services positively	Collect data at service points during March 2003 for a two-week period. Survey participants who have received services are being asked to assess both the quality of service received and the presence of customer service. Data were tabulated by OIR and reported out in the LRS Working Group to the campuses.	The Library, Testing, and the Open Computer Center received positive ratings for quality of service provided and presence of customer service. The detailed reports were documented in LRS Working Group reports to the AL campus.	A baseline of user satisfaction was established for future annual campus LRS assessment activities. Individual comments were forwarded to specific LRS units for review and action as appropriate. These influenced the development of LRS unit goals in 2003-2004.
Expand course offerings through on-line courses	16	Increase offerings by 10%	Comparison of FY2001 and FY2002 course catalog offerings	Added suite of on-line courses	Increase number of on-line courses
Increase student enrollment in ESL classes	5	Increased enrollment in ESL program by at least 15%	Enrollment data from FY2001 and FY2002	ESL enrollment increased by 25%	Conduct more aggressive outreach to international population in local area
Expand course offerings through on-line courses	16	Increase offerings by 10%	Comparison of FY2001 and FY2002 course catalog offerings	Added suite of on-line courses	Increase number of on-line courses

ANNUAL REPORT 2002-2003
UNIT: Academic Deans Working Group, Alexandria Campus
Sub-unit: Business Technologies Division

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The curricula are designed for persons who seek employment in the accounting, acquisitions, business management, and information systems or those who seek to transfer in business administration to a four-year institute.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

Unit Goal: To provide the highest possible quality in academic programs and courses

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide educational skills and knowledge and increase abilities in business-related fields.	1	Students will attain their educational goals in business-related fields that are state-of-the-art. Acquisition students will receive DAU/FAI certifications for ACQ courses successfully completed at Alexandria Campus.	Graduate surveys Enrollment in business courses Recommendations from a DACUM study (local office and business leaders) Receipt of Defense Acquisition University's accreditation for all ACQ	Graduation surveys showed 95% of students were satisfied with their education in business courses. Enrollment in division courses dropped for a second year in a row – loss of 149 FTES (most of loss in IST). Industry literature and job searches showed that most employers want a B. S. Degree in IT fields. Enrollment continued to fall in AST curriculum. Emphasis on secretarial tasks was determined by the study to be irrelevant. Recommendation: focus on administrative management tasks. The ACQ program was re-accredited.	The IST faculty began a study to determine reasons for decrease. Two major reasons were determined: 1) Many international students did not return to campus after 9/11/01. 2) Curriculum needs to be upgraded. Began exploration of a transfer degree in IST. The AST degree program was discontinued and moved to Bus. Mgt. as a specialization. The ACQ curriculum was revised to reflect

			courses		required DAU course work: ACQ 235. Contract Administration was dropped as required course. ACQ 220, Interim. Contract Pricing was developed, approved, and added to the curriculum.
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ANNUAL REPORT 2002-2003
UNIT: Academic Deans Working Group, Alexandria Campus
Sub-unit: Humanities & Social Sciences Division

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To promote academic excellence, ensure exemplary instruction, and provide rich and diverse learning environments, which enable our students to achieve their goals.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

Unit Goal: To provide the highest possible quality in academic programs and courses

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
1. To increase ESL 013 pass rates	15	An increase in the number of students passing ESL 013 from low rate of 44% (Fall 2000)	Pass rate data from OIR for all ESL levels over 5 years.	Pass rates (%) for ESL 013: Summer 2000 46 Fall 2000 44 Spring 2001 51 Summer 2001 59 Fall 2001 57 Spring 2002 56 Summer 2002 47 Fall 2002 53 Spring 2003 57.5 Summer 2003 62.1	1. In Spring 2002 began transition course, ESL 018 2. In Fall 2002, paired full-time and adjunct faculty as partners to read final writing assignments in lower-level classes.
2. To increase retention among at-risk immigrant ESL students through particularized tutoring, i.e., one-on-one coaching/counseling	2, 3, 4, 15	An increase in retention and persistence among identified at-risk ESL students	Pass and return rates	<u>Overall</u> Passed: 36 (90%) Returned: 29 (73%) <u>Among new students</u> Passed: 16 (94%) Returned: 16 (94%)	Individual tutoring produced the highest success and retention rates overall. We will continue with this practice while funding support lasts and request continued

<p>3. To increase retention in Developmental Reading courses through addition of an in-class full-time tutor.</p>	<p>2, 3, 4, 15</p>	<p>An increase in number of students completing and persisting in Developmental Reading.</p>	<p>ENG 005 and ESL 017 data comparing Summers 2002 and 2003 for students with the same instructor.</p>	<p><u>ENG 005</u></p> <p>Summer 2002 Persistence rate: 53%</p> <p>Summer 2003 Persistence rate: 76% Pass rate: 76%</p> <p><u>ESL 017</u></p> <p>Summer 2002 Persistence rate: 60%</p> <p>Summer 2003 Persistence rate: 88% Pass rate: 92%</p>	<p>funding.</p> <p>Classes with full-time tutors assisting the instructor had the highest pass rates. We will continue with this practice while funding support lasts and request continued funding.</p>
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ANNUAL REPORT 2002-2003
UNIT: Academic Deans Working Group, Alexandria Campus
Sub-unit: Science & Applied Technologies Division

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To promote academic excellence, ensure exemplary instruction, and provide rich and diverse learning environments, which enable our students to achieve their goals.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1 & 3

Unit Goal: To provide the highest possible quality in academic programs and courses

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality education	1	<p>Students will demonstrate their knowledge of construction project management; participant roles and responsibilities, contracting practices, materials and methods of construction.</p> <p>Students will demonstrate the ability to prepare construction estimates utilizing industry compliant software; from project conception thru project completion.</p> <p>Students will demonstrate an understanding of the general principals of management and their application to construction</p> <p>Students will demonstrate the ability to prepare and manage construction project schedules using industry compliant.</p>	<p>Program Placement Data</p> <p>Grade Data</p> <p>Graduation Rates</p>	<p>AAS Degree:</p> <p>Students formally in Program 2002: 23</p> <p>2002-2003: Total: A (47) 31% B (54) 35% C (10) 6.5% D (8) 5% F (12) 8% W (21) 14% Total: 152 Number of Students with B or Better: 66%</p> <p>Number of Graduates 2002-2003: 6</p> <p>Construction Supervision Career Studies Certificate:</p> <p>Number of Graduates 2002-2003: N/A</p> <p>Land Planning, Survey and Development Career Studies Certificate:</p>	<p>A new full time faculty member was hired.</p> <p>Certificate program added to give students a milestone towards their degree.</p>

Student will continue their education at a 4 year program or obtain successful job placement	6	<p>Students obtain a position of responsibility in the construction industry.</p> <p>Students successfully transfer into a Bachelor Degree program.</p>	Graduate Survey	<p>Number of Graduates 2002-2003: N/A</p> <p>2001-2004 (8 respondents):</p> <p>Primary Goal for Attending NVCC:</p> <p>63% transferred to a university 38% improved job skills</p> <p>NVCC degree helped students on the job:</p> <p>14% obtained promotion 14% obtained salary increase 14% obtained a better job with new employer</p> <p>57% other</p>	A full time faculty member was hired.
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ANNUAL REPORT 2002-2003

UNIT: Academic Deans Working Group, Alexandria Campus Sub-unit: Visual and Performing Arts and Public Services Division

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The Division of Visual and Performing Arts/Public Services exists to serve students in transfer and applied degrees, certificates, and specializations in the areas of visual arts, performing arts, and public services.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

Unit Goal: To support the learning process in Visual and Performing Arts/Public Services.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To offer a high quality program in early childhood development	1	Students will be prepared to work with young children in a variety of settings	Enrollment Data Program Placement Data Graduation Rates Employment Figures Graduate Surveys	Fall 2002 78.2 FTES CHD; 22.4 FTES EDU Fall 2002: 160 Program Placed students AAS 23 Program Placed students Certificate Three Year Graduate Survey 90% employed Three Year Graduate Survey AAS: Quality of Instruction: 3.55 vs. college 3.28/4.0 Course Content 3.45 vs. college 3.21/4.0 Faculty Teaching Ability 3.48 vs. college 3.20/4.0	Expanding program needs merited three full-time faculty members on two different campuses with complete programs.

To increase the effectiveness of academic programs in the Division	1, 6	Effective and timely evaluation of programs and corrective action where needed	Scheduled courses and enrollment numbers Overall FTES	The Gerontology program continued to experience a drop in enrollment and a reduction in courses	Gerontology program discontinued 02-03
	1, 6	Effective and timely evaluation of programs and corrective action where needed	Scheduled courses	Information from Program Heads of many disciplines indicated that a speech course in intercultural communication was needed.	New course in Intercultural Communication developed and added to the course listings.
	1, 6	Effective and timely evaluation of programs and corrective action where needed	Scheduled courses		
To increase the resources available to the VOS/PS Division	1, 6, 11	Increased enrollment, greater satisfaction in programs overall, better job placement, reduced strain on current facilities and equipment, better technical skills of graduates	Budget allocation data Course content summaries	A new digital imaging lab for the Photography program on the Alexandria Campus was proposed and a cost assessment done, for a projected cost of \$100,000. New courses proposed in Documentary Photography. Course content summaries were reviewed for existing courses to include digital imaging content.	A plan was written for obtaining the funds for a digital imaging lab. More digital imaging instruction has been added to the curriculum, resulting in a larger selection for students and increased interest in the program. All PHT faculty learned new elements of digital imaging.
Strengthen the resources at the campus level through strategic partnerships.	1, 6, 11	Acquisition of the physical resources needed to run the program.	Number and quality of instruments needed in every classroom and studio. The currently owned pianos are old, damaged, and in need of replacement.	Through a partnership through Jordan Kitts, the Alexandria and Annandale campuses now receive new grand pianos for classrooms, upright pianos for the practice room and digital pianos for the music theory rooms.	Students received the quality instruments for classroom instruction and for practicing.

<p>Equip students to begin and maintain successful paralegal careers.</p>	<p>8, 6, 13, and 14</p>	<p>Program graduates will be successful in the workplace.</p> <p>Program graduates who transfer to 4 year colleges will be successful in those institutions.</p>	<p>Graduate surveys</p>	<p>75% of students obtained full-time employment in their field 6 months after graduation.</p> <p>61% of program graduates reported salary increases, promotions, or better work assignments 6 months after graduation.</p> <p>71% of graduates desiring to continue their studies beyond the AAS degree successfully transferred to 4 year schools.</p>	<p>Advisory committee review of curriculum in light of evolving workplace needs.</p>
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ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Alexandria Campus

Sub-unit: Admissions & Records

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To provide students with an array of student services to include admissions, counseling, and student activities

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: To provide quality services in Admissions and Records

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide transcripts to students in an effective manner.	1	Seventy percent of students who request a transcript will rate the service above average.	Student Development Survey, 2002-2003	2002-03 responses averaged seventy-five percent good or excellent, with a decrease from 02 to 03; eighteen percent rated the service as average.	The survey was taken in the middle of a major SIS change; data needed to be reevaluated in next cycle
To provide prospective students with effective admission services.	1	Seventy percent of prospective students will rate the admission services as above average.	Student Development Survey, 2002-2003	2002-03 responses averaged eighty-six percent good or excellent, with a decrease from 02 to 03; eleven percent rated the service as average.	The survey was taken in the middle of a major SIS change; data needed to be reevaluated in next cycle; additional training for staff was provided; computer access was added at strategic locations with students hired as assistants.

