

Analysis of Enrollment Demand at the Alexandria Campus: Fall 2012 through Spring 2015

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Office of Institutional Effectiveness and Student Success Initiatives

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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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Analysis of Enrollment Demand at the Alexandria Campus: Fall 2012 through Spring 2015

Introduction

This Report presents an examination of enrollment data from the Alexandria Campus (excluding Extended Learning Institute [ELI] data) from Fall 2012 through Spring 2015. This Report is divided into three sections, beginning with high and low enrollment disciplines, followed by disciplines with growing and declining enrollment, and concluding with high and low enrollment courses.

Summary

- **Disciplines with the highest enrollment at Alexandria Campus in Fall 2014**
 - English (ENG): 2,294 students
 - Math (MTH): 1,982 students
 - Biology (BIO): 1,553 students
 - History (HIS): 1,345 students
 - Student Development (SDV): 1,313 students

- **Disciplines with the lowest enrollment at Alexandria Campus in Fall 2014**
 - Greek (GRE): 6 students
 - Chinese (CHI): 7 students
 - German (GER): 11 students

- **Disciplines at Alexandria Campus with growth rates over 50 percent between Fall 2012 and Fall 2014 (regardless of enrollment size)**
 - Environmental Science (ENV): increased 133 percent
 - Health (HLT): increased 75 percent.

- **Disciplines at Alexandria Campus with negative growth rates over 50 percent between Fall 2012 and Fall 2014 (regardless of enrollment size)**
 - Administrative Support Technology (AST): decreased 68 percent
 - Education (EDU): decreased 62 percent
 - Chinese (CHI): decreased 56 percent

- **Fall 2012 to Fall 2014 highest growth rates among the top 15 disciplines with the highest enrollment**
 - Student Development (SDV): increased 20 percent
 - Math (MTH): increased 10 percent
 - Information Technology Networking (ITN): increased 4 percent
 - Information Technology Essentials (ITE): increased 4 percent.

- **Fall 2012 to Fall 2014 highest growth rates among the 15 disciplines with the lowest enrollment**
 - Health (HLT): increased 75 percent
 - Real Estate (REA): increased 23 percent

- **Courses with the highest number of students enrolled in Fall 2014**
 - ENG111: 1,494 students
 - SDV 100: 1,250 students

- **Courses with the lowest number of students enrolled in Fall 2014**
 - 35 courses with fewer than 5 students enrolled

Data Notes

Within tables, discipline/course enrollment data for the Alexandria Campus are presented for the Fall 2012 through Spring 2015 semesters. The numbers presented are the total enrollment at the course level (e.g., for each discipline, the total number of students enrolled in each section of each course within the discipline is summed.) These data do not refer to program enrollments. The difference in enrollment from Fall 2012 to Fall 2014 is also provided, and the percent difference is referred to as the growth rate. Disciplines and courses are referred to by their three-letter discipline prefix (prefix definitions on page 11).

Section 1. High and Low Enrollment Disciplines at the Alexandria Campus: Fall 2012 through Spring 2015

Table 1 presents the top 15 high enrollment disciplines in Fall 2014 at the Alexandria Campus, ordered by Fall 2014 enrollment figures.

Table 1. Top 15 Highest Enrollment Disciplines: Fall 2012 through Spring 2015

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	ENG	3,469	2,240	2,517	2,219	2,294	2,054	-1,175	-33.9
2	MTH	1,797	1,688	1,936	1,929	1,982	1,850	185	10.3
3	BIO	1,673	1,778	1,849	1,959	1,553	1,367	-120	-7.2
4	HIS	1,600	1,448	1,393	1,223	1,345	1,088	-255	-15.9
5	SDV	1,098	703	1,264	884	1,313	772	215	19.6
6	ESL	1,669	1,591	1,384	1,313	1,194	1,209	-475	-28.5
7	ITE	1,115	802	912	961	1,154	991	39	3.5
8	CST	1,205	1,103	1,262	1,179	1,101	987	-104	-8.6
9	PED	1,222	1,156	1,124	1,103	1,066	1,060	-156	-12.8
10	PSY	1,106	1,223	1,189	1,115	1,043	952	-63	-5.7
11	MTT	846	703	674	597	715	622	-131	-15.5
12	ART	828	826	834	729	691	731	-137	-16.5
13	BUS	775	671	807	630	670	597	-105	-13.5
14	ITN	604	430	626	491	630	539	26	4.3
15	CHM	672	725	661	633	589	609	-83	-12.4

Note: ELI data not included.
 (--) discipline not offered.

