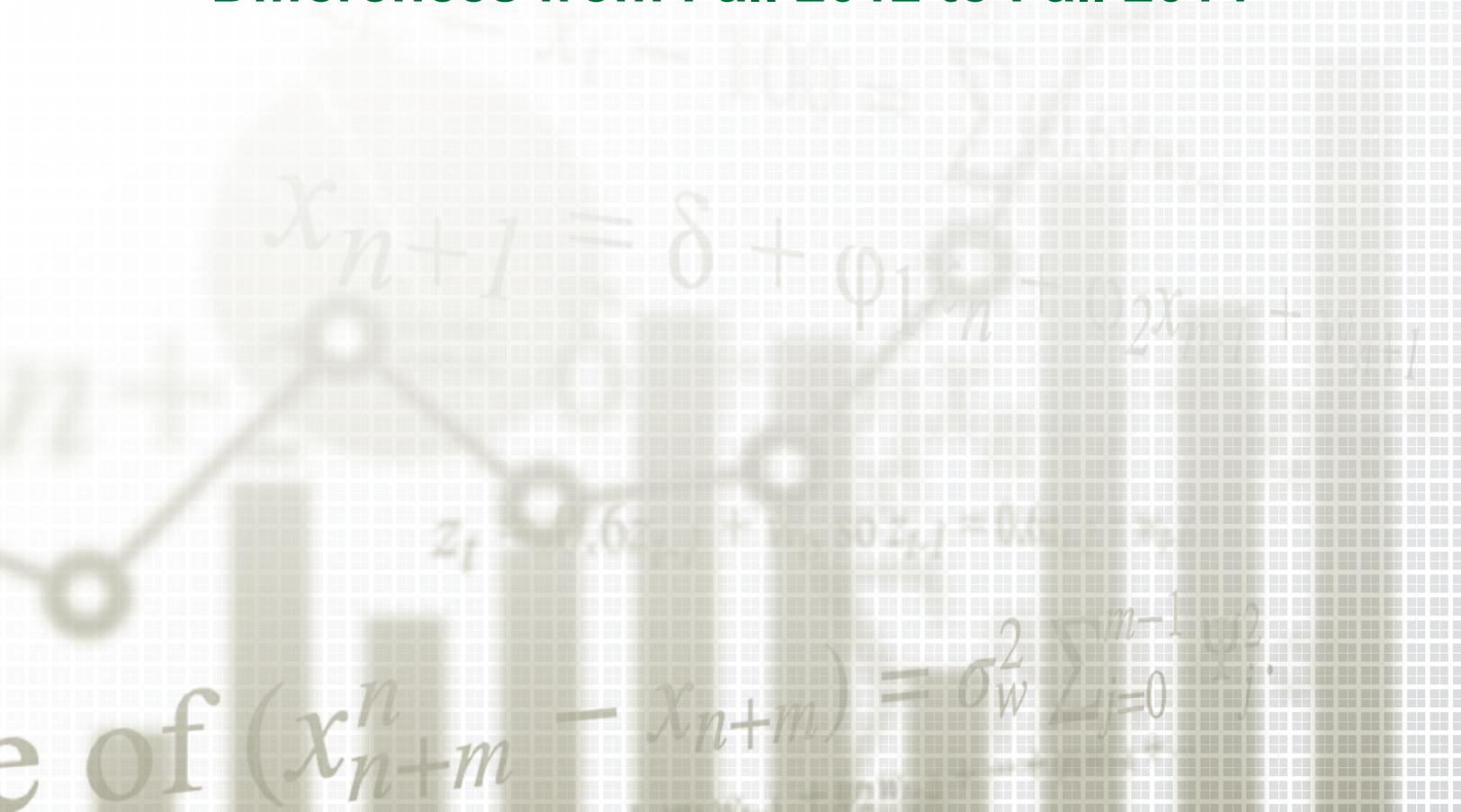


# Campus-Level Changes in FTES Enrollment: Differences from Fall 2012 to Fall 2014



Research Report No. 57-15

Office of Institutional Effectiveness and Student Success Initiatives

AUGUST 2015

## **NORTHERN VIRGINIA COMMUNITY COLLEGE**

### **OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS INITIATIVES**

The purpose of the Office of Institutional Effectiveness and Student Success Initiatives is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success Initiatives must be cited as the source.