To provide students with effective registration services	1	Seventy percent of the students will rate their experience as above average.	Student Development Survey 2002-2003	2002-03 responses averaged seventy-five percent good to excellent; eighteen percent rated the service as average	The survey was taken in the middle of a major SIS change; data needed to be reevaluated in next cycle; computer access was added at strategic locations with student hired as assistants.
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ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Alexandria Campus

Sub-unit: Counseling

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To provide students with an array of student services to include admissions, counseling and student activities

RELATIONSHIP TO INSTITUTIONAL GOALS: 3, "To provide an array of quality support services that enhance student success"

Unit Goal: To provide quality services in Counseling Services

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality advising to students	1	Seventy percent of the students will rate the advising services as average.	Student Development Survey 2002-03	2002-03 responses average seventy-three percent good or excellent; nineteen percent average	Implemented "counselor in the classroom" program to provide counseling support to ESL students; Improved counseling Website
To provide quality career counseling and planning services to students	6	Seventy percent of the students will rate the career counseling and planning services as average	Student Development Survey 2002-03	2002-03 responses averaged sixty-eight percent good or excellent; twenty-four average	Invited community employees to campuses to meet with students; held "resume day"
To provide quality transfer information to students.	1	Seventy percent of the students will rate transfer information services as average	Student Development Survey 2002-03	2002-03 responses averaged seventy percent good or excellent; twenty percent average	Invited numerous colleges and university representatives to campuses to talk about transfer
To provide quality disability services to students	1	Seventy percent of the students who use disability services will rate the services as average	Student Development Survey 2002-03	2002-03 responses average sixty-eight percent; twenty-six average	Expanded ADA/special needs orientation classes; held college fairs and career forums for students with disabilities

ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Alexandria Campus

Sub-unit: Counseling

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To provide students with an array of student services to include admissions, counseling and student activities

RELATIONSHIP TO INSTITUTIONAL GOALS: 3, "To provide an array of quality support services that enhance student success"

Unit Goal: To provide quality services in Student activities

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality services to students through activities, programming and students clubs and organizations	1	Seventy percent of students involved in student clubs and organizations will rate the services as average.	Student Development Survey 2002-03	2002-03 responses average sixty-four percent good or excellent; twenty-four responded average	Sponsored an international celebration, fall picnic, foreign film festival, ski trips, celebrated women's history month, started college lecture series
To provide quality tutoring services to students.	15	Seventy percent of students participating in tutoring will rate the services as average.	Student Development Survey 2002-03	2002-03 responses average seventy-three percent good or excellent; twenty-three responded average	Expanded tutoring services and increased communications about programs

ANNUAL REPORT 2002-2003

UNIT: Learning Resource Services, Alexandria Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

Learning Resource Services (LRS) are provided at each campus and consist of library services, information technology support services, audiovisual services, placement testing, and learning laboratory facilities. The materials, systems, and services are designed to support the programs of the College and to create an environment conducive to learning. While the primary emphasis is directed towards supporting instructional programs at each campus, appropriate services are provided to citizens as a part of the College commitment to serve the educational needs of the community.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: To enhance learning outcomes for faculty and students through library instruction and resources, testing center services and computer lab services

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Continue to teach LBR 105 and LBR 110	1, 7, 8, 12	Students will indicate a high level of satisfaction with these courses and will demonstrate learning outcomes.	Course evaluations by students and grades.	100% of the students who evaluated LBR 105 rated experience at excellent level. 100% of the students who evaluated LBR 110 rated course at excellent level. Average grade B+.	Continue to evaluate the components of this course to maintain high level of relevancy.
Continue to provide access to, and to monitor usage of VIVA databases. Continue to provide access to accurate and comprehensive library catalog.	11	Use of over 200 VIVA sponsored databases to continue to be at level to support funding for databases. NVCC Collection Development committee to monitor use of college funded databases. Usage of the VCCS sponsored catalog to be monitored.	VIVA consortia Collection Development committee to continue to provide usage data and evaluation of best array of databases. NVCC Collection Development committee to evaluate usage and quality of locally purchased databases to support continued funding. The college inserted usage of the catalog.	VIVA identified several Wilson databases not being cost effective due to usage numbers and cost. VIVA identified four new databases. The database usage is difficult to track as the vendors provide the data and the platforms and reporting cycles are not consistent. The data collected indicates a total usage that has been consistent for 3 years. NVCC evaluated the usage data of the locally funded databases and the college catalog. The database usage is difficult to track as the vendors provide the data and the platforms and reporting cycles are not consistent.	Usage data, cost per user and quality of content is evaluated on a quarterly basis by VIVA consortia and is used to develop plan for next fiscal year. Use of 3 full text Gale databases has been the most heavily used. Based on user needs and new databases now available and NVCC is exploring several new databases to add if funding is available.

Continue to provide and evaluate quality service to all library users.	11	NVCC to provide quality service to all users.	User survey to be completed at all campuses to evaluate user satisfaction with library resources and services.	User outcomes indicated that 96.9% satisfaction with resources and services. There was a recognized need to increase access to resources for distance education students beyond the 24/7 access to the catalog and databases.	Based on user input campus is exploring more options for access to resources by distance education students to include online tutorial, online real time reference service.
Continue to offer maximum hours of service in the Testing Center. Continue to assess the environmental needs of the Testing Center.	11	Testing Center usage to increase due to increase in testing formats (online and print), and increased enrollment.	User survey to be completed at all campuses to evaluate user satisfaction with Testing Center resources and services.	Users indicated 94.5% satisfaction with Testing Center services and facility.	LRS Directors and Testing Center supervisors continue to work closely with ELI, A & R, and academic disciplines to meet emerging needs, new testing formats, and increasing enrollment needs.
Continue to provide maximum amount of resources in the Open Computer Lab. Continue to monitor and evaluate user hardware and software needs.	11	Open computer labs to provide access to academic support resources. Staff to work closely with academic disciplines to provide all the resources needed to support programs.	User survey to be distributed during Spring semester to determine user satisfaction with resources and service.	97.4% of users responded that they were satisfied with the services and resources.	Funding needs to continue at a minimum of current level if services are to be maintained. Additional or updated equipment/ software needs must be funded at the college and campus levels. Increased service hours would require additional staffing.

ANNUAL REPORT 2002-2003

UNIT: Continuing Education & Workforce Development, Alexandria Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Office of the Vice President of Continuing Education and Workforce Development is to enhance and support the mission and purpose of the Virginia Community College System and Northern Virginia Community College. This will be accomplished through the delivery of high quality comprehensive workforce development education and training courses, lifelong learning, and the management of college facilities for cultural enrichment and community support.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1 & 2

- Unit Goal:**
- 1. To provide comprehensive workforce education and training that is accessible.**
 - 2. To generate revenues for the college.**

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Increase student enrollment in ESL classes	5	Increase enrollment in ESL program by at least 15%	Enrollment data from FY2001 and FY2002	ESL enrollment increased by 25%	Conduct more aggressive outreach to international populations in local area
Expand course offerings through online courses	16	Increase offerings by 10%	Comparison of FY2001 and FY2002 course catalog offerings	Added suite of on-line courses	Increase number of on-line courses

Annandale Campus

ANNUAL REPORT 2002-2003

UNIT: Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT: The purpose of the Annandale Campus is to respond to the educational needs of the residents of Fairfax county by providing an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 2, 3, 4

Unit Goal: To provide high quality academic, student services, continuing education and workforce development programs.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Educational Programs -Support academic programs	1, 2	Retain more developmental students through Perkins Peer Tutoring Project	Faculty and peer tutor survey for Perkins Peer Tutoring Project	Survey results indicated very high degree of satisfaction from faculty who used tutors. Peer tutors indicated a high degree of satisfaction with the experience. Allocated \$36,000 for year to fund reassign time for coordinator, 20 peer tutors and professional development activities.	Successful project. Continue funding.
	1	Emphasis placed on network security programs with improved academic outcome	Grade reports and mentoring reports	Five (5) students reported passing Cisco Certification; 16 women participated in Net Women sponsored resume writing and job search workshops	Obtained NVCC Net Women Grant of \$47,000 which enables IST female students to be mentored/tutored and encouraged in IST field
	1, 10, 11	Changed programmatic math requirements reflected in course offerings	Course schedule offerings	Increased math 151 math course offerings increased while number of math 120 offerings remained the same	Math offerings met students needs

	1, 2	Increased availability of advising by faculty	Number of faculty available or advising EGR and CSC increased.	Fourteen (14) math faculty were trained by EGR and CSC faculty to be capable of advising EGR and CSC students	Training completed
	1	Allied Health students receive above average pass rate by appropriate certification body	Certification Board exam results	88.2% pass rate EMT Basic; 50% first-time pass rate EMT Intermediate; 100% Dental National Board; 75% Health Information Technology; 80% MDL; 75% graduation rate for Nursing; 90% Phlebotomy; 85% 3 year average PTA; 86% Radiography; 92% licensing CRT pass rate, RTH; 100% scored at/or above minimal percentile range Surgical Technology Certificate	EMT national average is 35%, so 50% score is considered good; other results positive.
	1	Annual NUR student enrollment will be adequate to meet the community needs within available resources	Grades above C or better Enrollment, Graduation, NCLEX	2002 – 185 2003 – 133	Awarded \$500,000 grant in 2003 to educate 25 nursing students
	1	Relocation of adjunct faculty office; maintained or increased number of adjunct workstations and support services	Number of adjunct PC workstations and equipment; increased workspace	Maintained 5 PC work stations, increased number of printers by 2 (100% increase); additional separate student/instructor conference room	Meeting with students in private setting and greater printing capacity created environment more similar to full time faculty. Needs to continue.
Student Services -Enhance student success Student Activities	1, 2	70% of students will perceive they have been provided good to excellent support for clubs and event planning	Student Assessment Survey (random & self-selected at point of contact)	59.6% of students perceived they had been provided good to excellent service. Positive responses rise to 94% when average responses are added	Results used to restructure a handbook for clubs to institute club round table meetings and to enhance the events presented to students
Admission and Records	1	Provide transcripts within seven working days after request; good to excellent rating on 70%	Student Assessment Survey (random & self-selected at point of contact)	Survey indicated perceived satisfaction to be excellent to good on 61.8%. Additional 30.7% perceived transcript services to be average for total of positive responses to 92.5%	Below perceived expectations. More effective procedures must be developed and efficiency increased
		Prospective students to complete admission applications with 70% having good or excellent perception of admission	Student Assessment Survey (random & self-selected at point of contact)	Survey resulted in 78.6% good or excellent perception. Average perception of 17.7% for total of 96.3%	Expectations exceeded

		processes			
		Provide students with effective registration services with 70% having good or excellent perception	Student Assessment Survey (random & self-selected at point of contact)	63.7 perceived as excellent or good for students registering for the first time and 67.1% for students making class changes; positive responses were received from 88.6% of students registering for the first time and 93.2% of students making class changes.	Responses were shared with academic units; continue to reach for 70% goal
Counseling	1, 2	Provide quality advising (counseling), career counseling and planning, transfer information and counseling for students with disabilities with 70% having good or excellent perception	Student Assessment Survey (random & self-selected at point of contact)	61.9% good or excellent + 87.7 average – advising; 57% good or excellent + 86.6% positive – career counseling; 62.2% good or excellent +27.7% average + 89.9% positive responses – transfer information; 59.1 good or excellent + 90.9% average – students with disabilities	Increased collection of brochures from area and state colleges and universities; increased campus visitation; revamping counseling record keeping
Learning Resource Services -Library	1	Develop and teach more research classes, offer discipline specific instructional classes for minimum increase of 5% more students	User Survey	Taught 25 classes for faculty/staff/students; 109 attendees (5% increase); taught 209 classes for discipline specific courses (3761 students; 5% decrease)	Results used to build 2003-04 plan; funding needed for more PCs; grant written to obtain funding to support information literacy
-Testing	1	Continue to maximize access to students by hours of operation, staffing, equipment and resources	Daily monitoring; spring survey	Usage decrease by 8%; 97% satisfaction with hours of operation and 99% satisfaction with service; 39% decrease in number of tests	Hours and staffing operation will continue to be monitored; need for increased funding next year
-Technology	7	Increase number and use of smart classroom equipment and educational software by 5%	Survey of faculty	Use of smart classrooms increased by 7%; attendance at training increased by 4%; \$75,000 directed toward creation of 10 additional smart classrooms	Results used in 2003-04 training offerings; continue funding
		Faculty invited to create projects that demonstrate use of educational technology tools in classroom	Number of faculty participation	Six (6) faculty participated in program and demonstrated projects to campus TLTR Committee. \$7200 technology funds dedicated to provided stipends or release time	Based on positive results, campus proposed continuing initiative and to include a new initiative called mentor/mentee

Continuing Education & Workforce Development -Support workforce development and continuing education	1	Increased number of students in ESL program by 10%	Compare enrollment with previous year	15% increase	Successful
		Establish Center for Employee Development and Small Business Institute	Training programs offered in new location	Increased number of computer labs from 3 to 5; increased classroom space from 1 to 9; increased administrative space to accommodate eight employees	Enabled unit to increase capacity for training programs. Successful
		Increase grant development across academic units	Compare number of grant applications from previous year	Number of grants decreased as a result of grant writer being reassigned to Medical Education Center	Will not pursue