Table 2 presents the 15 disciplines with the lowest enrollment in Fall 2014 at the Alexandria Campus, ordered by Fall 2014 figures.

Table 2. Top 15 Lowest Enrollment Disciplines: Fall 2012 through Spring 2015

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	GRE	--	--	8	6	6	--	6	--
2	CHI	16	32	24	14	7	31	-9	-56.3
3	GER	14	15	23	13	11	9	-3	-21.4
4	LAT	35	38	37	41	22	29	-13	-37.1
5	EDU	58	16	44	72	22	35	-36	-62.1
6	BSK	--	16	14	7	24	19	24	--
7	RUS	31	24	23	21	26	19	-5	-16.1
8	ITA	39	35	27	22	32	24	-7	-17.9
9	MKT	46	55	41	48	32	24	-14	-30.4
10	AUB	47	49	62	61	41	60	-6	-12.8
11	FIN	51	67	44	88	44	66	-7	-13.7
12	HLT	28	22	66	42	49	73	21	75.0
13	JPN	70	73	75	66	50	44	-20	-28.6
14	SSC	44	52	51	64	50	52	6	13.6
15	REA	43	63	56	49	53	29	10	23.3

Note: ELI data not included.

(--) discipline not offered.

Section 2. Discipline Growth Rates at the Alexandria Campus: Fall 2012 to Fall 2014

Table 3 presents the fastest growing disciplines (regardless of discipline enrollment size) at the Alexandria Campus, ordered by growth rate from Fall 2012 to Fall 2014. The table only includes disciplines that grew at a rate of 10 percent or higher.

Table 3. Disciplines with the Greatest Rates of Enrollment Growth (Regardless of Enrollment Size): Fall 2012 to Fall 2014

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	ENV	24	37	50	68	56	91	32	133.3
2	HLT	28	22	66	42	49	73	21	75.0
3	REA	43	63	56	49	53	29	10	23.3
4	ITD	124	173	149	153	150	177	26	21.0
5	SDV	1,098	703	1,264	884	1,313	772	215	19.6
6	GEO	125	138	149	176	146	102	21	16.8
7	SSC	44	52	51	64	50	52	6	13.6
8	REL	118	133	135	170	132	131	14	11.9
9	MTH	1,797	1,688	1,936	1,929	1,982	1,850	185	10.3

Note: ELI data not included.

(--) discipline not offered.

Table 4 displays disciplines, regardless of discipline size, with the greatest rates of enrollment decline at the Alexandria Campus from Fall 2012 to Fall 2014.

Table 4. Disciplines with the Greatest Rates of Enrollment Decline (Regardless of Enrollment Size): Fall 2012 to Fall 2014

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	AST	228	160	135	125	72	53	-156	-68.4
2	EDU	58	16	44	72	22	35	-36	-62.1
3	CHI	16	32	24	14	7	31	-9	-56.3
4	NAS	171	133	146	74	105	77	-66	-38.6
5	LAT	35	38	37	41	22	29	-13	-37.1
6	SPA	271	264	240	214	175	162	-96	-35.4
7	PHI	263	281	214	286	173	249	-90	-34.2
8	ENG	3,469	2,240	2,517	2,219	2,294	2,054	-1,175	-33.9
9	EGR	100	86	166	121	68	152	-32	-32.0
10	MKT	46	55	41	48	32	24	-14	-30.4
11	JPN	70	73	75	66	50	44	-20	-28.6
12	ESL	1,669	1,591	1,384	1,313	1,194	1,209	-475	-28.5
13	HUM	110	79	127	56	82	67	-28	-25.5
14	ADJ	277	263	272	262	208	206	-69	-24.9
15	LGL	342	334	324	328	257	279	-85	-24.9

Note: ELI data not included.