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## Introduction

This report presents the most pronounced campus-level changes in Full-Time Equivalent Students (FTES) between Fall 2012 and Fall 2014, and is intended to serve as a complementary report to three previous OIR publications – *46-15 Enrollment Trends by Campus, Division, ELI, Session, and High School: Fall 2012 through Fall 2014*, *47-15 FTES Enrollment Trends by Student Demographics: Fall 2012 through Fall 2014* and *55-15 Headcount and Average Credits by Student Demographics: Fall 2012 through Fall 2014*. A review of the aforementioned publications is recommended prior to applying the information contained herein.

While there are several factors that affect FTES, two direct determinants are headcount and average credit load. Consequently, this report explores marked variations in FTES in terms of changes in these two variables, when possible. An increase in headcount (holding all other factors constant) should lead to an increase in FTES, as should an increase in average credit hours per student. If headcount were to increase while average credits decreased, or vice versa, the effect on FTES would be ambiguous and depend on the magnitude of change in headcount and credit hours.

Table 1 details the changes in headcount, average credits, and FTES at the college-wide and campus levels. The data reflects the discussed relationship between these variables. For example, Alexandria Campus experienced a decrease in both headcount (-7 percent) and average credits (-5 percent) and the largest decrease in FTES (-12 percent). Although Loudoun Campus experienced a large increase in headcount (+15 percent), it also experienced a sizeable decrease in average credits (-5 percent), which may have led to the low growth in FTES (+9 percent) in comparison to headcount growth.

**Table 1. Percentage Change in Headcount, Average Credits, and FTES: Difference from Fall 2012 to Fall 2014**

Campus	Change in Headcount	Change in Average Credits	Change in FTES
Alexandria	-6.5%	-5.4%	-11.5%
Annandale	-2.1%	-2.7%	-4.6%
Loudoun	14.9%	-5.1%	9.1%
Manassas	13.9%	-2.5%	11.1%
Medical Education	-1.5%	-3.5%	-5.0%
Woodbridge	-0.6%	-0.9%	-1.4%
<b>College-wide</b>	<b>-0.7%</b>	<b>-1.2%</b>	<b>-1.9%</b>

## Changes in FTES: Campus Overview

Table 2 presents a snapshot of percentage changes in FTES across the different campuses. Growth rates are color-coded with red representing the greatest declines and green indicating the highest increases.

**Table 2. Summary of Changes in FTES: Difference from Fall 2012 to Fall 2014**

Category	Alexandria	Annandale	Loudoun	Manassas	MEC	Woodbridge	College-Wide
<b>Student Type</b>							
FTIC	-3.8%	4.4%	35.4%	9.0%	27.8%	8.9%	9.6%
Returning/Reapplying	-11.6%	-5.5%	4.2%	14.1%	-5.5%	-1.8%	-3.1%
Transfer	-23.9%	-19.8%	-19.2%	-7.3%	-7.8%	-25.0%	-20.1%
<b>Academic Session</b>							
16-Week Session	-26.5%	-16.2%	-8.5%	-3.9%	-8.2%	-14.0%	-15.3%
1st 8-Week Session	-1.8%	-5.1%	67.6%	76.9%	-12.5%	-9.5%	7.4%
2nd 8-Week Session	5.5%	10.2%	34.1%	51.5%	0.0%	3.2%	12.3%
Dynamic Session	41.9%	30.3%	71.2%	67.5%	6.8%	33.5%	41.4%
<b>Gender</b>							
Male	-12.4%	-6.2%	12.2%	13.2%	-5.5%	0.1%	-1.7%
Female	-10.8%	-2.9%	6.0%	9.1%	-5.0%	-2.9%	-2.2%
<b>Race/Ethnicity</b>							
White	-18.4%	-7.3%	1.1%	1.0%	-4.1%	-13.4%	-7.3%
Black/African American	-9.1%	1.3%	18.5%	13.9%	-5.5%	-5.2%	-1.3%
Asian	-12.3%	-9.4%	10.0%	17.9%	-16.7%	6.6%	-4.0%
Hispanic/Latino	-2.2%	6.8%	31.5%	28.2%	8.2%	19.9%	12.3%

## **Changes in FTES at Alexandria Campus: Differences from Fall 2012 to Fall 2014**

### **Student Type**

Returning students, the largest group, decreased at the second highest rate.