ANNUAL REPORT 2002-2003

UNIT: Business and Public Services Division, Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The mission of the Business and Public Services Division at the Annandale Campus is to enhance and support the mission and purpose of the VCCS and NVCC. The division seeks to accomplish this through the delivery of high quality, comprehensive associate degree programs, certificates, and courses in a broad array of business and public services disciplines. Students will benefit from excellence in teaching and advising to assist them in achieving their personal, academic, and professional goals.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 4

Unit Goal: Student Success – Students will acquire business skills associated with job training and career advancement.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Assist students reach their educational goals	1	Students will be able to improve in their grades in network security.	Grade Report Mentoring Reports	Course completion/persistence: Of the 51 students tutored there was a 100% complete rate in the four (4) semesters at Cisco Certification. 27+ students attended all four (4) NVCC NetWomen events featuring successful women in technology from the government and private sectors NetWomen sponsored resume writing and job search workshops: 16 females participated	Obtained an NVCC NetWomen Grant of \$47,000 which enabled IST female students (not excluding males) to be mentored/tutored and encouraged in the field of IST. Held Seminars for IST students

ANNUAL REPORT 2002-2003

UNIT: Business and Public Services Division, Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The mission of the Business and Public Services Division at the Annandale Campus is to enhance and support the mission and purpose of the VCCS and NVCC. The division seeks to accomplish this through the delivery of high quality, comprehensive associate degree programs, certificates, and courses in a broad array of business and public services disciplines. Students will benefit from excellence in teaching and advising to assist them in achieving their personal, academic, and professional goals.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 4

Unit Goal: Support Professional Development for Full-time Faculty.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Expand professional development opportunities for full-time faculty	1	Faculty will be provided funds to participate in professional development activities.	Allocated Division monies to supplement college professional development money	Sixteen (16) full-time faculty partook of Division Professional Development monies. The Business and Public Services Division received \$2,025.00 from the College and added \$2,353.66 from its M & O budget to make a total contribution of \$4,378.66 for professional development.	The monies were used to benefit the participant and the college. Faculty participated in a wide range of activities to include: Innovative teaching project development and conference participation.

ANNUAL REPORT 2002-2003

UNIT: Business and Public Services Division, Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The mission of the Business and Public Services Division at the Annandale Campus is to enhance and support the mission and purpose of the VCCS and NVCC. The division seeks to accomplish this through the delivery of high quality, comprehensive associate degree programs, certificates, and courses in a broad array of business and public services disciplines. Students will benefit from excellence in teaching and advising to assist them in achieving their personal, academic, and professional goals.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 4

Unit Goal: To Recruit and retain a diverse faculty and staff that reflect our student body

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To attract and retain a qualified and diverse faculty and staff	1	Hire new faculty in high productive programs	OIR Fact Book 2003-2004 Regular Session Research Report No. 02-03 February 2003	Business Management Faculty Position identified Fall 2002: Productivity: 30.41 Trend: 284.60 FT/ADJ Ratio: 59.00%	Hired 1 full-time faculty member for fall term 2003

ANNUAL REPORT 2002-2003

UNIT: Division of Languages and Literature, Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To promote academic excellence, ensure exemplary instruction, and provide rich and diverse learning environment, which enable our students to achieve their goals.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 4

Unit Goal: To provide quality education

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
1. Support the development of the Perkins Peer tutoring project to support the retention of student in Dev. English and ESL courses. Funded for three years 2002-2005	1, 2, 3, 4, 15	Retain more developmental students	Surveyed Faculty and Peer Tutors	<p>Survey results indicated a very high degree of satisfaction from the faculty who used tutors. Peer tutors indicated a high degree of satisfaction with the experience and the most common comment was that they learned as much as the tutees.</p> <p>Used \$36,000 for the year to fund reassign time for Coordinator, 20 peer tutors, and professional development activities.</p>	Continue funding project

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
<p>2. Improve the transition from K-12 to NVCC more accessible for 2nd language students. Make contact with key person(s) from ESL in schools that feed students into the Annandale Campus. Example: Principals and counselors.</p>	<p>1, 2, 3, 4</p>	<p>Provide a pre-college information session that will make the transition from high school to college possible for students who are statistically underrepresented at NVCC.</p>	<p>This meeting brought the Annandale campus of NVCC together with West Springfield High School. One teacher, one counselor, and 20 students participated from the high school.</p>	<p>Here is a brief summary of the visit by students from West Springfield High School on Monday, April 28th. The students who attended are students about to graduate or over 18 years of age and enrolled in the ESL program at the high school. The ESL instructor (Ms. Kathleen Lynch) and the counselor at the high school (Mr. Daniel Zwicker) want to encourage these students (who might otherwise remain in high school) to attend NVCC. The college would be a more appropriate environment for these students to further their education.</p> <p>The students were shown an ESL video (arranged by CE-ESL) and were taken on a tour of the campus by ESL students. The students were given a brief summary of the ESL programs at NVCC-AN and information about the college (how to apply, financial aid, etc.) by a counselor. After a question-answer session, the students had lunch in the cafeteria.</p>	<p>A result of this effort was that the WATESOL conference was held at NVCC and that provided an excellent forum for communication between area high school teachers and our faculty.</p>

<p>3. Assess the new ESL placement instrument ACCUPLACER.</p>	<p>1, 2, 3, 4, 15</p>	<p>Set ACCUPLACER scores and procedures that effectively place non-native speakers into ESL and ENG.</p>	<ol style="list-style-type: none"> 1. Calculate instructor satisfaction with placement, both overall and by course. 2. Compare “Ideal Reading Placement” (provided by instructors) to <ul style="list-style-type: none"> • LOEP-RESK (Reading Skills) • LOEP-SNMN (Sentence Meaning) • LOEP-LGUS (Language Usage) • LOEP-RESK+SNMN • LOEP-RESK+LGUS • LOEP-SNMN+LGUS • LOEP-Total (RESK+SNMN+LGUS) 3. Compare “Ideal Composition Placement” (provided by instructors) to <ul style="list-style-type: none"> • LOEP-RESK • LOEP-SNMN • LOEP-LGUS • LOEP-RESK+SNMN • LOEP-RESK+LGUS • LOEP-SNMN+LGUS • LOEP-Total (RESK+SNMN+LGUS) 	<ol style="list-style-type: none"> 1. Overall, students are relatively well placed. Classroom instructors reported an 80% satisfaction rate. 2. There were several courses where instructors indicated that a significant portion (15%+) of students could have been placed higher. These were ESL 002, ESL 005, and ESL 006. Additionally, ENG 111 instructors (without lab) reported that 30% of the cohort students should have been placed lower. 3. Instructors in reading courses (ESL 005, ESL 006, ESL 017), as a group, recommended higher placements for a larger portion of their students that did composition instructors. 4. None of the individual sub-tests has a significant correlation with either “ideal reading placement” or “ideal composition placement”. 5. Of all the combinations of LOEP sub-test scores looked at, LOEP-Total continues to have the strongest correlation to “ideal placement”, both for reading and composition. The current cut-off scores for RCE, LVL 002 and LVL 003 are shown to be appropriate, and the need for a writing sample above LOEP-Total 300 is still clear. 6. LOEP-RESK+LGUS has a strong correlation with both “ideal reading placement” and “ideal composition placement”, albeit not as strong as does LOEP-Total. Conversely, the other two “dual-score” combinations (LOEP-RESK+SNMN. LOEP-SNMN+LGUS) do not have strong correlations. 	<p>Analysis of the data does not show a need for any immediate modification to the testing protocol. However, it does indicate the possibility of similar placement results by using LOEP-RESK+LGUS in lieu of LOEP-Total. This would result in a cost savings of 33% (2 sub-tests vs. 3). However, this benefit must be measured against the slightly lower accuracy of placement with LOEP-RESK+LGUS vs. LOEP-Total.</p>
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ANNUAL REPORT 2002-2003

UNIT: Liberal Arts Division, Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT: To promote academic excellence, ensure exemplary instruction, and provide rich and diverse learning environments, which enable our students to achieve their goals

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 4

Unit Goal: To provide quality education.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Retention	1, 2	Retain 35% of Students from Fall to Fall	Tabulation of % difference between Fall 02 and Fall 03 Assuming Fall 02 as 100% benchmark	ART: 100-6.4=95.6% RPK: 100+2.5=102.5% ECO: 100-8.4=91.6% SOC: 100-15=85% GEO: 100+98=198% SPD: 100-8=92% HIS: 100-7.6=92.2% HUM: 100+8=108% MUS: 100-11=89% PED: 100+5.8=105.8% PHI: 100-34.5=65.5% PLS: 100+26=126% PSY: 100+8.7=108.7%	Re-examine and restate outcome goal and assessment methodology to reflect headcount data on returning students only.
Attract and retain a qualified and diverse faculty	1	Hire new full and part-time faculty	Tabulate difference in staffing levels between Fall 02 and Fall 03	Total New Hires ART FT/PT= 0/2 ECO FT/PT= 0/2 GEO FT/PT= 0/0 HIS FT/PT= 0/4 HUM FT/PT= 0/1 MUS FT/PT= 0/0 PED FT/PT= 0/? PHI FT/PT= 0/1 PLS FT/PT= 0/0 PSY FT/PT= 0/3 RPK FT/PT= 0/0 SOC FT/PT= 0/2 SPD FT/PT= 0/2	Increase in faculty allows more sections of classes to be held.

ANNUAL REPORT 2002-2003

UNIT: Math, Science & Engineering, Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of an Academic Division is to provide a diverse student population with high quality instruction in a variety of developmental, transfer, occupational, and technical curricula.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 4

Unit Goal: To provide quality education in Mathematics, Science, and Engineering disciplines.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Offer appropriate classes taught by educated and experience faculty in an appropriate environment rich in resources and technology.	1, 2, 3, 4	Space becoming available allowing additional sections of classes when Health Technologies Programs move off campus.	Blueprints identify classroom space in the CN building.	Health Technologies move yields twenty-six (26) classrooms.	Awaiting Health Technologies move.
	1, 2, 3, 4	Administrative Assistants trained in SIS	Completing scheduled SIS training sessions.	Five (5) Administrative Assistants completed SIS training.	Administrative Assistants working with the SIS.

ANNUAL REPORT 2002-2003
UNIT: Student Development Division
Sub-unit: Admission and Record Unit—Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Offices of Dean and Student Development on the campuses is to effect a concerted organization which provides wide-ranging programs and services in such areas such as admission, records, academic counseling, registration, enrollment, financial aid, student activities, and job placement counseling.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: To provide an array of quality support services that enhances student success.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide transcripts to students in an effective and responsive manner.	1	Provide transcripts within seven working days after request. Indicated by good to excellent service on 70% of requested occasions.	Student Assessment Survey (Random & Self Selected at Point of Contact)	Survey indicated perceived satisfaction to be excellent to good on 61.8% of occasions. However, an additional 30.7% perceived transcript services to be average, bringing the total of positive responses to 92.5%	Results indicated that we are below expectations for this objective. More effective procedures must be developed and efficiency must be increased at the same time.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide prospective students with effective admission services.	1	Prospective students to complete admission applications with 70% having a good or excellent perception of admissions processes and services.	Student Assessment Survey (Random & Self Selected at Point of Contact)	The survey resulted in 78.6% of persons served having a good or excellent perception of admission services. When those having an average perception of services (17.7%) the total positive perception were 96.3%.	These results exceeded expectations.
To provide students with effective registration services	1	70% of students who register will perceive registration services as being good or excellent.	Student Assessment Survey (Random & Self Selected at Point of Contact)	Registration services are perceived as good or excellent by 63.7% of students registering for the first time and 67.1% of students making class changes (add/drop). Positive responses were received from 88.6% of students registering for the first time and 93.2% of students making class changes.	Responses were shared with the academic units. Continue to reach for 70% goal.

ANNUAL REPORT 2002-2003
UNIT: Student Development Division
Sub-unit: Counseling Unit—Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Offices of Dean and Student Development on the campuses is to effect a concerted organization which provides wide-ranging programs and services in such areas as admission, records, academic counseling, registration, enrollment, financial aid, student activities, and job placement counseling.