(--) discipline not offered.

Table 5 presents the highest enrollment disciplines (provided in Table 1) in order from highest to lowest growth rate from Fall 2012 to Fall 2014. Disciplines with enrollment increases from Fall 2012 to Fall 2014 of 5.1 percent and above are shaded green; those between 0.0 and 5.0 percent are shaded orange, while disciplines with a decline in enrollment are shaded red.

Table 5. Growth Rates of the Top 15 Highest Enrollment Disciplines: Fall 2012 to Fall 2014

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	SDV	1,098	703	1,264	884	1,313	772	215	19.6
2	MTH	1,797	1,688	1,936	1,929	1,982	1,850	185	10.3
3	ITN	604	430	626	491	630	539	26	4.3
4	ITE	1,115	802	912	961	1,154	991	39	3.5
5	PSY	1,106	1,223	1,189	1,115	1,043	952	-63	-5.7
6	BIO	1,673	1,778	1,849	1,959	1,553	1,367	-120	-7.2
7	CST	1,205	1,103	1,262	1,179	1,101	987	-104	-8.6
8	CHM	672	725	661	633	589	609	-83	-12.4
9	PED	1,222	1,156	1,124	1,103	1,066	1,060	-156	-12.8
10	BUS	775	671	807	630	670	597	-105	-13.5
11	MTT	846	703	674	597	715	622	-131	-15.5
12	HIS	1,600	1,448	1,393	1,223	1,345	1,088	-255	-15.9
13	ART	828	826	834	729	691	731	-137	-16.5
14	ESL	1,669	1,591	1,384	1,313	1,194	1,209	-475	-28.5
15	ENG	3,469	2,240	2,517	2,219	2,294	2,054	-1,175	-33.9

Note: ELI data not included.

(--) discipline not offered.

Table 6 presents the same lowest enrollment discipline data as provided in Table 2, ordered from highest to lowest growth rate from Fall 2012 to Fall 2014. Disciplines with enrollment increases from Fall 2012 to Fall 2014 of 5.1 percent and above are shaded green; disciplines with a decline in enrollment are shaded red.

Table 6. Growth Rates of the Top 15 Lowest Enrollment Disciplines: Fall 2012 to Fall 2014

No.	Discipline	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	HLT	28	22	66	42	49	73	21	75.0
2	REA	43	63	56	49	53	29	10	23.3
3	SSC	44	52	51	64	50	52	6	13.6
4	AUB	47	49	62	61	41	60	-6	-12.8
5	FIN	51	67	44	88	44	66	-7	-13.7
6	RUS	31	24	23	21	26	19	-5	-16.1
7	ITA	39	35	27	22	32	24	-7	-17.9
8	GER	14	15	23	13	11	9	-3	-21.4
9	JPN	70	73	75	66	50	44	-20	-28.6
10	MKT	46	55	41	48	32	24	-14	-30.4
11	LAT	35	38	37	41	22	29	-13	-37.1
12	CHI	16	32	24	14	7	31	-9	-56.3
13	EDU	58	16	44	72	22	35	-36	-62.1
14	GRE	--	--	8	6	6	--	--	--
15	BSK	--	16	14	7	24	19	--	--

Note: ELI data not included.

(--) discipline not offered.

Section 3. High and Low Enrollment Courses at the Alexandria Campus: Fall 2012 through Spring 2015

Table 7 presents the 25 courses with the highest Fall 2014 enrollment at the Alexandria Campus. Data are ordered by Fall 2014 figures.