- FTIC (-40 FTES, -4 percent)
  - The number of high school students who applied to NOVA increased by 8, while the number of students who registered decreased by 20.
- Returning/Reapplying (-579 FTES, -12 percent)
- Transfer (-150 FTES, -24 percent)

### **Age Group**

All age groups experienced a decrease in FTES, except for the under 18 age group. The decrease was largest in number of FTES for the 22 to 24 age group.

- 22-24 (-214 FTES, -17 percent)
  - Headcount decreased 226 students (-8 percent)
  - Average credits decreased by 0.66 credits (-10 percent)

### **Race/Ethnicity**

Considering the largest racial/ethnic groups, enrollment among White students decreased by the highest number of FTES.

- White (-396 FTES, -18 percent)
  - Headcount decreased by 782 students (-14 percent)
  - Average credits decreased by -0.28 credits (-5 percent)

### **Jurisdiction**

Nine of 13 jurisdictions experienced a decrease in FTES, with Fairfax County experiencing the greatest loss.

- Fairfax County (-366 FTES, -19 percent)
  - Headcount decreased by 600 students (-13 percent)
  - Average credits decreased by -0.44 credits (-7 percent)

### **Division**

Liberal Arts lost FTES at a greater magnitude and higher rate than other divisions.

- Liberal Arts (-594 FTES, -17 percent)
- Science, Tech, and Business (-192 FTES, -6 percent)
- Student Development (17 FTES, +19 percent)

### **Academic Session**

The 16-Week session experienced the greatest decrease in FTES while the dynamic session saw an increase in FTES.

- 16-Week (-1,280 FTES, -27 percent)
- 1<sup>st</sup> 8-Week (-5 FTES, -2 percent)
- 2<sup>nd</sup> 8-Week (21 FTES, +6 percent)
- Dynamic (494 FTES, +42 percent)

## Changes in FTES at Annandale Campus: Differences from Fall 2012 to Fall 2014

### Student Type

Annandale Campus experienced the largest decrease in the number of FTES in the returning/reapplying student group (which accounted for over three-quarters of the student population in Fall 2014).

- FTIC (+91 FTES, +4 percent)
  - The number of high school students who applied increased by 108, while the number who actually registered increased by 43.
- Returning/Reapplying (-447 FTES, -6 percent)
- Transfer (-149 FTES, -20 percent)

### Age Group

While there was an increase in FTES enrollment for students over the age of 45, FTES enrollment among younger traditional age students decreased.

- 18-21 (-231 FTES, -4 percent)
  - Headcount decreased by 95 students (-1 percent)
  - Average credits decreased by 0.29 credits (-3 percent)
- 22-24 (-201 FTES, -10 percent)
  - Headcount decreased by 253 students (-6 percent)
  - Average credits decreased by 0.30 credits (-4 percent)

### Gender

Annandale Campus lost male students at a faster rate than it lost female students.

- Male (-354 FTES, -6 percent)
  - Headcount decreased by 413 students (-4 percent)
  - Average credits decreased by 0.20 credits (-3 percent)
- Female (-150 FTES, -3 percent)
  - Headcount decreased by 35 students (less than half a percent decrease)
  - Average credits decreased by 0.18 credits (-3 percent)

### Race/Ethnicity

While the White and Asian student populations have decreased, the Hispanic student population increased considerably.

- White (-297 FTES, -7 percent)
  - Headcount decreased by 564 students (-7 percent)
  - Average credits decreased by 0.06 credits (less than 1 percent decrease)
- Asian (-253 FTES, -9 percent)
  - Headcount decreased by 272 students (-6 percent)
  - Average credits decreased by 0.32 credits (-4 percent)
- Hispanic/Latino (+139 FTES, +7 percent)
  - Headcount increased by 371 students (+9 percent)
  - Average credits decreased by 0.18 credits (-2 percent)

## **Jurisdiction**

The majority of the decrease in FTES by jurisdiction can be attributed to a decrease in FTES generated from Fairfax County.