RELATIONSHIP TO INSTITUTIONAL GOALS: Goal 3

Unit Goal: To provide an array of quality support services that enhances student success

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality academic advising (counseling) to students.	1	That 70% of students who register will perceive counseling sessions and advice to have been good or excellent.	Student Assessment Survey (Random & Self Selected at Point of Contact)	Students perceiving academic advising to be good or excellent composed 61.9 of the sample survey. When average perceptions are added, 87.7% of students perceived academic advising to be average or better.	Results satisfactory. Continue process to reach goal of 70%.
To provide quality career counseling and planning to students	1, 2, 3, 4	70% of students will have perceived career counseling to have been good or excellent.	Student Assessment Survey (Random & Self Selected at Point of Contact)	Fifty-seven percent of students perceive career counseling as good or excellent, with 86.8% of students giving positive responses.	Results satisfactory.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality transfer information to students.	1, 2, 3, 4, 13	That 70% of students will have perceived that they have been provided good to excellent transfer information.	Student Assessment Survey (Random & Self Selected at Point of Contact)	Students perceiving that they have been provided good to excellent transfer information are 62.2% of those surveyed. Including 27.7%, who perceive transfer information as average, 89.9% have returned positive responses.	Increased collection of brochures from area and state colleges and universities; increased campus visitation to Annandale campus.
To provide quality counseling for students with disabilities.	1	That 70% of students will have perceived that they have been provided good to excellent counseling and support in respect to their disability issues.	Student Assessment Survey (Random & Self Selected at Point of Contact)	Students perceiving that they have been provided good to excellent disability counseling at a rate of 59.1 percent adding students with perceptions of average performance returns positive responses of 90.9 percent.	Using data to revamp our disability counseling record-keeping methods. Working with faculty to ensure that students requiring recommended accommodations receive them.

ANNUAL REPORT 2002-2003
UNIT: Student Development Division
Sub-unit: Student Activities Unit—Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Offices of Dean of Student Development on the campuses is to effect a concerted organization which provides wide-ranging programs and services in such areas as admission, records, academic counseling, registration, enrollment, financial aid, student activities, and job placement counseling.

RELATIONSHIP TO INSTITUTIONAL GOALS: Goal 3

Unit Goal: To provide an array of quality support services that enhances student success.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality service to student activities programming and student clubs.	1, 2	That 70% of students will have perceived that they have been provided good to excellent support for clubs and event programming.	Student Assessment Survey (Random & Self Selected at Point of Contact)	59.6% of students perceive that they have been provided good to excellent service to clubs and in event programming. Positive responses rise to 94.6% when average responses are added.	Results used to restructure a handbook for clubs, to institute club round table meetings and to enhance the events presented to students.

ANNUAL REPORT 2002-2003

UNIT: Learning Resource Services, Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

Learning Resource Services (LRS) are provided at each campus and consist of library services, information technology support services, audiovisual services, placement testing, and learning laboratory facilities. The materials, systems, and services are designed to support the programs of the College and to create an environment conducive to learning. While the primary emphasis is directed towards supporting instructional programs at each campus, appropriate services are provided to citizens as a part of the College commitment to serve the educational needs of the community.

RELATIONSHIP TO INSTITUTIONAL GOALS: Educational Support Services

Unit Goal: To enhance learning outcomes for faculty and students through library instruction and resources, testing center services and computer lab services

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Continue to teach LBR 105	1, 7, 8, 12	Students will indicate a high level of satisfaction with these courses and will demonstrate learning outcomes.	Course evaluations by students and grades	100% of the students who evaluated LBR 105 rated experience at excellent level. Average grade B.	Continue to evaluate the components of this course to maintain high level of relevancy.
Continue to provide access to, and to monitor usage of VIVA databases. Continue to provide access to accurate and comprehensive library catalog.		Use of over 200 VIVA sponsored databases to continue to be at level to support funding for databases. NVCC Collection Development committee to monitor use of college funded databases. Usage of the VCCS sponsored catalog to be monitored.	VIVA consortia Collection Development committee to continue to provide usage data and evaluation of best array of databases. NVCC Collection Development committee to evaluate usage and quality of locally purchased databases to support continued funding. The college inserted usage counters to monitor use of the catalog.	VIVA identified several Wilson databases not being cost effective due to usage numbers and cost. VIVA identified four new databases. The database usage is difficult to track as the vendors provide data and the platforms and reporting cycles are not consistent. The data we have collected indicate a total usage that has been consistent for 3 years. NVCC evaluated the usage data of the locally funded databases and the college catalog. The database usage is difficult to track as the vendors provide the data and the platforms and reporting cycles are not consistent. The data we have collected indicate a total usage that has been consistent for 3 years.	Usage data, cost per user and quality of content is evaluated on a quarterly basis by VIVA consortia and is used to develop plan for next fiscal year. Use of 3 full text Gale databases has been the most heavily used. Based on user needs and new databases now available and NVCC is exploring several new databases to add if funding is available.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Continue to provide resources and service to all library users.		NVCC to evaluate resources and services to all users.	User survey to be completed at all campuses to evaluate user satisfaction with library resources and services.	User outcomes indicated 96.5% satisfaction with resources and services. There was a recognized need to increase access to resources for distance education students beyond the 24/7 access to the catalog and databases.	Based on user input campus is exploring more options for access to resources by distance education students to include online tutorial online real time reference service.
Continue to offer maximum hours of service in the Testing Center. Continue to assess the environmental needs of the Testing Center.		Testing Center usage to increase due to increase in testing formats (online and print) and increased enrollment.	User survey to be completed at all campuses to evaluate user satisfaction with testing center resources and services.	Users indicated 93.2% satisfaction with Testing Center services and facility.	LRS Directors and Testing Center supervisors continue to work closely with ELI, A & R and academic disciplines to meet emerging needs, new testing formats and increasing enrollment needs.
Continue to provide maximum amount of resources in the Open Computer Lab. Continue to evaluate user satisfaction of service by Open Computer Lab staff. Continue to monitor and evaluate user hardware and software needs.		Open computer labs to provide access to academic support resources. Staff to work closely with academic disciplines to provide all the resources needed to support programs.	User survey to be distributed during Spring semester to determine user satisfaction with resources and service.	97% of users responded that they were satisfied with the services and resources in the lab. Users who participated in Blackboard (online) courses are increasing and thus these users seek the need for more resources and hours of services. The new SIS system (Peoplesoft) is anticipated to have an impact on this service site.	Funding needs to continue at a minimum of current level if services are to be maintained. Additional or updated equipment/software needs must be funded at the college and campus levels. Increased service hours would require additional staffing.

ANNUAL REPORT 2002-2003

UNIT: Evening Administration, Annandale Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of Evening Administration is to respond to the educational support needs of adjunct faculty and students during, **but not limited to**, evening hours and weekends. Evening Administration is also responsible for the maintenance of the computer labs on the Annandale campus.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1

Unit Goal: Maintain or increase academic support services for the adjunct faculty

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Find new location for the Adjunct Faculty Office due to renovation.	1	Maintain or increase from current levels the number of adjunct workstations and support services to the approximately 400 adjunct faculty on campus in a new space located in the CN Building.	The number of adjunct PC workstations and equipment. Increase in additional functional workspace for adjunct use.	The new Adjunct Office allows for 5pc workstations, maintaining the previous number of stations. There are 2 printers, a 100% increase. There is also a separate room for student/teacher conferences, a new addition from the previous location.	Adjunct faculty can now meet with their students for conferences in a more private setting. The office has greater printing capacity for more efficient use of adjunct time.
Hold adjunct faculty orientation at the start of both fall and spring semesters.	1	Increase the campus involvement and knowledge of new and returning adjunct faculty.	Assessment is based on amount spent in anticipation of certain number of adjuncts who attend and participate in the orientation activities.	A fall, "back to school", picnic and spring, "back to school", box lunch were planned, along with orientation activities \$7500 was spent on both the picnic and box lunches for a total of approximately 400 adjunct faculty.	Adjuncts were welcomed to the campus and given necessary information designed to make their classroom experience more rewarding for them and their students.

UNIT PURPOSE STATEMENT:

The purpose of Evening Administration is to respond to the educational support needs of adjunct faculty and students during, **but not limited to**, evening hours and weekends. Evening Administration is also responsible for the maintenance of the computer labs on the Annandale campus.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1

Unit Goal: Maintain campus computer labs to ensure student success

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
In the advance of campus renovation, to increase the efficiency and effectiveness of computer labs by relocating and consolidating them into one building.	1	Consolidate computer labs in one area without losing any of the current 271 seats and, if possible, expand student access (and increase enrollment) to the space by increasing the number of pc workstations.	The number of computer lab classrooms in the new space shall not be less than the current number of computer classrooms. The number of pc workstations shall be the same, if not greater, than the current number.	The new computer lab classrooms, with the exception of 2 pc labs in the CM Building next to the CT Building) were reassigned to the CT Building with all IST subject materials/classroom assignments addressed, and with an increase to 327 pc workstations.	The relocation and consolidation of the computer lab classrooms into one are allows for more efficient operation by allowing staff to spend more time in maintenance and less time in transit.
Optimize utilization of existing areas to create additional space for students to study, surf the web, and gather.	1	Carve some additional student space out of existing space in one of the open computer labs for students to study, surf the web, and gather.	Assessed by the existence of an area for students to study, surf the web, and gather.	The Cyber Parlor was created in a smaller, well lit room adjacent to the Open Lab in CT232. The lab holds 20 pc's, tables, chairs, and a printer.	Students now have a place to surf the web, cyber chat, and gather.
Replace pc's in computer labs that are on schedule for replacement due to age.	1	Increase the speed and efficiency of pc workstations in select computer labs.	The number of new and updated computers in the computer lab classrooms.	120 new pc's were installed in 5 computer lab classrooms as part of the replacement cycle.	The additional number of seats allows for the expansion in IST enrollment through greater recruitment efforts. Faster pc's enable students and instructors to access information faster and easier.

ANNUAL REPORT 2002-2003
UNIT: Workforce Development
Sub-unit: Continuing Education - Annandale

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Office of the Vice President of Continuing Education and Workforce Development is to enhance and support the mission and purpose of the Virginia Community College System and Northern Virginia Community College. This will be accomplished through the delivery of high quality comprehensive workforce development education and training courses, lifelong learning, and the management of college facilities for cultural enrichment and community support.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1

Unit Goal: To provide high quality continuing education and workforce development training programs.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Increase number of students in our English-as-a-Second Language program	1	Increase the number of students in the ESL program by 10%	Compare enrollments in FY 2001 with those of FY 2002	The enrollment in this program increased 15%	Increase the number of ESL course offerings
Increase grant development across the divisions, utilize campus grant writer	1	Increase in the number of grants in each division	Compare the number of grant applications developed in FY 2001 with those developed in 2002	Number of grants decreased as a result of the grant writer being reassigned to the Medical Education Center	Will not pursue
Establish a Center for Employee Development and Small Business Institute	1	Relocate from Falls Church to a new location in the Annandale area	Training programs offered in the new location	Increased the computer labs from 3 to 5, increased the classroom space from 1 to 9 and increased the administrative space to accommodate eight employees	Enables the unit to increase the capacity for training programs
Increase funding through partnerships with local jurisdiction, businesses organizations, and individuals to supplement available college resources	1	Increase funding through additional training opportunities	Number of partnerships developed this FY compared to last FY	Established 4 new partnerships; EdtoGO; Five Star Basketball Camp; Cyber Camp; and ServiceSource	Learned new marketing technique to use in future partnerships marketing activities

Loudoun Campus

ANNUAL REPORT 2002-2003

UNIT: Provost, Loudoun Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT: The purpose of the Loudoun Campus of NVCC is to respond to the educational needs of the residents of the Loudoun Campus service region by providing an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 2, 3, and 4

Unit Goal: To provide high quality academic, student service, continuing education, and workforce development programs.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
<p>Provide a diverse, high quality, energetic, and dynamic faculty and staff dedicated to enhancing student success</p> <p>Assure student success by obtaining the resources to effectively do so.</p>	8, 9, 10	<p>Attract and retain qualified and diverse faculty and staff</p> <p>Opportunities provided for faculty and staff revitalization</p> <p>Develop a faculty resource center</p>	<p>Method of faculty recruitment, screening, and selection and results</p> <p>Number of people participating in professional development activities</p>	<p>Link established with area graduate programs and administrative and instructional internships established</p> <p>New criteria established for selection of new faculty</p> <p>Vacancy announcements in local, regional, and national publications 100% LRS Staff 85% instructional faculty Tech Day 100% faculty & staff</p>	<p>Local graduates filled 2 campus vacancies</p> <p>Students included on all selection committees</p> <p>New hires acclimated</p> <p>Campus allocation to professional development budget increased</p>