Table 7. Highest Enrollment Courses: Fall 2012 through Spring 2015

No.	Course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	ENG 111	1,379	937	1,497	902	1,494	774	115	8.3
2	SDV 100	986	627	1,172	778	1,250	715	264	26.8
3	ITE 115	750	597	635	707	842	628	92	12.3
4	PED 116	789	701	706	723	762	705	-27	-3.4
5	CST 110	910	764	818	702	694	540	-216	-23.7
6	HIS 101	687	634	643	530	549	471	-138	-20.1
7	BIO 101	720	633	705	637	490	326	-230	-31.9
8	ENG 112	548	820	561	948	465	919	-83	-15.1
9	MTH 163	361	300	454	337	451	297	90	24.9
10	ENF 3	--	395	385	391	410	274	410	--
11	BIO 141	367	353	476	392	406	357	39	10.6
12	PSY 201	497	531	554	419	402	277	-95	-19.1
13	MTT 4	511	406	398	346	384	339	-127	-24.9
14	MTH 151	386	267	352	263	317	240	-69	-17.9
15	HIS 121	412	226	290	205	301	185	-111	-26.9
16	CHM 111	297	285	313	265	292	263	-5	-1.7
17	BIO 102	260	357	282	449	275	288	15	5.8
18	ECO 201	314	322	328	267	275	276	-39	-12.4
19	ACC 211	332	304	304	232	271	197	-61	-18.4
20	BUS 100	302	299	296	235	257	242	-45	-14.9
21	MTH 152	194	238	201	242	224	266	30	15.5
22	MTH 166	243	131	226	154	222	151	-21	-8.6
23	BIO 142	137	190	181	245	212	182	75	54.7
24	MTH 271	179	178	198	222	202	212	23	12.8
25	SOC 201	292	285	305	189	202	144	-90	-30.8

Note: ELI data not included.

(--) course not offered.

Table 8 presents low enrollment courses on the Alexandria Campus. Low enrollment courses are those with fewer than five total enrollments at Alexandria Campus in Fall 2014. Data are ordered by Fall 2014 figures.

Table 8. Lowest Enrollment Courses: Fall 2012 through Spring 2015

No.	Course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Difference from Fall 2012 to Fall 2014	
								#	%
1	CSC 130	42	36	49	46	1	0	-41	-97.6
2	MUS 175	0	0	2	2	1	1	1	--
3	PSY 290	--	--	3	2	1	1	1	--
4	ART 222	--	3	--	1	1	6	1	--
5	ITD 212	--	--	--	--	1	--	1	--
6	PHT 190	--	--	7	--	1	--	1	--
7	MUS 298	0	--	--	--	2	1	2	--
8	MUS 243	-	1	2	5	2	3	2	--
9	SDV 298	13	8	6	8	2	6	-11	-84.6
10	CHD 298	--	32	13	19	2	27	2	--
11	CHD 265	--	32	14	19	2	28	2	--
12	MUS 147	--	3	2	4	2	--	2	--
13	PHT 104	--	--	--	--	2	--	2	--
14	MUS 285	0	1	2	3	3	1	3	--
15	ITP 295	10	6	25	--	3	2	-7	-70.0
16	ART 204	--	--	--	8	3	3	3	--
17	MUS 148	7	6	6	6	3	3	-4	-57.1
18	MUS 265	4	9	5	4	3	5	-1	-25.0
19	MUS 136	17	6	2	9	3	6	-14	-82.4
20	MUS 255	0	2	2	5	3	6	3	--
21	PLS 295	2	4	--	1	3	16	1	50.0
22	ART 299	10	1	3	--	3	--	-7	-70.0
23	LAT 298	--	4	5	4	4	3	4	--
24	MUS 155	5	3	5	4	4	5	-1	-20.0
25	ART 117	15	--	7	21	4	7	-11	-73.3
26	CST 131	10	15	10	18	4	23	-6	-60.0

Note: ELI data not included.

(--) course not offered.

Does not include 9 offered courses with 0 enrollment.