- Fairfax County (-607 FTES, -9 percent)
  - Headcount decreased by 809 students (-7 percent)
  - Average credits decreased by 0.21 credits (-3 percent)

## **Division**

The Languages and Literature division lost FTES at a far greater magnitude and higher rate than other divisions.

- Languages and Literature (-446 FTES, -17 percent)
- Liberal Arts (-45 FTES, -2 percent)
- Mathematics, Science and Engineering (-17 FTES, -1 percent)
- Business and Public Services (-16 FTES, -1 percent)
- Student Development (+18 FTES, +10 percent)

## **Academic Session**

The 16-Week session experienced the greatest decrease in FTES while the dynamic session saw an increase in FTES.

- 16-Week Session (-1,234 FTES, -16 percent)
- 1<sup>st</sup> 8-Week Session (-20 FTES, -5 percent)
- 2<sup>nd</sup> 8-Week Session (+70 FTES, +10 percent)
- Dynamic session (+678 FTES, +30 percent)

## Changes in FTES at Loudoun Campus: Differences from Fall 2012 to Fall 2014

### Student Type

The FTIC group generated the greatest increase in FTES despite representing 25 percent of the student population in Fall 2014, compared to returning students which accounted for 68 percent of the student population.

- FTIC (+360 FTES, +35 percent)
  - The number of high school students who applied increased by 226, while the number who actually registered increased by 154.
- Returning/Reapplying (+135 FTES, +4 percent)
- Transfer (-75 FTES, -19 percent)

### Age Group

Most notably, FTES enrollment among students under the age of 18 increased at the fastest rate.

- Under 18 (+141 FTES, +179 percent)
  - Headcount increased by 714 students (+343 percent)
  - Average credits decreased by -2.11 credits (-37 percent)
- 18-21 (+319 FTES, +12 percent)
  - Headcount increased by 778 students (+19 percent)
  - Average credits decreased by 0.48 credits (-5 percent)

### Gender

Loudoun Campus gained male students at a faster rate than female students.

- Male (+280 FTES, +12 percent)
  - Headcount increased by 882 students (+20 percent)
  - Average credits decreased by 0.46 credits (-6 percent)
- Female (+141 FTES, +6 percent)
  - Headcount increased by 577 students (+11 percent)
  - Average credits decreased by 0.30 credits (-4 percent)

### Race/Ethnicity

FTES enrollment increased significantly for the large minority groups but only slightly for White students. The Hispanic/Latino student population increased the most.

- Hispanic/Latino (+229 FTES, + 32 percent)
  - Headcount increased by 510 students (+35 percent)
  - Average credits decreased by 0.20 credits (-3 percent)

### Jurisdiction

Loudoun County contributed the largest number of FTES.

- Loudoun County (+337 FTES, +14 percent)
  - Headcount increased by 1,201 students (+28 percent)
  - Average credits decreased 0.97 credits (-11 percent)

**Division**

The Natural and Applied Science division accounted for the most growth in FTES.

- Student Development (+52 FTES, +93 percent)
- Communication and Human Studies (+175 FTES, +7 percent)
- Natural and Applied Science (+193 FTES, +9 percent)

**Academic Session**

The 16-Week session experienced a decrease in FTES while FTES in all other sessions increased.

- 16-Week Session (-304 FTES, -9 percent)
- 1<sup>st</sup> 8-Week Session (+50 FTES, +68 percent)
- 2<sup>nd</sup> 8-Week Session (+31 FTES, +34 percent)
- Dynamic session (+642 FTES, +71 percent)

## Changes in FTES at Manassas Campus: Differences from Fall 2012 to Fall 2014

### Student Type

Returning students accounted for 71 percent of the student population in Fall 2014 and experienced the highest growth in FTES.

- FTIC (+81 FTES, +9 percent)
  - The number of high school students who applied increased by 111, while the number who actually registered increased by 29.
- Returning/Reapplying (+298 FTES, +14 percent)
- Transfer (-17 FTES, -7 percent)

### Age Group

The largest age group of students—traditional age students ages 18 to 21—grew at the second fastest rate and contributed the largest increase in the number of FTES.