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
	8, 9, 10	<p>Obtain funding from outside sources</p> <p>Approval and planning for new and renovated campus facilities</p>	<p>Establishment of resource center</p> <p>Number or amount of grants and outside funding</p> <p>Implement of the plan</p>	<p>95% Classified 100% Student Development</p> <p>Two faculty resources centers built and supported by instructional technologies</p> <p>\$500,000 increase in USDOL grants received \$80,000 received in grants to faculty</p> <p>Plan was developed and implemented for renovation and allocation of existing instructional and administrative spaces on campus</p>	<p>100% faculty have WEB pages, increased spending 50% on instructional software. Completed 100% Smart Classrooms</p> <p>Position created for grants developer</p> <p>Students and faculty are accommodated more effectively as a result</p>
<p>Provide quality support services that enhance student success</p> <p>Provide a sound educational program that supports the needs of the diverse student body and enhances success</p>	11	<p>Successfully implement PeopleSoft SIS</p> <p>Development and implement a plan to provide online support services to students and faculty</p> <p>Improved retention rates</p> <p>Increased opportunities for distributed learning</p>	<p>Develop and execute a plan to implement PeopleSoft</p> <p>Number, type, and availability of online support services</p> <p>Number, results, and variety of activities, use of Noel Levitz</p>	<p>100% faculty and staff received training Students assistants identified and trained Labs identified and equipment purchased</p> <p>NovaScout and Introit developed Increased hours in open computer labs to include Saturday and Sundays</p> <p>Early Alert System activated, Noel Levitz used in all STD class sections and results used to make improvements</p>	<p>Recommendations made by user Task Force on implementation and recommendations acted upon</p> <p>Hired four additional people to support increased hours</p> <p>Updated campus WEB to provide better link to student supports, results instrumental in campus renovations and allocation of student space</p>

ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Loudoun Campus

Sub-unit: Admissions & Records

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To provide an array of quality support services to enhance student success to include counseling, admissions and records, and student activities.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: To provide effective services in Admissions & Records

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide transcripts to students in an effective manner	1	70% of students would rate "Request for Transcript" as Excellent or Good	"Point of Contact" Survey	84.9% of respondents rated this service as Excellent or Good	Continue at high level; prepare for PeopleSoft implementation
To provide prospective students with effective admissions services	1	70% of students would rate "Apply for Admission" as Excellent or Good	"Point of Contact" Survey	92.7% of respondents rated "Apply for Admission" as Excellent or Good	Continue exceptional service. Prepare for PeopleSoft
To provide students with effective registration services	1	70% of students would rate "Register for Class" as Excellent or Good	"Point of Contact" Survey	85.8% of respondents rated this service as Excellent or Good	Even though results were very high, we need to work hard to train staff and provide information to students concerning PeopleSoft

ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Loudoun Campus

Sub-unit: Counseling

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Offices of Dean of Student Development on the campuses is to effect a concerted organization which provides wide-ranging programs and services in such areas as admissions, records, academic counseling, registration, enrollment, financial aid, student activities, and job placement counseling.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: Counseling: To provide quality services in counseling areas.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality academic advising to students	2, 4	70% of students will rate "Academic Advising" as Excellent or Good	"Point of Contact" Survey	83.4% of respondents rated academic advising as Excellent or Good	Work with faculty to have them prepared for PeopleSoft advising.
To provide quality career counseling and planning to students	6, 3	70% of students will rate "Career Counseling" as Excellent or Good	"Point of Contact" Survey	76.6% of respondents rated this area as Excellent or Good	Expand career resources in the Counseling Center and publicize the service to faculty and students.
To provide quality transfer information to students	2, 5	70% of students will rate "Transfer Information" as Good or Excellent	"Point of Contact" Survey	83.8% of respondents rated transfer information as Good or Excellent	Continue to emphasize transferability of programs and courses. Build on articulation agreements.
To provide quality counseling for students with disabilities	4, 1	70% of students will rate "Counseling For Students With Disability" as Good or Excellent	"Point of Contact" Survey	79.3% respondents gave Good or Excellent ratings to this service.	Continue to publicize the service and train the faculty concerning disability services.

ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Loudoun Campus

Sub-unit: Student Activities

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Offices of Dean of Student Development on the campuses is to effect a concerted organization which provides wide-ranging programs and services in such areas as admissions, records, academic counseling, registration, enrollment, financial aid, student activities, and job placement counseling.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: Student Activities: To provide quality services in student activities.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality services to student activities programming and student clubs	2, 4	70% of students will rate the overall quality in Student Activities as Excellent or Good.	"Point of Contact" Survey	8-% of the respondents were very pleased with clubs/organizations and 69.2% were pleased with intramurals and the Good or Excellent levels.	Acquire added resources for intramurals. Develop an Activities Board to recommend and publicize events.
To provide quality tutoring services to students	2, 4	70% of students will rate "Tutoring" as Excellent or Good.	"Point of Contact" Survey	79.3% of respondents rated Tutoring as Good or Excellent.	Find additional funds to expand this excellent program.

ANNUAL REPORT 2002-2003

UNIT: Continuing Education/Workforce Development, Loudoun Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Office of Vice President of Continuing Education and Workforce Development is to enhance and support the mission and purpose of the Virginia Community College System and Northern Virginia Community College. This will be accomplished through the delivery of high quality comprehensive workforce development education and training courses, lifelong learning, and the management of college facilities for cultural enrichment and community support.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

- Unit Goal:**
- 1. To provide high quality, comprehensive workforce training**
 - 2. To generate revenues for the college**

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Increase number of students in our English as A Second Language program	16	Increase the number of students enrolled in the ESL program by 30%	Compare enrollments in FY2001 with those of FY2002	The enrollment in this program increased by 50%.	Increase marketing to non English Speaking groups. Increase curriculum offerings
Increase the number of Company contracts and company requests for training by purchase order	16	Increase the number of company contracts and purchase order requests for training by 5%	Percentage of change in numbers of contract and company training purchase orders	20% increase in the number of contracts and company training purchase orders.	Data is used to increase strategic marketing.
Increase the number of industry certifications ordered	6, 16	Add 5% more certificate programs to our current list.	Percentage of change in the number of certificate programs offered	15% new industry certifications were offered.	These programs are marketed in a variety of ways to the business community.

Manassas Campus

ANNUAL REPORT 2002-2003

UNIT: Provost, Manassas Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of the Manassas Campus of NVCC is to respond to the educational needs of the residents of western Prince William and Fairfax Counties and the cities of Manassas and Manassas Park by providing an array of comprehensive programs and services that facilitates learning and workforce development in an environment of open access and lifetime educational opportunities.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 2, 3 and 4

Unit Goal: To provide high quality academic, student service, continuing education, and workforce development programs.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide high quality instruction and support services that promote persistence of first time students in developmental & ESL courses.	1-5, 9, 11, 15	40% of students will pass developmental Math course & move to appropriate next level course; increased enrollment in non-credit ESL offerings as prep for credit courses; 70% of students will rate advising & tutoring as good to excellent; 2.75 rating of open lab and assessment service & facilities.	Math Placement Exam results; retention data; results of Graduate Student Survey & Student Assessment Survey	39.1% of all developmental math students passed their class with normal rate of withdrawal; student feedback indicates Math Lab is helpful; increased enrollment in non-credit ESL from 191 in '01-'02 to 261 in '02-'03, 83% of students rate advising services as good to excellent; 2.87 rate of satisfaction with open lab & 2.95 with Testing Center services & facilities.	Identified need for in-class advising in developmental courses to promote persistence; a more effective sampling process is required to assess advising services; continue level of service in Testing and implement new online assessment & competency exams.
To provide quality instruction & support services to promote student success and achievement in transferring to VA senior institutions.	1, 8, 9, 11, 13, 14	Increased % of students earning grades of C or better in select transfer courses; maintain transfer rate of 7%; transfer students will earn an avg. GPA of 2.7; 70% of students will rate transfer information & advising as good to excellent.	Grades earned in select transfer course; number of students who successfully transfer to senior institutions; transfer data from senior institutions on student achievement; student assessment survey results	Objective & target achieved. In selected courses, 83-89% of students earned a grade of C or better, the transfer rate increased from 7% to 8%; the average GPA earned was 2.7; and 83% of students rated the quality of transfer information and advising as good to excellent.	Continue to closely monitor and remain current in curriculum changes at senior institutions.

<p>To provide quality instructional programs & support services that support student career preparation and success.</p>	<p>1 thru 11, 16</p>	<p>Student demonstration of competencies required for entry-level employment; established Teacher Ed. Program at associate level; 70% of students will rate career counseling and planning as good to excellent; increased numbers of business utilizing contract training; increased recognition as provider of training to construction industry.</p>	<p>Students' grades in capstone course; Teacher Ed. Program established; Student Assessment Survey results, employer feedback; placement of graduates; enrollment data.</p>	<p>67%, 76% and 91% of students earned grades of C or better in capstone BUS, ADJ, and Early Childhood courses respectively; 100% of Auto and Welding Program graduates are employed in industry and employers indicate high degree of satisfaction with skills of graduates; increased enrollment and interest in Automotive program, space limiting enrollment expansion; no students enrolled in the Semiconductor degree; Associate degree program in Teacher Education approved by the college Curriculum committee; 76% of students rate career planning and counseling services as good to excellent; slight increase in contract training; the first Construction Expo held with over 400 students and 30+ employers in attendance.</p>	<p>Increase tutorial budget to support Business and ADJ students; maintain high quality of instruction and industry collaboration in Auto program; analyze space needs on campus and explore potential for expansion of Auto program; a more effective sampling process is needed to assess advising.</p>
<p>To achieve annual campus enrollment goal</p>	<p>16</p>	<p>3% growth over previous year; pilot 3 hybrid courses; implement online Student Success course; implement NOVA Day</p>	<p>Total headcount and FTE</p>	<p>Unduplicated headcount declined slightly from 6,665 to 6,485, however there was a slight increase in FTEs from 2,203 to 2,206; larger division had 6% cancellation rate; HS dual enrollment course offerings were successful; space limiting ability to increase # of course/selection offerings; enrolled 100 students in online STD course; 80 students enrolled in hybrid courses; NOVA Day program successful based on feedback and observation.</p>	<p>Monitor scheduling for effective use of time & space; increase dual enrollment course offerings at high school site; develop proposal to acquire additional space; increase professional development funding by 10% to support hybrid and distance course development; continue funding of NOVA Day - \$1500 annually.</p>

ANNUAL REPORT 2002-2003

UNIT: Academic Deans Working Group, Manassas Campus

Sub-unit: Communications Technologies and Social Sciences Division

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of the Communications Technologies & Social Sciences Division is to provide quality education programs that will allow our students to meet their education or career goals and promote student success.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

- Unit Goal:**
1. Provide a quality educational program to allow students to move from developmental to curricular classes.
 2. Provide a quality educational program to allow students to transfer successfully to a 4-year college.
 3. Provide a quality educational program to prepare students for entry-level career opportunities.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide a quality educational program that permits students to meet their goals	1-6 8-10 12-14	5% growth over previous Fall	Total headcount in courses	Total enrollments: FA '01: 4,494 FA '02: 4,795 (+7%)	Increase number of sections to handle future growth
		<5% cancellation of sections offered	Number of cancelled sections	Total cancellations: FA '02: 14/247=6%	Monitor scheduling for effective time, location
		Increase HSDC offerings at MPHS	Number of courses and sections offered	MPHS offerings: ENG 111-112, ENG 251-252 (increase of 2 courses over FA '01)	Continue discussions to expand course offerings
		Increased number of technology-based activities in each course	Average number of technology assigned noted on syllabi	Avg. number of assignments = 1.9 per section (increase of 0.17 over FA '01 avg.)	Course stated goal of adding one assignment per course
		Established Teach Education program at associate level	Associate degree program	Program approved by Curriculum Committee, April 2003	Offer first courses FA '03

	<p>Students demonstrate in curricula capstone courses those competencies required for entry-level employment</p> <p>Students demonstrate in select transfer courses those competencies enabling successful transfer</p>	<p>Students completing course with C or better</p> <p>Students completing course with C or better</p>	<p>Grades of C or better, FA '02: BUS 205: 18/27 (67%) ADJ 212: 19/25 (76%) CHD 270: 20/22 (91%)</p> <p>Grades of C or better, FA '02: ENG 212: 178/199 (89%) HIS 122: 69/83 (83%) SPD 110: 292/339 (86%)</p>	<p>Identify resources to assist students in BUS, ADJ; await program reviews to determine need for curricular changes</p> <p>Identify resources to assist students core transfer courses</p>
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ANNUAL REPORT 2002-2003

UNIT: Academic Deans Working Group, Manassas Campus

Sub-unit: Science & Applied Technology Division

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Science & Applied Technology Division is to promote academic excellence, ensure exemplary instruction and provide rich and diverse learning environments that enable our students to achieve their goals.