Appendix: Discipline/Course Prefixes and Descriptions

Prefix	Description	Prefix	Description
ACC	ACCOUNTING	HRT	HORTICULTURE
ADJ	ADMINISTRATION OF JUSTICE	HUM	HUMANITIES
AIR	AIR CONDITIONING AND REFRIGERATION	IDS	INTERIOR DESIGN
ARA	ARABIC	INT	INTERPRETER EDUCATION
ARC	ARCHITECTURE	ITA	ITALIAN
ART	ARTS	ITD	INFORMATION TECH AND DATABASE DESIGN
ASL	AMERICAN SIGN LANGUAGE	ITE	INFORMATION TECHNOLOGY ESSENTIALS
AST	ADMINISTRATIVE SUPPORT TECHNOLOGY	ITN	INFORMATION TECHNOLOGY NETWORKING
AUB	AUTO BODY	ITP	INFORMATION TECHNOLOGY PROGRAMMING
AUT	AUTOMOTIVE	JPN	JAPANESE
BCS	BROADCASTING	KOR	KOREAN
BIO	BIOLOGY	LAT	LATIN
BLD	BUILDING	LBR	LIBRARY TECHNOLOGY
BUS	BUSINESS MANAGEMENT AND ADMIN.	LGL	PARALEGAL STUDIES
CAD	COMPUTER AIDED DRAFTING	MDL	MEDICAL LABORATORY
CHD	CHILDHOOD DEVELOPMENT	MEC	MECHANICAL ENGINEERING TECHNOLOGY
CHI	CHINESE	MKT	MARKETING
CHM	CHEMISTRY	MSC	MILITARY SCIENCE
CIV	CIVIL ENGINEERING TECHNOLOGY	MTH	MATHEMATICS
CON	CONTRACT MANAGEMENT	MTT	DEVELOPMENTAL MATH
CSC	COMPUTER SCIENCE	MUS	MUSIC
CST	COMMUNICATION STUDIES AND THEATRE	NAS	NATURAL SCIENCE
DIT	DIETETICS	NUR	NURSING
DMS	DIAGNOSTIC MEDICAL SONOGRAPHY	OCT	OCCUPATIONAL THERAPY
DNH	DENTAL HYGIENE	PBS	PUBLIC SERVICE
DSL	DIESEL	PED	PHYSICAL EDUCATION AND RECREATION
ECO	ECONOMICS	PHI	PHILOSOPHY
EDU	EDUCATION	PHT	PHOTOGRAPHY
EGR	ENGINEERING	PHY	PHYSICS
ELE	ELECTRICAL TECHNOLOGY	PLS	POLITICAL SCIENCE
EMS	EMERGENCY MEDICAL SERVICES	POR	PORTUGUESE
ENG	ENGLISH	PSY	PSYCHOLOGY
ENV	ENVIRONMENTAL SCIENCE	PTH	PHYSICAL THERAPIST ASSISTANT
ESL	ENGLISH AS A SECOND LANGUAGE	RAD	RADIOLOGY
ETR	ELECTRONICS TECHNOLOGY	REA	REAL ESTATE
FIN	FINANCIAL SERVICES	REL	RELIGION
FRE	FRENCH	ROC	RADIATION ONCOLOGY
FST	FIRE SCIENCE TECHNOLOGY	RPK	RECREATION AND PARKS
GEO	GEOGRAPHY	RTH	RESPIRATORY THERAPY
GER	GERMAN	RUS	RUSSIAN
GIS	GEOGRAPHIC INFORMATION SYSTEMS	SDV	STUDENT DEVELOPMENT
GOL	GEOLOGY	SOC	SOCIOLOGY
GRE	GREEK	SPA	SPANISH
HIM	HEALTH INFORMATION MANAGEMENT	SSC	SOCIAL SCIENCE
HIN	HINDI	TRV	TRAVEL AND TOURISM
HIS	HISTORY	VET	VETERINARY TECHNOLOGY
HLT	HEALTH	VTN	VIETNAMESE
HMS	HUMAN SERVICES	WEL	WELDING
HRI	HOSPITALITY MANAGEMENT		

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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