- 18-21 (+259 FTES, +13 percent)
  - Headcount increased by 566 students (+16 percent)
  - Average credits decreased by 0.24 credits (-3 percent)

### Gender

Manassas Campus gained male students at a faster rate than female students.

- Male (+213 FTES, +13 percent)
  - Headcount increased by 564 students (+16 percent)
  - Average credits decreased by 0.17 credits (-3 percent)
- Female (+148 FTES, +9 percent)
  - Headcount increased by 435 students (+12 percent)
  - Average credits decreased by 0.18 credits (-3 percent)

### Race/Ethnicity

FTES enrollment increased significantly for the large minority groups but only slightly for White students.

- White (+16 FTES, +1 percent)
  - Headcount increased by 147 students (+4 percent)
  - Average credits decreased by 0.21 credits (-3 percent)
- Black/African American (+58 FTES, +14 percent)
  - Headcount increased by 208 students (+22 percent)
  - Average credits decreased by 0.41 credits (-6 percent)
- Asian (+73 FTES, +18 percent)
  - Headcount increased by 136 students (+15 percent)
  - Average credits increased by 0.18 credits (+3 percent)
- Hispanic/Latino (+178 FTES, +28 percent)
  - Headcount increased by 444 students (+35 students)
  - Average credits decreased by 0.37 credits (-5 percent)

## **Jurisdiction**

Enrollment in FTES grew for each jurisdiction except Manassas Park City and areas outside VA, MD, and DC. Manassas City accounted for the largest gain in FTES.

- Manassas City (+137 FTES, +21 percent)
  - Headcount increased by 309 students (+28 percent)
  - Average credits decreased by 0.46 credits (-5 percent)

## **Division**

The Science and Applied Technologies represented for the largest increase in FTES.

- Student Development (+25 FTES, +66 percent)
- Communication Technology and Social Sciences (+111 FTES, +6 percent)
- Science and Applied Technologies (+225 FTES, +17 percent)

## **Academic Session**

The 16-Week session experienced a decrease in FTES while FTES in all other sessions increased.

- 16-Week Session (-100 FTES, -4 percent)
- 1<sup>st</sup> 8-Week Session (+83 FTES, +77 percent)
- 2<sup>nd</sup> 8-Week Session (+68 FTES, +52 percent)
- Dynamic session (+311 FTES, +68 percent)

## Changes in FTES at Medical Education Campus: Differences from Fall 2012 to Fall 2014

### Student Type

FTIC students represented only 9 percent of the student population in Fall 2014 but were the only group to experience growth in FTES enrollment.

- FTIC (+5 FTES, +28 percent)
- Returning/Reapplying (-44 FTES, -6 percent)
- Transfer (-5 FTES, -8 percent)

### Age Group

There was a decrease in FTES enrollment among all groups except the under 18 and ages 22 to 24 groups. Students ages 30 to 44 constituted the largest group of MEC students in Fall 2014.

- 30-44 (-17 FTES, -5 percent)
  - Headcount decreased by 28 students (-4 percent)
  - Average credits decreased by -0.12 credits (-2 percent)

### Gender

Females constitute a large majority at the Medical Education Campus (78 percent in Fall 2014). The campus lost male and female FTES at approximately the same rate.

- Male (-12 FTES, -6 percent)
  - Headcount decreased by 16 students (-3 percent)
  - Average credits decreased by 0.16 credits (-3 percent)
- Female (-33 FTES, -5 percent)
  - Headcount decreased by 22 students (-1 percent)
  - Average credits decreased by 0.19 credits (-4 percent)

### Race/Ethnicity

Medical Education Campus experienced a decrease in Asian, Black, and White students but a small increase in the Hispanic student population.

- White (-18 FTES, -4 percent)
  - Headcount decreased by 44 students (-4 percent)
  - Average credits decreased by 0.01 credits (less than half a percent)
- Black/African American (-8 FTES, -6 percent)
  - Headcount increased by 30 students (+6 percent)
  - Average credits decreased by 0.60 credits (-13 percent)
- Asian (-22 FTES, -17 percent)
  - Headcount decreased by 49 students (-14 percent)
  - Average credits decreased by 0.13 credits (-2 percent)
- Hispanic/Latino (+9 FTES, +8 percent)
  - Headcount increased by 28 students (+7 percent)
  - Average credits increased by 0.06 credits (+1 percent)

## **Jurisdiction**

Medical Education Campus experienced a decrease in FTES in 7 of 13 jurisdictions, with Loudoun County experiencing the greatest decline due mostly to a decline in average credits.