RELATIONSHIP TO INSTITUTIONAL GOALS: 1, 4

Unit Goal: To provide high quality instruction in the areas of developmental studies, transfer programs, and O/T programs.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
1. To provide quality education in developmental studies.	2, 11, 15			<p>Data indicates that 39.1% of all developmental math students passed their class; 36.5% of MTH 03 students passed and 41.9% of MTH 04 students passed. Withdrawal rate is normal (14% in courses 1 & 2; 14% in courses 3 & 4); student comments indicate that math center is very helpful (answering questions, tutoring)</p> <p>Faculty observations indicate that many students need tutoring assistance to complete assignments. Growth in number of international students, especially Hispanic.</p>	<p>Implemented in-class advising in some courses; assisted adjuncts in doing in-class advising.</p> <p>Applied for and received grant to hire bilingual student tutors.</p>
2. To provide quality instruction in transfer program	13			Data shows grade point average at senior institutions to be same or exceeds that of native students in 2002	Monitor changes in science curriculum at senior institutions; determine how this will affect NVCC.

<p>3. To provide quality instruction & training in occupational/technical programs</p>	<p>1, 6</p>			<p>Program surveys indicate that 100% auto and welding graduates are employed, if they choose to be employed; visits to employers indicate high satisfaction with skill level of students.</p> <p>Enrollment data indicates need for additional space for auto program.</p> <p>Enrollment data shows no students in semiconductor program.</p>	<p>Develop contact list of all auto repair facilities. Need to revise and formalize reporting of industry input.</p> <p>Pursuing various options, including leasing of off-campus labs.</p> <p>Pursue industry partner to determine need for program.</p>
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ANNUAL REPORT 2002-2003

UNIT: Student Development Services, Manassas Campus

Sub-unit: Admissions and Records

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of Student Developmental Services is to assist students in achieving their educational goals and to provide opportunities for them to enhance their career and personal development.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: The goal of Admissions and Records, within Student Development, is to process admissions and enrollment functions for all students, including those with international visas. Functions such as registration, transcript requests, grade changes, graduation applications, domicile status, and the maintenance of accurate records are within this operation.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide transcripts to students in an effective and responsive manner.	11	70% of students who receive transcripts would rate the transcript process as good to excellent	Student Assessment survey	84.9% responded "good" or "excellent" 12% responded "average"	There is a need to replicate expected outcome with a more effective sampling process for assessing results.
To provide prospective students with effective admission services.	11	70% of students who applied for admission would rate the process as good to excellent	Student Assessment survey	92.7% responded "good" or "excellent" 6% responded "average"	There is a need to replicate expected outcome with a more effective sampling process for assessing results.
To provide students with effective registration services.	11	70% of students provided with registration assistance would rate their experience as good to excellent.	Student Assessment survey	85.8% responded "good" or "excellent" 12.6% responded "average"	There is a need to replicate expected outcome with a more effective sampling process for assessing results.

ANNUAL REPORT 2002-2003
UNIT: Student Development Services, Manassas Campus
Sub-unit: Counseling Services

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of Student Developmental Services is to assist students in achieving their educational goals and to provide opportunities for them to enhance their career and personal development.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: The goal of Counseling Services, within Student Development, is to assist all students, including those with disabilities, with making effective decisions regarding their career, education, social and personal concerns and plans. An academic course in student success and a host of resources are made available through counseling services.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality academic advising to students.	1, 11	70% of students provided with academic would rate their experience as good to excellent	Student Assessment survey	83.4% responded "good" or "excellent" 14% responded "average"	There is a need to replicate expected outcome with a more effective sampling process for assessing results.
To provide quality career counseling and planning to students.	1, 11	70% of students provided with career counseling and planning services would rate their experience as good to excellent	Student Assessment survey	76.6% responded "good" or "excellent" 19.9% responded "average"	There is a need to replicate expected outcome with a more effective sampling process for assessing results.
To provide quality transfer information to students.	1, 11	70% of students provided with transfer information would rate the usefulness of the information as good to excellent	Student Assessment survey	83.8% responded "good" or "excellent" 14.9% responded "average"	There is a need to replicate expected outcome with a more effective sampling process for assessing results

To provide quality counseling for students with disabilities.	1, 11	70% of students with disabilities would rate their counseling experience as good to excellent	Student Assessment survey	79.3% responded "good" or "excellent" 18.6% responded "average"	There is a need to replicate expected outcome with a more effective sampling process for assessing results
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ANNUAL REPORT 2002-2003
UNIT: Student Development Services, Manassas Campus
Sub-unit: Student Activities

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of Student Developmental Services is to assist students in achieving their educational goals and to provide opportunities for them to enhance their career and personal development.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: The goal of Student Activities, within Student Development, is to assist students and the faculty with integrating variety of educational, cultural, recreational, and social experiences through engaging in co-curricular programmed events.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality services to student activities programming and student clubs	11	70% of students who participated in student activities and programming would rate their experience as good to excellent.	Student assessment survey	80% responded "good" or "excellent" 15.9% responded average	There is a need to replicated expected outcome with a more effective sampling process for assessing results.
To provide quality tutoring services to students	11	70% of students tutored would rate their experience as good to excellent	Student assessment survey	79.3% responded "good" or "excellent" 18.2% responded "average"	There is a need to replicated expected outcome with a more effective sampling process for assessing results.

ANNUAL REPORT 2002-2003

UNIT: Learning Resources Services, Manassas Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Learning Resource Center is to support the needs of the student body by providing access from primary and secondary resources in print, non-print, audio-visual, and electronic formats, and to give assistance in the development of skills necessary for their effective utilization. Other purposes include assisting faculty, staff, and administrators with individual research needs, and to make materials and reference assistance available to the members of the surrounding community.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3

Unit Goal: To provide access to instructional and technological support to students.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide the facilities and technology to support instruction and skill development.	11	The target of satisfaction was 92.2% There expected results were targeted at 2.75	Students were asked to determine their degree of satisfaction with Library services using a college-wide standardized POS survey card. Graduate student survey of satisfaction with library services.	"Did you find what you were looking for?" Yes responses (2002-2003): #18 %94.12 Evaluation of NVCC Manassas Library Services and Facilities: 2.89	A fulltime librarian was hired.
To provide access to instructional and technical support to students.	11	96% of students will indicate satisfaction with open lab services. A goal of 2.75 was expected.	Students were asked to determine their degree of satisfaction with the Open Computer Lab using a college-wide, standardized POS survey card. Graduate evaluation of computer lab services.	"Did the process of signing in, getting a computer, and completing task go smoothly?" Yes responses (2002-2003): #80 %96.25 Evaluation of NVCC Manassas Campus Computer Lab Services and Facilities: 2.87	Improved computer access and resources for students.

<p>To effectively support the assessment and testing needs of students.</p>	<p>11</p>	<p>96% of students will indicate satisfaction with testing services</p> <p>Target rating of 2.75 is expected</p>	<p>Students were asked to complete a survey at the point of service</p> <p>Graduate student survey of satisfaction with services and facilities</p>	<p>2002-2003 Rating of the Facility and Environment Good: 59 (87.32%) Average: 12 (12.68%) Below Average: 0 Total: 71</p> <p>Evaluation of NVCC Manassas Campus Testing Center Services and Facilities: 2.95</p>	<p>Implemented Accuplacer.</p> <p>Campus Testing Services expanded in response to new online competency tests initiated.</p>
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ANNUAL REPORT 2002-2003

UNIT: Continuing Education/Workforce Development, Manassas Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Office of Continuing Education and Workforce Development at the Manassas Campus is to enhance and support the mission and purpose of the Virginia Community College System and Northern Virginia Community College. This will be accomplished through the delivery of high quality comprehensive workforce development education and training courses, lifelong learning, and the management of college facilities for cultural enrichment and community support.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

Unit Goal: Support programming for a diverse student population through non-credit open enrollment activities; contract training; and lifelong learning activities

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Increase the number of non-credit, open enrollment classes offered to help students meet their goals	1, 7, 16	An increased number of non-credit programs will increase student enrollment	Comparison of the number of non-credit (CEU) classes offered in 2001-2002 to 2002-2003 and enrollment figures for the same periods	318 classes held in 2001-2002 346 classes held in 2002-2003 2,514 unduplicated headcount in 2001-2001 2,358 unduplicated headcount in 2002-2003	Offering more classes does not guarantee an increased number of students; an analysis of enrollment trends may help to determine what classes attracted new students
Increased contract training opportunities	16	Increase number of businesses that sponsor/send employees to training	Compare the number of contracts for 2002-2003 than that of the previous year	2001-2002 contract training = 10 2002-2003 contract training = 11	More effort needs to be devoted to marketing contract training to employers
Increase enrollment in ESL; begin an intensive program	16	The Manassas campus will offer all levels of ESL training that will establish a pipeline for the credit program	Increase enrollment in ESL classes; establish a baseline of enrollment in Intensive ESL	191 enrollments in 2001-2002 261 total enrollment in 2002-2003 (183 in ESL and 78 in Intensive ESL)	Non-native English speaking students at all levels of language competencies enroll at NVCC to learn English

Establish a Lifelong Learning Institute for residents 50 years old and older	16	Host a chapter of LLI at the Manassas campus that will foster lifelong learning of its members	Determine if there is a need based on membership	The organization was established and several meetings were held to attract members	More effort needs to be devoted to developing a core committee of members to market the program to the community
Increase the offerings of the CBTI and market it to the community	16	To become the recognized provider of contract, open enrollment non-credit, and credit training for the construction industry	Host the Construction Expo	Over 400 high school students and 30+ employers attended the Expo	The construction industry supports the community college

Woodbridge Campus

ANNUAL REPORT 2002-2003

UNIT: Provost, Woodbridge Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of the Woodbridge Campus of NVCC is to respond to the educational needs of the residents of Eastern Prince William County by providing an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

RELATIONSHIP TO INSTITUTIONAL GOALS: Goal 1, 2, 3, & 4

Unit Goal: To provide high quality academic, student service, continuing education, and workforce development programs.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
A) Instructional Objectives Upgrade campus facilities including classroom lighting, Cyber Café, and electronic classroom equipment	1, 11	Improved instructional environment and increased student access to technology	# of classrooms with improved lighting; # of electronic classrooms; # of student workstations in Cyber Café	100% of classrooms have upgraded instructional lighting; 100% of campus classrooms are electronic classrooms; 10 student workstations in Cyber Café available during operating hours	Improved instructional capacity for faculty and students; increased student access of technology for educational and personal purposes. Based on analysis of data, it was decided to monitor these facilities to identify needed improvements.
To provide professional development activities for faculty and staff	9	Participation in at least one professional development activity	# or % of faculty and staff attending professional developmental activities	90% of faculty and staff attended at least one professional development activity during the year	Provost staff reviewed the results and determined to continue the same objective for the next year.