- Loudoun County (-25 FTES, -27 percent)
  - Headcount increased by 2 students (+1 percent)
  - Average credits decreased by 1.6 credits (-27 percent)

## **Division**

The Nursing division experienced the largest decrease in FTES.

- Nursing (-40 FTES, -16 percent)
- Student Development (-7 FTES, -18 percent)
- Allied Health (+2 FTES, less than half a percent increase)

## **Academic Session**

The dynamic session was the only session to experience growth in FTES enrollment.

- 16-Week Session (-50 FTES, -8 percent)
- 1<sup>st</sup> 8-Week Session (-6 FTES, -13 percent)
- 2<sup>nd</sup> 8-Week Session (no change)
- Dynamic session (+12 FTES, +7 percent)

## Changes in FTES at Woodbridge Campus: Differences from Fall 2012 to Fall 2014

### Student Type

The second largest student type group, FTIC students, was the only group to experience an increase in FTES enrollment.

- FTIC (+88 FTES, +9 percent)
  - High school students who applied increased by 221, while number who actually registered increased by 144.
- Returning/Reapplying (-58 FTES, -2 percent)
- Transfer (-95 FTES, -25 percent)

### Age Group

The 18 to 21 age group was the only age group to increase in FTES enrollment.

- 18-21 (+84 FTES, +4 percent)
  - Headcount increased by 169 students (+4 percent)
  - Average credits decreased by 0.06 credits (-1 percent)

### Gender

FTES enrollment of male students was maintained, however female student FTES decreased.

- Female (-69 FTES, -3 percent)
  - Headcount decreased by 82 students (-2 percent)
  - Average credits decreased by 0.09 credits (-1 percent)

### Race/Ethnicity

FTES enrollment decreased considerably among White students but increased among Hispanics/Latinos.

- White (-219 FTES, -13 percent)
  - Headcount decreased by 428 students (-11 percent)
  - Average credits decreased by 0.17 credits (-3 percent)
- Hispanic/Latino (+177 FTES, +20 percent)
  - Headcount increased by 389 students (+22 percent)
  - Average credits decreased by 0.11 credits (-2 percent)

### Jurisdiction

Prince William County was the only jurisdiction to register substantial growth in FTES for Woodbridge Campus and was one of the few jurisdictions to experience an increase in average credit hours.

- Prince William County (54 FTES, +2 percent)
  - Headcount increased by 29 students (+1 percent)
  - Average credits increased by 0.11 credits (+1 percent)

## **Division**

At Woodbridge Campus the largest decrease in FTES was experienced in the Arts division while the Science division added the most FTES.

- Arts, Communication, and Humanities (-136 FTES, -8 percent)
- Business and Social Sciences (-45 FTES, -3 percent)
- Student Development (+36 FTES, +49 percent)
- Natural Science and Mathematics (+80 FTES, +8 percent)

## **Academic Session**

The 16-Week and 1<sup>st</sup> 8-Week sessions decreased in FTES while FTES in the dynamic session grew considerably.

- 16-Week Session (-415 FTES, -14 percent)
- 1<sup>st</sup> 8-Week Session (-20 FTES, -10 percent)
- 2<sup>nd</sup> 8-Week Session (+9 FTES, +3 percent)
- Dynamic session (+361 FTES, +34 percent)

## ***NOVA Mission and Strategic Goals: 2005 – 2015***

### **Mission**

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

### **Strategic Goals**

- I. **STUDENT SUCCESS** – Northern Virginia Community College will move into the top tier of community colleges with respect to the college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.
- II. **ACCESS** – Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.
- III. **TEACHING AND LEARNING** – Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.
- IV. **EXCELLENCE** – Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.
- V. **LEADERSHIP** – Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.
- VI. **PARTNERSHIPS** – Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.
- VII. **RESOURCES** – Northern Virginia Community College will increase its annual funding by \$100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.
- VIII. **EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS** – Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.

# **NOVA**

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