To increase access to distance learning courses	16	Distance learning courses/sections will be increased	# of courses offered; # of students enrolled	# of distance learning courses increased by 5; student enrollment increased by 100.	The decision was made to increase the number of courses and sections offered through distance; the academic deans developed a Quality Assurance Plan for the development of distance learning courses.
B) Student Service Objective(s)					
To provide an array of student support student services	1, 11	Increased student access to technology through EZProxy, increased counselor participation in credit classes through "Counselor in the Classroom Program"; increased tutoring capacity; additional traditional developmental math courses	# of counselors available for classroom assistance; # of tutoring hours available to students, # of additional developmental math courses; "Counselor in the Classroom Program"; increased tutoring additional capacity	EZProxy was implemented during the year; counselors attended 10 classes; tutoring capacity increased by 100% (funding doubled); traditional developmental math sections were increased by 3	Using EZProxy, students have access to library subscription databases from remote locations; based on analysis it was decided to increase the number of traditional developmental math sections, to continue "Counselor in the Classroom" and continue the NOVA Gold program for developmental English
C) LRS Objective(s)					
Relocate and renovate Testing Center	1, 11	Increased Capacity	# of seats and computer workstations	Computer workstations increased from 15 to 25 Paper & pencil testing area increased to 25 Staff and student access area improved	Increased capacity decreased wait time for students. Based on analysis of volume, additional staffing was identified
D) Continuing Ed Objective(s) – lifelong learning					
To meet the college lifelong learning goals for non-credit course offerings, number of ESL students passing college placement test, and revenue generation	16	15% increase in open enrollment courses; 75% pass rate for ESL students; 10% increase in revenue	# of students enrolled; % of ESL students passing placement test; revenue		Based on results of assessment, decisions were made to increase the number of open enrollment classes; increase the number of on-line classes; recruit more ESL students, and continue to generate more credit and non-credit contracts

<p>E) Continuing Ed Objective(s) – workforce development</p> <p>To meet the college workforce developmental goals for companies contracted, training contracts, and revenue generation</p>	<p>16</p>	<p>100% increase in companies contracted; 15% increase of training contracts; 10% increase in revenue</p>	<p># of companies contacted; # of training contracts; revenue</p>		<p>Based on results of assessment decisions were made to continue contacting are companies and continue to generate more credit and non-credit contracts</p>
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ANNUAL REPORT 2002-2003

UNIT: Academic Deans Working Group, Woodbridge Campus

Sub-unit: Business & Social Science Division

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of the Academic Division is to promote academic excellence, ensure exemplary instruction, and provide rich and diverse learning environments that enable our students to achieve their goals.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

Unit Goal: The Business and Social Science division will provide academic opportunities for degree seeking students in the following academic disciplines and programs: ACC, ADJ, AST, BUS, ECO, FIN, GEO, HIS, ITE, ITN, MKT, PBS, PLS, PSY, REA, & SOC

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Professional development for faculty and staff	1, 9	Faculty and staff will participate in professional development activities	Identify professional developmental activities attended	100% of division faculty and staff attended at least one professional development activity	Faculty utilized information to improve instruction and student learning. Staff used information to improve job performance
			List of opportunities of funds for adjuncts	Adjunct	Used in performance appointments
Enhance adjunct faculty orientation	1, 9	Adjunct Orientation CD	Identify % of adjunct faculty who received the orientation CD	100% of division adjuncts received the orientation CD	Adjunct faculty used information to improve classroom management and instructional strategies
Provide technology training for faculty	1, 9	Technology training will increase student learning	% of faculty attending training Student ratings of instructional technology	100% of faculty attended at least one technology training workshop	Faculty increased the use of instructional technology including Power Point presentations, web assignments, and Blackboard course sites.

Support implementation of NovaConnect	11	NovaConnect training will be provided for key staff	Attendance of key staff training	100% of key division staff attended training	Staff were prepared for the conversion of the Student Information System to NovaConnect (system not implemented)
Provide student support	11	Increased use of student services greater student satisfaction	Student surveys, # of students using campus resources	Faculty utilized "Early Alert" program; ADA students were identified; tutoring center use increased; testing center use increased	Students were provided greater access to tutoring and testing services
Increase distance learning courses	9, 16	Increased enrollment	Number of distance courses offered; enrollment	Number of division courses increased by 7; enrollment increased by 140	Students had greater access to courses through distance learning alternatives <ul style="list-style-type: none"> • Develop next level courses
Develop and implement a distance learning quality plan	9	Course design and delivery will comply to assurance plan requirements	% of distance learning courses that meet plan approval	100% of division distance learning courses met quality assurance plan requirements	Distance learning courses were implemented

ANNUAL REPORT 2002-2003

UNIT: Academic Deans Working Group, Woodbridge Campus

Sub-unit: Communications & Humanities Division

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of the Communications and Humanities Division is to assist students in achieving their personal, academic, and professional goals by delivering high quality academic courses in a variety of disciplines that lead to the awarding of degrees and certificates at Northern Virginia Community College.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

Unit Goal: To provide academic opportunities for degree-seeking students in the disciplines of ART, ESNG, ESL, FRE, GER, HUM, MUS, PHI, PHT, REL, SPA, and SPD.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide professional development for division faculty.	2, 3, 4, 8, 10	100% of faculty experienced one professional development activity during the year.	Use of self-evaluation reported by full-time faculty for annual evaluation. List of opportunities offered for adjunct faculty.	100% of full-time faculty in the division attended at least one professional development activity during the year. 24 professional development activities were offered for adjuncts during the year. 85% of division adjuncts took part in at least one professional development activity.	The division dean reviewed the professional development activities and determined that an adequate amount of budget was allocated for paying for professional development. The dean also determined that a satisfactory number of professional development opportunities were offered to adjuncts.

To provide peer tutoring for NOVA Gold students	1, 2, 3, 4, 5, 8, 11, 15	100% of NOVA Gold classes will have peer tutors assigned to them.	Review schedule of classes and payroll sheets for peer tutors to determine number of peer tutors assigned to ENG and ESL classes.	All instructors who chose to have peer tutors in their classes were assigned peer tutors; however, not all classes had peer tutors. The ESL instructors didn't request peer tutors.	The dean, the NOVA Gold coordinator, and the Tutoring Center coordinator met with the instructors who did not request peer tutors to learn why not. Administration encouraged all ESL instructors to try peer tutors during next academic year.
To increase distance learning offerings either at ELI or at the campus.	1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14	The division will support one more distance learning class during the academic year.	Number of classes offered by C&H, WO faculty at ELI. Number of ADF classes offered at the campus.	The campus supported six new courses at ELI during this academic year: ESL 13, ESL 17, GER 101, GER 102, SPA 101, and SPA 102.	The dean encouraged these instructors to continue to develop the intermediate level of the foreign language courses.
To evaluate ADF courses offered at the campus such that they meet the requirements of the ACOP Quality Assurance Plan.	1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14	The division will assess all ADF courses according to the ACOP Quality Assurance Plan.	Number of classes that meet expectations of the ACOP Quality Assurance Plan.	22 courses were reviewed (including peer academic and instructional technology review) and met expectations of the ACOP Quality Assurance Plan. This represents 100% of the ADF courses offered in the division.	The dean sat in on all the review meetings and determined that the division ADF courses met expectations for quality assurance in distance learning course offerings.

ANNUAL REPORT 2002-2003

UNIT: Academic Deans Working Group, Woodbridge Campus

Sub-unit: Division of Natural Science and Mathematics

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

This program is designed to prepare students for certification and employment as massage therapists in a wide variety of environments, including hospitals and clinics, doctor and chiropractic offices, sports and fitness facilities, corporation offices, and beauty and skin care salons and spas. Graduates will be prepared to take the National Certification Examination in Therapeutic Massage and Bodywork. The National Certification Board for Therapeutic Massage and Bodywork requires all applicants to have completed at least 500 in-class clock hours of formal training prior to taking the exam. Successful completion of the exam and certification is required to practice massage therapy in Virginia.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4, "To provide an instructional program that is accessible, affordable, and educationally sound that supports the needs of a diverse student body and enhances student success."

Unit Goal: To provide academic opportunities for degree-seeking and life-long learning students in the disciplines of BIO, CHM, PHY, GOL, NAS, MTH, PED, AIR, and HLT.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
# 1 To increase the opportunities for distributed learning.	1, 2	To increase the opportunity by 5%.	Number of courses, FTE's, and numbers of students enrolled in distributed delivery/learning courses.	Sciences courses – 50% decrease, FTE's – 45.5% decrease, and numbers of students – 37.7% decrease.	One distributed learning course was not offered the following academic year. The instructor was asked to revise an NAS course.
#2 To increase the retention of our students from fall to fall. And to evaluate the retention of students in ADF math courses.	2, 3, 4, 5, 15	To retain at least 35%.	Full-time math faculty identified all U and W grades in MTH 001 (alternate delivery math) sections during the fall of 2002. The records of students receiving those grades were checked each semester thereafter through the spring of 2003 in order to determine	More that 50% of students receiving the U grade in the fall of 2000 enrolled in a math course within six semesters of the initial grade. And 38.9% of the students receiving a W enrolled in a math course within six semesters after the original grade.	It was decided to offer an additional section of MTH 002, a traditional Math course. It was also decided to offer one less MTH 001 course the next academic year.

			retention. The grade, semester, and course were recorded.		
#3 To evaluate the educational quality of distributed learning courses.	1, 15, 16	100% compliance in the implementation of an assurance plan.	Use of the assurance plan by the Division Deans in reviewing proposals for distance learning and hybrid courses.	Two courses were reviewed with the assurance plan. Opportunities for such courses were not increased by 5%.	The Division Dean did not accept the NAS course as an ADF course meeting the requirements of the assurance plan.
#4 To provide professional development for division faculty.	8, 9, 10, 11	100% of full-time faculty attended one professional development activity during the year	Faculty self-evaluations submitted for the yearly review.	90% of the full-time faculty experienced at least one professional developmental activity during year.	The Division Dean reviewed all professional activities indicated and utilized the information in the yearly evaluation of faculty.

ANNUAL REPORT 2002-2003

UNIT: Dean of Student Development, Woodbridge Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To assist potential students in the registration process and to house student records

RELATIONSHIP TO INSTITUTIONAL GOALS: 3, "To provide an array of quality support services that enhances student success"

Unit Goal: To provide quality services to students.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide transcripts to students in an effective manner.	1	Seventy percent of students who request a transcript will rate the service above average.	Surveys placed in Counseling and Admissions	Eighty-four percent rated the quality of services good or excellent. Twelve percent rate the services as average.	Transcript processing time was decreased from 10 days to 7 days.
To provide prospective students with effective admission services.	1	Seventy percent of prospective students will rate the admission services above average.	Surveys placed in Counseling and Admissions	Ninety-three percent of the students rated the quality of services as good or excellent. Six percent rated the services as average.	Separated the admission and registration processes. Use two separate lines.
To provide students with effective registration services.	1	Seventy percent of the students will rate their registration experience as above average.	Surveys placed in Counseling and Admissions	Eighty-six percent of the students rated the registration process as good or excellent. Thirteen percent rated the service as average.	Used part-time workers to assist with registration.
To provide quality advising to students	1	Seventy percent of the students will rate the advising services as average.	Surveys placed in Counseling and Admissions	Eighty-six percent of the students rated the registration process as good or excellent. Ten percent rated the service as average.	Students encouraged to use faculty advising days.
To provide quality career counseling and planning services to students	6	Seventy percent of the students will rate the career counseling and planning services as average.	Surveys placed in Counseling and Admissions	Seventy-seven percent reported excellent or good. Twenty percent reported average.	Counselors provided "in the classroom" workshops on career development, academic planning, and other topics

To provide quality transfer information to students	1	Seventy percent of the students will rate transfer information services as average.	Surveys placed in Counseling and Admissions	Eighty-four percent reported good or excellent. Fifteen percent reported average.	Transfer information provided to students in workshops.
To provide quality disability services to students	1	Seventy percent of the students who use disability services will rate the services as average.	Surveys placed in Counseling and Admissions	Seventy-nine percent reported excellent or good. Eighteen percent reported average.	Faculty encouraged to include disability statement on course syllabus.
To provide quality services to students through activities, programming and students clubs and organizations	1	Seventy percent of students involved in student clubs and organizations will rate the services as average.	Surveys placed in Counseling and Admissions	Eighty-six percent rated this service as excellent or good. Thirteen percent rated the services as average.	Student activities programs used a variety of means to advertise events.
To provide quality tutoring services to students	15	Seventy percent of students participating in tutoring will rate the services as average.	Surveys placed in Counseling, Admissions and Tutoring area	Seventy-nine percent of the students rated the quality of services as excellent or good. Eighteen percent rated the service as average.	Tutoring Center expanded the number of tutors and the service hours. Subject area tutors we increased.

ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Woodbridge Campus

Sub-unit: Admissions & Records

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To assist potential students in the registration process and to house student records.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3, "To provide an array of quality support services that enhances student success"

Unit Goal: To provide admissions, registration, and transcripts to students in an effective manner.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide transcripts to students in an effective manner.	1	Seventy percent of the students who request a transcript will rate the service above average.	Surveys placed in Counseling and Admissions	Eighty-four percent rated the quality of services good or excellent. Twelve percent rated the services as average.	Transcript processing time was decreased from 10 days to 7 days.
To provide prospective students with effective admissions services.	1	Seventy percent of the prospective students will rate the admission services as above average.	Surveys placed in Counseling and Admissions	Ninety-three percent of the students rated the quality of services as good or excellent. Six percent rated the service as good.	Separated the admission and registration processes. Use two separate lines.
To provide students with effective registration services.	1	Seventy percent of the students will rate their registration experience as above average.	Surveys placed in Counseling and Admissions	Eighty-six percent of the students rated the registration process as good or excellent. Thirteen percent rated the service as good.	Used part-time workers to assist with registration.

ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Woodbridge Campus

Sub-unit: Counseling

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of counseling is to provide assistance to students in academic and career planning.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3, "To provide an array of quality support services that enhances student success"

Unit Goal: To provide continuous, quality services to students and potential students.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide academic advising to students.	1	Seventy percent of the students will rate the advising services as average.	Surveys place in counseling center.	Eighty-six percent of the respondents rated the quality of advising as good or excellent. Ten percent rated the quality as good.	Students encouraged to use faculty advising days.
To provide quality career counseling and planning services to students.	6	Seventy percent of the students will rate the career counseling and planning services as average.	Surveys place in Counseling and Admissions.	Seventy-seven percent rated excellent or good. Twenty percent rated average.	Counselors provided "in the classroom" workshops on career development, academic planning and other topics.
To provide quality transfer information to students.	1	Seventy percent of the students will rate transfer information services as average.	Surveys placed in Counseling and Admissions.	Eighty-four percent rated excellent or good. Fifteen percent rated average.	Transfer information provided to students in workshops.
To provide quality disability services to students.	1	Seventy percent of the students who use disability services will rate the services as average.	Surveys placed in Counseling and Admissions.	Seventy-nine percent rated excellent or good. Eighteen percent rated average.	Faculty encouraged including disability statement on course syllabus.

ANNUAL REPORT 2002-2003

UNIT: Deans of Student Development Working Group, Woodbridge Campus

Sub-unit: Student Activities

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

To provide quality services to student activities programming and student clubs.

RELATIONSHIP TO INSTITUTIONAL GOALS: 3, "To provide an array of quality support services that enhances student success"

Unit Goal: To provide quality student activities and tutoring services to students.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
To provide quality services to students through activities, programming and student clubs and organizations.	1	Seventy percent of the students involved in student clubs and organizations will rate the services as average.	Surveys placed in Counseling and Admissions.	Eighty-six percent rated this service as excellent or good. Thirteen percent rated services as average.	Student Activities programs used a variety of means to advertise events.
To provide quality tutoring services to students.	15	Seventy percent of the students participating in tutoring will rate the services as average.	Surveys placed in Counseling, Admissions and Tutoring.	Seventy-nine percent of the students rated the quality of services as excellent or good. Eighteen percent rated the service as average.	Tutoring Center expanded the number of tutors and the service hours. Subject are tutors were increased.

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UNIT: Learning Resource Services, Woodbridge Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The purpose of the campus Learning Resource Services is to provide faculty, students, and staff with, library services, instructional technology audiovisual services, learning laboratory services, and student testing.

RELATIONSHIP TO INSTITUTIONAL GOALS: 2, 3, 4

Unit Goal: To provide academic opportunities and instructional support to students and faculty in all disciplines.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
LIBRARY (1) Provide quality resources for faculty, staff, students, and community users.	1	Support instructional programs with current print, audiovisual, and subscription web sources (through VIVA, Library of Virginia and college funds).	Reviewed areas of book/audiovisual collection on rotating basis (collection development).8% of the collection was reviewed for withdrawal and update including the following areas: health, disease, abnormal psychology, and computers. Reviewed intercampus requests and reference questions to ensure available campus resources. Monitored web databases for usage and accuracy. Asked subject faculty to check areas of library for relevancy.	Withdrew and replaced outdated items from the 32,000 book collection. Review professional journals for replacement items. Get recommendations from faculty members. Out of 130 patron surveys given in the spring, 123 respondents found what they were looking for.	Continue to monitor various resources such as print, audiovisual and web subscription databases to ensure that reference questions can be answered given the available resources. Continue to make recommendations to college and state consortiums to add new databases. At the college level, add new books and visual sources.
Provide outstanding service to enable patrons	1	Library would develop a reputation for being a competent, helpful service	Gave patron survey. Had staff training to learn databases. During Spring	128 out of 130 respondents said the library staff was friendly and helpful. Several respondents added comments	Continue to give staff training to learn how to use our resources to

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
to find materials.		oriented facility for research.	Break had LRS Day. (Staff attend professional conferences and meetings to learn new techniques)	such as "always friendly and helpful" or "very friendly". LRS Day surveys offer positive feedback.	help students. Give the survey yearly.
Provide library instruction for all students, faculty, and staff.	1	Increased skill level by providing multimedia teaching tools.	Extension of library skills program into student development/orientation and as standard library instruction classrooms, and Extended Learning Course instruction.	Approximately 500-700 students completed counseling/library orientation unit (library slide tour and teaching packet) in addition to 102 tours.	Continue to build upon proved and new instructional methods.
Continue to develop online library technology	11	Implement web site design.	Improve website format to incorporate changes in internet technology and college updates	Website was enhanced.	Recommendation that this project be continued.
<u>AUDIO VISUAL</u> Develop expanded Access Database of AV equipment that is an extension of the current College inventory. It will include all the equipment the department sets up, distributes, installs, upgrades and maintains. The current college inventory has a dollar value cut off that eliminates from the database many equipment items the department is responsible for	1	Having a database that is a single source in-depth management tool for the AV Department	Using the new database and noting areas that were useful and identifying missing data or fields. The AV equipment database would be refined as it is used.	Access Database completed. After using the initial database it is recognized that Purchase Order information and Warranty information needs to be recorded as soon as new equipment arrives.	Data fields were added to the working database.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Evaluate existing classroom/lab ceiling lighting to improve image projection for 52 LCD projector installations	1	Provide the Provost Staff with a suggested ceiling light-switch rewiring plan for the 52 LCD locations	The Provost Staff indicated they were interested in cost and time estimates to complete the 52 switch-rewiring locations.	A vendor and funds from the Classroom Of The Future were identified to proceed with the project	The project success prompted modification suggestions that were forwarded to the Provost Staff for rewiring and relocating the campus theater light switches for multimedia display.
Identify equipment needed to add to the AV media production support work areas that incorporate digital audio and digital video technologies	1	Submit to the Provost Staff the items identified and the rationale for needing these items, as stated in the Unit Purpose Statement for 2002-2003, for consideration for acquisition through ETF, Classroom Of The Future or other identified funds.	Identified items were approved by the Provost Staff for acquisition	Identified digital production equipment was purchased and is in place to be integrated into existing AV media production support.	Additional AV media production equipment requires expanding, updating the equipment interface & wiring schematic.
<p><u>INFORMATION TECHNOLOGY</u></p> <p>Installed 158 computers on campus and at the two military bases. After installing the new computers the “older” replaced computers are either surplus or redistributed to various locations on campus where the computer specifications do not meet the mandatory minimum requirement set by the state.</p>	1	<p>By accomplishing these installs I expected to increase faculty, staff, and student work efficiencies by providing them a computer that meets the hardware and software technical or useful life definitions as recommended by the Technical Council and approved by the Advisory Council of Presidents.</p> <p>By accomplishing these moves the students and the college gained space and the opportunity for significant growth of out</p>	<p>All 158 new computer installs and all 75 redistributed computers were successfully installed and operating efficiently with the latest college software standards.</p> <p>All three times the classroom and office were successfully setup and configured with limited downtime. The IT Staff followed the guidelines for connecting electronics and network services for connection to Network Virginia thereby insuring operability for all participants.</p> <p>The campus consolidation to</p>	<p>These installs were successful and were measured by ensuring all campus computer software was only one generation behind the current version and that computer hardware was not beyond its “useful life” definition.</p> <p>These moves were successful and were measured by ensuring that all classroom and office computers could access the Internet, all college servers, and software.</p> <p>The consolidation was successful and was measured by reducing excess network administration that isn’t part of the college standard or in line with college advancement.</p>	<p>The results of these installs and redistributions help us plan for next year by identifying the numbers of computers that will fall out of “useful life” definitions by next year and define the replacement cycle.</p> <p>The results of these moves will help us plan for next year by placing us closer to the military bases student population, which in turn will help</p>

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
<p>There were approximately 75 redistributed computers. New and/or redistributed computer must be re-imaged before it can be deployed to a new user. During this year we had to move the classroom and offices, located at the QMB, three times. Once to put computers back in Diamond Hall from storage, then in March to the temporary trailers, then finally in August to the permanent location of 3088 Roan Street. Each time the CISCO switch and router had to be troubleshoot and configured to operate in the new locations. Also, each computer had to be reconfigured in order communicate with the equipment. By eliminating individual campus</p>		<p>programs.</p> <p>By eliminating individual campus domains and using only the two standard domains as defined by ITSS, we will reduce the complexity of administering the campus network and will increase efficiency and effectiveness for the students and the faculty. Participation in this consolidation saves students and faculty frustration and ambiguity when going from one campus to another, by providing a familiar standardized login system among the college campuses.</p>	<p>just two domains was successfully carried out and has reduced student and faculty confusion over “how to log into the network” both in the classrooms and in the offices.</p>		<p>us identify the need for additional programs. By having the space to teach the new programs the college will be in a better position to grow.</p> <p>The consolidation of the campus domains has helped us reduce the complexity of administering out campus network and has earmarked us as being a “good neighbor” by abiding by college-wide standards and practices.</p>

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
<p>domains, the Woodbridge campus will be actively participating in the college-wide consolidation of domains into two standard domains only: NVCCSTUDENT Domain (for students) and the NVADM Domain (for faculty & staff).</p> <p><u>TESTING CENTER</u> <u>OPEN</u> <u>COMPUTER LAB</u></p> <p>Implementation of a New Testing Center.</p>	1	To create an environment more conducive to testing, and to expand the testing area from 16 paper and pencil and 12 computers, to accommodate 24 paper and pencil and 25 computer based testing operations, with an office large enough for two testing staff, eight file cabinets, a cabinet for material storage, and enough space to accommodate a computer cart for a sign in computer.	The new Testing Center will be constructed with student workstations and a staff work area.	Based on results, a new testing area was created including 49 new student desks, which 25 are used for computerized testing. This expansion has assisted the LRS increase services to the students in a more efficient and effective testing environment.	Testing Facilities should be adequate for the next few years. However, additional staff needs were identified.
Modify and expand computer lab Room 407	1	To modify and expand a large inefficient computer lab that currently housed	Room 407 will be expanded to accommodate 32 computer work stations.	The outcome of remodeling Room 407 to increase student usage was a success. The campus has successfully been able	This lab now accommodates 32 students at one time

		25 student computers to an expanded and more efficient student computer lab that would accommodate 32 students.	Electrical poles will be removed from the room and network ports will be added.	to utilize Room 407 for IST classes that have high enrollment which will provide the opportunity for an increase in FTEs for the campus.	Instead of 25, and the space has become more efficient for instructors to teach in. This project is complete.
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UNIT: Continuing Education and Workforce Development, Woodbridge Campus

MISSION STATEMENT: The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and lifetime educational opportunities.

UNIT PURPOSE STATEMENT:

The primary purpose of the Division of Continuing Education and Workforce Development is to enhance and support the mission and purpose of the Virginia Community College System and Northern Virginia Community College. This will be accomplished through the delivery of high quality comprehensive workforce developmental education and training courses, lifelong learning, and the management of college facilities for cultural enrichment and community support.

RELATIONSHIP TO INSTITUTIONAL GOALS: 4

Unit Goal: To provide comprehensive workforce development education and training to facilitate lifelong learning.

Unit Objective	Link to Indicator	Expected Outcome	Assessment Criteria & Evaluation Methods	Assessment Results (use of actual data to describe annual performance)	Use of Results
Increase companies contacted to promote Continuing Education / Workforce Development	16	Increase number of business contacts by 10%.	Number of businesses contacted and percentage of change from previous year.	31% increase in the number of business contacts made.	Increased business contacts are used as leads to generate contract training.
Increase non-credit open enrollment activities conducted	16	Increase non-credit open enrollment activities by 15%.	Number of open enrollment activities conducted and the percentage of change from previous year.	Non-credit open enrollment activities increased by 36%.	Increased open enrollment offerings are used to attract student enrollments.
Increase the number of Continuing Education English as a Second Language (ESL) students who successfully pass the college's English Placement Test	15	Increase the number of ESL students who pass the college's English Placement Test by 2.	Number of ESL students who pass the college's English Placement Test.	1 ESL student passed college's English Placement Test.	Used to plan to the increase in ESL levels to support student success.

Increase Continuing Education / Workforce Development training contracts	16	Increased Continuing Education / Workforce Development training contracts 10	Number of contract training contracts.	Twenty-six training contracts were delivered.	Increased contract training was used to increase the revenue generated by Continuing Education / Workforce Development.
Increase revenue generated by Continuing Education / Workforce Development	16	Increase revenues generated by Continuing Education / Workforce Development to \$1 million.	Total revenue generated.	Generated \$807,684 in revenue	Decreased revenue was used to plan marketing strategies for 2004-05.

